Canadian Language Benchmarks 2000: ESL for Literacy Learners

Sample Tasks

Foundation and Phase I

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Introduction:

This collection of sample tasks is meant to be a companion document to the CLB 2000: ESL for Literacy Learners. That book explains the term ESL Literacy and outlines the ESL Benchmarks for reading, writing and numeracy for learners who:

- May have had little or no schooling in their native country or,
- May have come from a country with a non-Roman alphabet.

For a full description of ESL Literacy learners and situations in which non-ESL Literacy learners may benefit from short-term or monitored placement in an ESL Literacy program, please see the *CLB 2000: ESL for Literacy Learners*.

These sample tasks are intended to provide guidance in moving toward a contextualized approach to literacy and language instruction. We hope that they will help the teachers to:

- Identify the range of tasks within the CLB 2000: Benchmarks for Literacy Learners.

- See the methodology used by some ESL literacy teachers. (There are certainly other methodologies.)

- See that the development of schema is usually augmented for literacy learners.

- Recognize the collaborative nature of these lessons.

- Understand that opportunities for guided practice sometimes don’t lead to independent learning in the initial stage of a phase. In collaborative learning, the stronger learners support the other group members.

- Use the sample task provided to make similar tasks for purposes of remediation or assessment.
Frequently Asked Questions

Our ESL literacy learners are not used to coming to school. They often present unique challenges that need to be overcome or overlooked in order to make progress in language and literacy learning.

What are the differences in an ESL Literacy class?

1. **A slower pace:** Usually ESL literacy learners’ oral language is considerably higher than their reading and writing. This strength is built on in an ESL Literacy class. Learners are encouraged to discuss issues and life situations. Throughout this discussion, the teacher would write key words on the board for reference and spelling. When the time comes to read or write, the pace slows down. More time is needed to work on discrete skills such as context clues, word attack, spelling, sentence structure, and punctuation. It’s important not to overload the learners. Care must be taken to ensure that the learners understand each step of the lesson so that they can leave feeling that they have accomplished or learned something.

2. **More constant need for teacher encouragement:** ESL Literacy learners often lack the confidence in their skills to complete something on their own. There needs to be a very clear, thorough teacher presentation and practice before learners are ready to work on the tasks. For this reason, a collaborative approach is also used.

3. **Following directions can be a challenge:** Even if learners can read the directions and say that they understand, it is important that teachers model the activity and work through several examples with them. Think-aloud protocols are helpful in this phase of the lesson.

4. **Inconsistency of performance:** Because these routines, skills and strategies are newly learned and not automatic yet, if the learner is having a bad day, everything the teacher has taught goes out the window. Experienced literacy teachers have learned to relax, not put any pressure on the learner, and to wait until the next day. However, if a learner is coming to school regularly, but is not progressing, teachers need to keep a logbook of observations. What kinds of mistakes are being made? Might the learner need to have a hearing or eyesight check? Are there family problems that the learner might want to talk about with a counsellor? Has the learner unresolved stress or trauma that is not being handled by a professional?

5. **Need for organizational direction:** Most literacy learners will need help to learn organizational skills such as putting papers in a binder according to date or skill area. Without some organization a learner can spend a long time looking for yesterday’s paper. Colour coding for sections or weeks may help.

6. **Need for repetition and spiralling:** There are several ways of reworking materials for learners. These are necessary for learners to get a feeling that they can read independently.
   - Learners can start a lesson by reading over past worksheets in pairs. This may take the first 5-10 minutes of a class, but it provides an opportunity for the learner to review and/or redo yesterday’s material. The teacher moves around the class and helps learners with words that have been forgotten. Usually, there are a few.
• Several different activities can be provided that reuse the same vocabulary in the four skills.

• The same topic can be presented in a slightly different way a couple of weeks after the first lesson. Each time learners encounter these materials successfully, they will feel a little more confident. Some examples might include spiralling back to: filling in forms, writing thank you letters, reading notes from their children’s schools, cheque stubs, job ads, etc.

What are effective techniques for teaching ESL Literacy Learners?

Experienced ESL literacy teachers know that they need to tailor literacy instruction to meet the needs and goals of adult English language learners. There are many techniques that are effective in assisting these learners to improve their language and literacy learning. The following examples come from a variety of levels.

1. Create a climate that fosters self-esteem and interdependence. Our students come to classes at a time of life crisis or life change, often with added responsibilities and worries. It takes time to build a bond of closeness in the classroom. There are a number of ways to enhance the climate of the classroom, such as:

   a. Hanging interesting pictures on the walls, having coffee available, and playing music in the morning, make the room a more appealing place to come.

   b. Allowing new students time to sit and absorb English sounds and meanings without the increased pressure of having to answer questions, will allow them to become more relaxed and willing to participate when they are ready.

   c. Pairing a new student with someone who speaks his own language will increase the comfort level of that student. The peer helper could translate (before the new student understands the teacher's accent), show him around the school facilities, explain procedures, and answer his questions.

   d. Acceptance of each other's differences can be enhanced by a teacher recognizing the validity and significance of each individual and each culture, including her own. Building on a student's strengths, such as asking questions that he will probably be able to answer, will increase his confidence and accelerate acceptance by the group. Stressing the positive and giving honest praise for progress, not just for a "correct" answer, are ways to make students feel valued and respected.

   e. The way that the class is organized can also foster a good learning climate. In an ESL Literacy class, short, clear, and consistent directives will aid understanding and avoid confusion. When introducing a new concept, teachers should begin with the concrete (e.g. real food) and
then move to the more abstract (pictures, words.) This will raise the student's confidence in his ability to comprehend and to learn.

f. By building a friendly climate in the classroom, a cohesiveness is formed. This provides an opportunity to learn how to work independently and in groups, and how to be self-directing. The students can read in pairs, state their opinions about what they have read, and write collaboratively. The students should feel free to talk about their lives back home and share cultural customs (e.g. finding a husband/wife, coming of age, and family traditions). Teachers need to learn to facilitate discussion, not to control it. Through dialogue, students can build social relationships, model good oral and written language, and expand background knowledge.

2. Allow learners to take ownership of their learning by making sure that each topic or lesson is relevant to them. When selecting teaching topics, the teacher should use a needs assessment to find out the current situation and immediate goals of the learner. Beginning with their lives is always a good place to start when introducing any new concept or building a schema for a language task. For example, if one learner is looking for a job, there could be stories about that. If another is having problems with a neighbour, perhaps it’s a good time to deal with this topic in a problem-posing manner.

3. Help learners to help themselves by teaching strategies and techniques that good learners use to understand print texts of various types. Students who have had little experience in an educational setting in their native country often have limited strategies for language and literacy learning. For example: some students will be frustrated if, instead of following the interaction of ideas and examples about a certain word or concept, they try to translate each new word on their voiced computer dictionary. Many students just don't know what to do to learn a language. At the beginning stages, if a teacher uses a translator to explain the fundamental differences between the two languages, and some strategies to aid retention, it will be helpful. Some techniques in teaching learning strategies include encouraging learners to:

   a. Expose themselves to as much English as possible. They can watch TV, listen to tapes, reread the stories studied in class, make some Canadian friends, and speak to their neighbours.

   b. Ensure that that they understand what the teacher is saying. If they don’t, they need to ask for help. Questions can be taught and posted on the classroom walls for reference:

      Can you repeat, please?
      Can you speak more slowly, please?
      What's this?  What are these?
      How do you spell ______________?
      How do you write ______________?
      How do you say ______________?
      What's the past tense of __________?
c. Help the learners organize a way to remember the new material. This can be done with the help of graphic organizers, to help connect meaning to what is read through problem-solving, predicting, and other higher-level thinking skills.

4. Teach reading and writing within the context of an interactive, meaning-centred, integrated skills curriculum. The lessons should be planned in a pre-, during, and post reading framework to build background knowledge, to practise reading skills within the reading text itself, and to engage in comprehension activities. (Grabe, 1993) Sequence activities so that they move
   - from the concrete to the abstract,
   - from less challenging to more challenging (such as from a strong oral understanding to a weaker written component),
   - from realia or language experience activities to pictures or photos with text,
   - to text alone.

When teaching a new story, begin by building schema for the topic. When the story has been mastered, then the lesson can move to word attack skills and spelling needs.

It is possible to use an interactive approach to deal with numerous life topics that originate from the learners’ needs and interests. Some difficult topics such as car thefts, family violence, a new medical card, and the TV guide, might be too difficult for the students to read on their own without a number of pre-reading activities to activate their prior knowledge. Each lesson includes various word attack, listening, or grammar activities. After that, each lesson requires that the student write one or two sentences or a small story to express his own knowledge or feelings on the topic. In this way, students can see that they learn about something relevant and also gain skills to make subsequent reading and writing more independent.

5. Allow learners an opportunity to work with the concepts and new skills to be gained in a variety of procedures and activities. Learning processes that provide opportunities to practise skills are much more likely to result in the ability to apply knowledge to life. The learner can read over the material and think about it in different ways. They can make predictions, they can think about the strategies they used to find the meaning in the text, they can find the topic or main idea, they can state their opinions, they can do a search in the class for other learners’ opinions. By practising the new vocabulary, using different techniques within a contextualized series of activities and/or within a given topic or topics, the learning will be consolidated.

6. Include activities within the lesson that appeal to diverse learning styles. By selecting a wide variety of techniques and strategies, teachers will be more successful in engaging their learners and fostering some guided style stretching. Learners who are comfortable learning in a variety of settings will find more opportunities to learn. Also, ESL learners, who are not used to sitting in a classroom, may suffer mental fatigue if the activities are not frequently changed. Some examples might include writing on the board, working with word cards, working in a group or with a volunteer, completing an information grid where the
learner collects data from classmates, language experience activities, listening to tapes, singing or chanting, or total physical response (TPR).

7. Teachers with adult ESL Literacy students need to be flexible, sympathetic, task oriented, and focused on the students' needs. There is no doubt about the fact that teachers need to be well prepared for each day of class. However, there have been numerous times that I have come to school with a lesson prepared, but ended up abandoning it when another topic became more relevant. Perhaps it was the first snowfall, and for some this would be the first experience ever with snow. Perhaps someone had a car accident. Students can be encouraged to tell their stories, share their pictures, and tell their favourite proverbs. If encouraged, students begin to examine the role of literacy in their lives and become active participants in providing themes that involve the use of natural language in meaningful contexts.

8. Learners’ stories provide a catalyst for discussion and comparison of experiences, and for the development of mutual support for one another in striving for both linguistic and non-linguistic goals. The teacher must always be prepared with a lesson, but flexible and sensitive enough to recognize that literacy is life. For example: One day, a student came into class late. He looked upset, so of course we asked him what was the matter. He had been in a minor car accident and it had shaken him up. The classmates were concerned, so the lesson couldn’t go on as planned. Instead, we asked him questions and finally got the story out. We wrote what had happened onto the board. This became the lesson for the day with several others relating their accident stories. Instructions on how to drive in snowy conditions became the follow up activity for the next day. This was real language for them because it concerned a real issue.

Are the tasks in this collection authentic?

Learners express their needs and frustrations to us daily. It is difficult to come into a new country and have to function in a new language. When the learners haven’t been literate in their first language or have had to learn a new alphabet system, this difficulty is compounded. Our goal is to enable these learners to deal with their different needs for literacy in Canada. If learners can begin to read examples of what literacy is used for in the world outside of school, they may begin to read these materials on their own.

The CLB Benchmarks acknowledges that it is best to receive instruction in authentic, real-world examples of literacy, but the level at which our learners can cope with written material often makes this impossible. Good teaching always involves adapting instruction to the needs and skill levels of specific individuals or groups of students. What is needed in one case may be quite different from what is required in another. We have made a compromise in the literacy stream by using teacher-simplified materials so that the learners can:

a. Focus on one small part of a document
b. Not be overwhelmed by the density of print
c. Read materials successfully
d. Use a step-by-step approach to reading real outside world text
In order to allow learners to see the connection between the real material and their teacher-adapted materials, we encourage teachers to have a copy of different authentic materials to show the connection. Sometimes at the end of the lesson, a copy of the 'real' text can be circulated or handed out. The learners can then highlight or circle parts of these materials that they can now recognize. In this way they understand that they are working toward being able to deal with authentic text.

Therefore, when looking over these sample tasks, please remember that learners may not need to read all of these types of texts. Teachers should find out that information by means of formal or informal needs assessments.

Students in ESL Literacy classes come from a variety of backgrounds, with different expectations of what they want to learn, and different preferred styles of learning. They come to classes in order to gain greater independence and mastery over their own lives in Canada. Our job as teachers is to help facilitate the ways and the means for them to succeed.

References


**Match Realia to Pictures**

**Skill Area:** Pre-reading  
**Task:** Name realia and pictures

**Purpose:** Students will  
- Understand that real objects can be represented pictorially on paper  
- Match realia to pictures  
- Identify pictures by pointing to pictures as oral stimulus is given  
- Name pictures

**Materials:** Realia of target vocabulary, enlarged visuals of pictures on the worksheet, board, worksheets

**Grouping:** Whole class, small groups, pairs

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 20 minutes

**Note:** Introduce pictures that correspond with real objects that you can pick up or show, such as a book, table, etc. Gradually introduce other vocabulary such as *apple, book, chair*, etc., according to the theme you are teaching. Enlarge the pictures on the worksheet for the presentation of the lesson.

**Method:**
1. Pick up one of the objects, *(e.g. book)* and model the structure: *This is a book*. Hold up the visual of the book and model the same structure.
2. Hold up the real item and the picture together and repeat the same structure to show that both the object and picture have the same name. Have students repeat.
3. Place the visual on the board and then follow the same process with the other realia and visuals. Each time a new visual is introduced, go back and review the previous picture names.
4. Name visuals and have student volunteers come up and point to them.
5. Pass out the top part of the worksheet. Say the name of one object and have the students point to the picture. Circulate to check for understanding and continue with other picture names.

**Follow Up**
- Students can work in pairs. One student can name the picture and the other student can point to the picture.
- Students can cut out the boxes of pictures. They can place them on the grid (second half of the worksheet) according to the oral stimulus. *E.g. Pick up the book. Put it in box #1.*
- Students can play Picture Bingo or Tic/Tac/Toe to name pictures.
- Students can cut out pictures from catalogues according to a theme and make collages or posters.
- As students learn more vocabulary, they can sort pictures according to themes. *E.g. colours, clothing.*
Point

1. Apple
2. Book
3. Chair
4. Table
5. Banana
6. Pencil
# Identify and Arrange Real Life Symbols

**Skill Area:** Pre-reading

**Task:** Identify real life survival symbols

**Purpose:** Students will
- Name visuals of real life survival symbols
- Arrange survival symbols to show left-right and top-down directionality

**Materials:** Enlarged visuals of symbols on the worksheets, board, overhead, worksheets

**Grouping:** Whole group, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 20 minutes

**Note:** Before attempting this task, students should go on a walkabout of the building or neighbourhood to see real life survival symbols. It would be a good idea for them to match the visuals with the real life symbols at this time. Students at this level should be presented with not more than 6 new pictures/symbols at a time. Therefore, teachers should divide this worksheet in half and teach the vocabulary in 2 different lessons.

**Method:**

1. Show students the visual of one of the survival symbols. Say: *No Smoking*. Have all students repeat. Place the visual on the board.
2. Continue with a second symbol. After oral practice, place it beside the first symbol. Go back and name the first and second symbols, showing left-right directionality.
3. Continue with the rest of the visuals. After naming the 4th symbol, place it under the first visual to form a new line and show top-down directionality.
4. Pass out the symbols to six students. Draw a grid of 2 rows of 3 boxes on the board. Number the boxes.
5. Show box #1. Say: *Number 1 is No Smoking*. Ask a student volunteer to come up and place the visual in the box.
6. Continue to name the other symbols and arrange them in numerical order to show left-right and top-down directionality.
7. Pass out the top half of the worksheet. Review the names of the symbols and have students cut out the boxes. E.g. *Touch box #3*.
8. Pass out a grid of 6 boxes. Review the numbers in the boxes.
9. Say: *Pick up the picture of No Smoking. Put it in box #1*. Check for understanding. Continue with all pictures. Review by asking, *What’s #1, #3, etc.*

**Follow Up:**
- Make flashcards of survival symbols. Have students work in pairs to name them.
- Give each student one or more symbols. Go on a walkabout to match pictures to realia and name the symbol.
- Play games to review survival symbols. (Bingo, Memory)
Point.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>STOP</td>
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<td>man</td>
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<tr>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>no-smoking</td>
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**Enter**

H

**Women**
# Copy Symbols or Pseudo Letters

<table>
<thead>
<tr>
<th>Skill Area:</th>
<th>Pre-writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Understand the concepts of left-right and top-down directionality of strokes in symbols or pseudo letters</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Students will</td>
</tr>
<tr>
<td></td>
<td>- Copy strokes on lined paper beside a model</td>
</tr>
<tr>
<td>Materials:</td>
<td>Teacher-made worksheets, flashcards</td>
</tr>
<tr>
<td>Grouping:</td>
<td>Whole group, individuals</td>
</tr>
<tr>
<td>Learning Style:</td>
<td>Visual, kinesthetic</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
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</tbody>
</table>

**Note:** Before students attempt this task on lined paper, they need to practice drawing, tracing and copying strokes in the air, on unlined chalkboard, unlined paper and on lined chalkboard. They also need practice copying under the model before copying beside the model. At first the strokes will be large. With continued practice the strokes should decrease in size.

**Method:**

1. Cut the worksheet in half so that student will be practicing no more than 6 pseudo letters at one time. Pass out the worksheet. Encourage students to place a strip of paper under the first line so that their eyes are focussed on only one pseudo letter at a time.
2. Have students copy the first pseudo letter beside the model.
   - Check for:
     - left-right and top-down directionality of strokes
     - the position of the stroke on the line
     - the size of the pseudo letters.
3. Have students continue to make the same pseudo letter on the next line and so on until they complete the first line.
4. Continue with the other pseudo letters until the task is complete.
5. Students at this level tire very easily. Limit the practice to about 6 pseudo letters.

**Follow Up:**

- Teacher holds up a flashcard of a symbol or pseudo letter and student copies from the flashcard to lined paper.
- Have students practice many different types of strokes in symbols and pseudo letters before introducing letters.
Copy.
**Skill Area:** Pre-reading

**Task:** Identify same and different letters

**Purpose:** Students will:
- Cut and match letters that are the same or different
- Identify letters that are the same or different

**Materials:** Worksheets, overhead, flashcards, board

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 15-30 minutes

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**Note:**
There are 2 different tasks on this page which should be taught separately.
These tasks should be taught in the following order:
- lower case only
- upper case only
- lower and upper case mixed

**Method: Match Letters**

1. Enlarge the 'cut and match' worksheet to 12 boxes with up to six different letters. The worksheet can have 2 different numbers of letters that are the same, eg. 3 d's, 2 e's, etc.
2. Give students the worksheet and have them cut out the boxes of letters.
3. Show a flash card of a letter. Name it. Hold up a second and third identical flashcard and say: *These are the same letters, b, b, and b.* Place them on the board beside each other, showing left to right directionality.
4. Have them look at their letters and pick up the letters that are the same.
5. Continue the same process with all the letters.
6. Have them mix up their letters, and independently, match the letters that are the same by placing the same letters in a line. E.g. *b, b, b*

**Method: Identify Same and Different Letters**

1. Place a letter flashcard on the board and name it. Beside this flashcard, write 5 spaced letters. (See work sheet.) You can have any number, the same as the model.
2. Ask a student to come up and circle the letter(s) that are the same as the flashcard. Have the group name the "same" letters. Say, *These have the same name.* E.g. *c, c, c*
3. Continue with a second row of letters under the first to show left-right and top-down directionality.
4. Give the students a worksheet.
5. Have them place a 2 inch by 8 inch strip of paper under the first row of letters (to have them focus on only one line of letters).
6. Ask them to name the letter on the left and circle the letters in the line that are the same.
7. Have them follow the same process to complete the page.
8. Circulate and have students read the same letter names out loud.
Cut and match.

<table>
<thead>
<tr>
<th>d</th>
<th>g</th>
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<tr>
<td>g</td>
<td>d</td>
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Circle.

<table>
<thead>
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<th>d</th>
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</table>
## Match Upper and Lower Case Letters

**Skill Area:** Pre-reading

**Task:** Identify upper and lower case letters

**Purpose:** Students will
- Match upper and lower case letters
- Recognize upper and lower case letters by name
- Name upper and lower case letters

**Materials:** Flashcards, worksheets, board

**Grouping:** Whole group, individuals

**Learning Style:** Visual, auditory

**Time:** 15 minutes

**Note:** There are 2 different tasks on this page that should be taught separately. A cut and match activity of lower and upper case letters should precede this task. The worksheet for the first task should be enlarged to have about 8 letters in a line.

### Match Upper and Lower Case Letters

**Method:**
1. Write a column of 8 small letters on the board. Name the letters and have students repeat. (These should be the same letters as those on the worksheet)
2. Write the corresponding capital letters in another column a short distance from the first line. (Letters should not be in the same order as the first line)
3. Have a student come up to the board. Tell him to match small "f" and capital "F" by drawing a line. Continue the same process with the other letters.
4. Hand out the worksheet. Instruct the students to draw a line to match the small and capital letters

### Identify Lower and Upper Case Letters By Name

**Method:**
1. Enlarge the worksheet to fit the page.
2. Pass out the worksheets. Call out a letter name (capital or small) and ask the students to point to the corresponding letter on their worksheets. Circulate and check.
3. Continue with the other letters. Have students practise dictating the letter name or have them work in pairs.

**Follow Up:**
- Have the students cut out the boxes of letters and place them on a grid as the teacher/student calls out the letter.
- Students can make a collage of capital and small letters of different fonts by cutting letters out of magazines, catalogues, or newspapers.
- Have students go on a walkabout of the school/building to recognize and name letters in signs, posters, etc.
- Play Bingo or Memory games to reinforce upper and lower case letter names.
Match.

Point.
Copy & Write Letters / Change Lower To Upper Case

**Skill Area:** Writing

**Task:** Copy and write lower and upper case letters

**Purpose:** Students will
- Copy lower and upper case letters beside the model
- Print letters, changing lower case to upper case

**Materials:** Overhead, worksheets

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 15 minutes

**Note:** There are two sample tasks on this page, which should be taught separately. These are only sample tasks. The worksheet should be enlarged to have 6-8 rows of letters well spaced on the page. Before students work on this task, they need practice tracing, copying and writing letters of different sizes in the air, on unlined chalkboard, on unlined paper and on lined chalkboard.

**Copy and Write Letters**

**Method:**
1. Show the overhead of the worksheet to the students. Cover all but the first row of letters. Tell the students to name the letter. Copy the letter “d” on the first line beside the model, while students watch the formation of the letter. Complete the line of letters.
2. Pass out the worksheets. Instruct the students to copy the letter “d”. Check for formation and size of the letter and position on the line. Have them complete the line.
3. Continue the above steps with the next letters until the page has been completed.

**Change Lower Case To Upper Case**

**Method:**
1. Print the letter “b” on the board and name it “small b”. Draw a line beside the “b” and ask a student to print “capital B” on the line. Students name the small and capital letter again. Follow this process with several more examples.
2. Show students the overhead of the worksheet. Cover all but the alphabet at the top. Ask students to come up and point to different letters at the top of the page.
3. Show the rest of the overhead. Point to the letter “e”. Have the students name it and ask one student to come up and write the capital “e” beside it.
4. Pass out the worksheets. Have the students work independently while teacher circulates. Encourage students to refer back to the alphabet model if necessary.

**Follow Up:**
- Working in pairs, one student shows a flashcard of a letter and the other student writes the corresponding small or capital letter on paper.
Copy

d    ___    ___    ___    ___    ___
R    ___    ___    ___    ___    ___
G    ___    ___    ___    ___    ___
p    ___    ___    ___    ___    ___

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  
Kk  Ll  Mm  Nn  Oo  Pp  Qq  Rr  Ss  
Tt  Uu  Vv  Ww  Xx  Yy  Zz

Write.

Example:

   b   B

   e   f   a

   m   y   h

   j   i   t
Match Form Words

**Skill Area:** Reading

**Task:** Match words used on forms

**Purpose:** Students will match words used on forms written in lower and upper case

**Materials:** Flashcards, overhead, worksheets, grid of 12 boxes

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 15 - 30 minutes

---

**Note:** There are 2 tasks on this page. Each should be taught separately. Enlarge the tasks so that the Cut and Match task has 12 boxes and the Match task has about 10 words in each column. Before attempting these tasks, the students should be able to recognize in print their own name, address, and telephone number.

---

**Cut and Match**

**Method:**
1. Pass out the Cut and Match worksheets. Show a flashcard with a lower case form word written on it. Read the word and ask the students to point to the same word on their worksheets. E.g. *name*. Ask the question: *What's your name?*, so that the students relate meaning to print.
2. Show the matching form word in upper case, read it and have the students point to it. E.g. *NAME*.
3. Hold up and read both flashcards to show that they are pronounced the same way.
4. Follow the same process with all the words.
5. Students cut out the boxes with the form words and match lower case to upper case. Check that words are held right side up.

---

**Match Form Words**

**Method:**
1. Make an overhead of the worksheet, or write 2 columns of form words on the board. One line is written in lower case and the other in upper case.
2. Read the first word in column 1 and then draw a line to its match in the second column.
3. Continue with the next word, asking students to draw the line to make the match. Complete the exercise.
4. Pass out the worksheets and have the students match the form words, as the teacher circulates.

---

**Follow Up:**
- Students can play the Memory Game to match form words on flashcards.
- Students can sort and match form words written on flashcards in different fonts.
Cut and match.

<table>
<thead>
<tr>
<th>NAME</th>
<th>telephone</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>name</td>
<td>TELEPHONE</td>
</tr>
</tbody>
</table>

Match.

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>last</td>
</tr>
<tr>
<td>LAST</td>
<td>full name</td>
</tr>
<tr>
<td>number</td>
<td>NUMBER</td>
</tr>
</tbody>
</table>
**Skill Area:** Reading

**Task:** Understand that print conveys meaning

**Purpose:** Students will
• Match words to pictures to get meaning from print
• Develop a pool of sight words

**Materials:** Enlarged pictures of visuals found on the worksheet, flashcards, board, worksheets, grid of 12 boxes

**Grouping:** Whole class, pairs, individual

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 15-30 minutes

**Note:** Enlarge the pictures so that they can be used in the presentation part of the lesson with the whole group. Choose vocabulary that is relevant and meaningful to the students and that can be later used to build sentences and short stories. Make large flashcards of the sight words, write on the lines so that students can see the position of the letters on the line. Interpreters may be needed to explain the concept of getting meaning from print.

**Method:**

1. Review vocabulary orally. Hold up one picture. Label it. E.g. *man*. Hold up the flashcard and repeat *man*. Repeat process to show that the oral and written forms represent the same word.
2. Print the word *man* on the board. Underline the first letter. Produce the sound *mmm* and glide your hand under the word as you read *man*. Have students read *man*.
3. Continue with the second picture and follow the same process. Go back to the preceding pictures and words and match again as a new one is introduced.
4. Pass out the worksheets. Have students cut out the pictures and words. Show one picture and the corresponding word and have the students match their own.
5. Have students work in pairs or alone to match picture and word. Have them keep these for future reference and practice.

**Follow Up:**
• Students can place the pictures or the words on a grid as the oral stimulus is given. E.g. *Put the picture "man" in box #1. Put the word "man" in box #2.*
• Have the students play games (Memory, Bingo, Go Fish) to practice the relationship between pictures and words.
• Students can unscramble word puzzles to match pictures and words.
• Display pictures and words on collages/posters for future reference.
• Take photos of people and objects and label them on charts/posters.
Cut and match.

1. family
2. man
3. boy
4. girl
5. baby
6. woman
Match and Recognize Sight Words

**Skill Area:** Reading

**Task:** Recognize sight word vocabulary

**Purpose:** Students will
- Match same sight words
- Recognize and underline words according to oral stimulus

**Materials:** Flashcards, pocket chart, board or bulletin board, overhead, worksheets

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 30 minutes

**Note:** There are 2 tasks on this page.

**Method: Match Same Sight Words**

1. Give students multiple flashcards of the target vocabulary. Show one flashcard. Place it on the board. Make reference to the initial sound by underlining it. Glide your finger under the word to "read it". Have students look at their cards and place the ones that are the same beside the model, e.g. his his his. Model the reading and have students repeat. Continue with all words.

2. Introduce the worksheet on the overhead. Place a strip of paper under the first line of words. Read the model sight word on the left. Ask a student volunteer to come up and underline the “same” words. Read the words out loud with the students. Follow the same process with other examples.

3. Pass out the worksheets. Give each student a strip of paper to place under each line of words. Instruct students to circle the words that are the same. Circulate to check. At this stage, students will be “reading” from memory.

**Method: Recognize Sight Words**

1. Write 3 target sight words on the board, one under the other. Say one word and ask a student volunteer to come up and underline it. Continue the process with other words.

2. Pass out the worksheets. Have students look at box #1. Say one word and have students underline it. Check for understanding. Follow the same process for the remaining words. After a new word has been underlined, go back and review the "reading" of the words in the previous box(es).

3. In pairs or with volunteers, have the students read the underlined words.

**Follow Up:**
- Laminate cards with 3-4 sight words written on them. In pairs, one student can read a word and the other can underline it with a non-permanent marker.
- Pass out multiple copies of some flashcards to students. Say a word and have the student(s) who has/have the word(s) show it. This exercise could also be put on tape.
Circle.

<table>
<thead>
<tr>
<th>man</th>
<th>my</th>
<th>man</th>
<th>name</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>student</td>
<td>speak</td>
<td>she</td>
<td>school</td>
</tr>
<tr>
<td>his</td>
<td>his</td>
<td>it</td>
<td>his</td>
<td>in</td>
</tr>
<tr>
<td>house</td>
<td>her</td>
<td>house</td>
<td>he</td>
<td>his</td>
</tr>
</tbody>
</table>

Underline.

<table>
<thead>
<tr>
<th>name</th>
<th>is</th>
<th>my</th>
<th>your</th>
<th>it</th>
<th>what</th>
<th>woman</th>
<th>student</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Copy Sight Words / Change Lower to Upper Case Letters

**Skill Area:** Writing  
**Task:** Demonstrate the ability to copy words  
**Purpose:** Students will  
- Write the missing letters of known sight words under the model  
- Copy complete sight words under the model  
**Materials:** Board, coloured chalk, worksheets, lined paper  
**Grouping:** Whole group, individuals  
**Learning Style:** Visual, auditory, kinesthetic  
**Time:** 30 minutes  
**Note:** Before students attempt this task, they need practice copying and writing lower and upper case letters. There are 2 tasks on this page, which should be taught separately. Each task should be enlarged to make a complete worksheet.

#### Method: Copy Sight Words

1. Print a target sight word on a line on the board and read it. E.g. *what*. Write the same word again under the model, leaving out some letters and replacing them with lines. E.g. *w_ _ t*. With a different coloured chalk, fill in the missing letters as you point to and copy those from the model above. Write the complete word again under the model. Do not focus too much attention to letter names, as this may be difficult to undo when teaching phonetic decoding later.  
2. Repeat this process, having students come up and write.  
3. Pass out the worksheets. Instruct the students to fill in the missing letters and copy the words. Circulate to check for understanding of task, correct formation of letters, position of letters on the line and spacing between letters.  

#### Method: Change Lower Case to Upper Case Words

1. Pass out lined paper to the students. Write a lower case letter on the board. Have the students write the corresponding upper case letter. Practise with several letters and then do the reverse (upper to lower). Have a chart of the alphabet in upper and lower case letters for the students to refer to.  
2. Print a sight word on the board in lower case. Write the word in upper case beside it. Read both words. Continue with several examples, having the students write.  
3. Pass out the worksheet. Instruct the students to write the words in capital letters. Let students refer to the alphabet model on the worksheet, if necessary.  

#### Follow Up:  
- Laminate sight word flash cards. Have students change from lower to upper case or vice-versa with permanent marker or have them copy/write the word on lined paper.
Copy.

<table>
<thead>
<tr>
<th>what</th>
<th>school</th>
<th>first</th>
</tr>
</thead>
<tbody>
<tr>
<td>w_ _t</td>
<td><em>ch</em> _l</td>
<td>_ <em>rs</em></td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>my</th>
<th>teacher</th>
<th>your</th>
</tr>
</thead>
<tbody>
<tr>
<td>_y</td>
<td>t_a_ _er</td>
<td>_ <em>u</em></td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>______</td>
</tr>
</tbody>
</table>

Write.

Example:

<table>
<thead>
<tr>
<th>my</th>
<th>MY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>family</th>
<th>woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>your</th>
<th>it</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>she</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
**Write Word to Picture**

<table>
<thead>
<tr>
<th>Skill Area:</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong></td>
<td>Identify and write words to label pictures</td>
</tr>
</tbody>
</table>
| **Purpose:** | Students will  
  - Recognize which word from a word pool corresponds to the appropriate picture  
  - Write the corresponding word beside the picture |
| **Materials:** | Enlarged visuals found on the worksheet, flashcards, overhead, board, pocket chart, worksheets, grid of boxes |
| **Grouping:** | Whole group, pairs, individuals |
| **Learning Style:** | Visual, auditory, kinesthetic |
| **Time:** | 20-30 minutes |

**Note:** In this task, the order of the words in the word pool and the order of the pictures do not match. Before attempting this task, students need practice labelling pictures where the order of words and order of the pictures match. Also, the words for the task on the worksheet all begin with different consonants. This is the beginning of letter/sound correspondence. The next task would be to have the students choose words from a pool where more than one word begins with the same consonant.

**Method:**

1. Place the flashcards of the words from the worksheet horizontally in the pocket chart or on the board.
2. Show one picture. Have a student volunteer to come up and find the corresponding word. Read the word with the student while stressing the initial consonant sound, and showing that the picture and the print convey the same meaning.
3. Continue with all the words. Repeat if necessary.
4. Pass out the worksheets. Ask the students: What’s picture #1? When they respond, have them point to the word in the boxed word pool. Check to see if students have chosen the correct word.
5. Have students copy the word twice. Check for accuracy of letter formation, position of letters on the line, and spacing of letters in a word. Have the students complete the page independently.
6. Have students work in pairs to read back the words they have written.

**Follow Up:**

- Play Bingo to reinforce word recognition. Teacher holds up a picture and students find the word on the Bingo card. Have the students make up their own Bingo cards by copying 6 words from a pool of 12.
- Have students cut out pictures of theme related words from magazines and catalogues. They can mount them on poster paper and copy the corresponding word underneath.
Read.

book  house  school  apartment  telephone  pencil

Write.

1. __________________  __________________

2. __________________  __________________

3. __________________  __________________

4. __________________  __________________

5. __________________  __________________

6. __________________  __________________
**Match Sentences to Pictures**

| Skill Area: | Reading and Writing |
| Task: | Match and write sentences to pictures |
| Purpose: | Students will  
- Match sentences to pictures  
- Copy sentences under a model |
| Materials: | Enlarged visuals of pictures on the worksheet, sentence strips, board, bulletin board or pocket chart, worksheets |
| Grouping: | Whole group, pairs, individuals |
| Learning Style: | Visual, kinesthetic |
| Time: | 30 minutes |

**Note:** Students need to be able to read individual sight words before attempting this task. Aural/oral practice of sentences must also be practised. Before matching sentences as in this exercise, students need practice reading sentences that are written beside the corresponding picture.

**Method:**

1. Place enlarged visuals from worksheet in a vertical line in a pocket chart, or on a chalkboard or bulletin board. Make a second column of sentence strips as found on the worksheet. Be sure the order differs from that of the pictures and that these are placed a distance away from the pictures. Draw a line under each sentence for copying.
2. Point to a picture and ask the appropriate question. E.g. *What is it/he/she? What are they?* Have the students respond in a complete sentence. Match the sentence to the picture by drawing a line. Point to the picture and say: *He is a man.* Point to the sentence and say: *He is a man.* Copy the sentence under the model making reference to the capital letter, word spacing and end punctuation.
3. Point to the second picture. Follow the same process, but this time, have a student volunteer match the sentence to picture. Continue with all pictures.
4. Pass out the worksheets. Have the students name the first picture and point to the corresponding sentence. Check to see that they have chosen the correct sentence.
5. Have them draw a line from the picture to the sentence and then copy the sentence under the model. Check for capital letters and spaces between words and end punctuation. Have students read the sentences in pairs.

**Follow Up:**

- Pass out sentence strips to individuals or pairs. Hold up a picture, ask a question, and have the students look for the corresponding sentence. Sentences can be written for any theme you are teaching. Keep the sentences short. (maximum 5 words)
Read, match and copy.

They are a family.

________________

She is a woman.

________________

It is a house.

________________

They are children.

________________

He is a man.
# Fill in Initial Consonants and Copy Sight Words

**Skill Area:** Reading and Writing

**Task:** Recognize initial consonant sounds in sight words

**Purpose:** Students will
- Recognize and fill in the missing initial consonant of known sight words
- Copy sight words

**Materials:** Letter flashcards, enlarged visuals of pictures on the worksheet, pocket chart, board, worksheets

**Grouping:** Whole group, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 30 minutes

**Note:** Enlarge the visuals for the presentation stage of the lesson. This task involves choosing the appropriate initial consonant sound from a pool of 6 letters. Initially you would teach one sound at a time with many visuals and gradually compare sounds as new ones are introduced. Students need to practice recognizing and reading words as in the tasks that precede this one, before attempting this task. Consider having interpreters explain the concept of sound/letter correspondence in L1.

**Method:**
1. On the board, place flashcards of the 6 letters presented on the worksheet. Show the students a visual. Write the sight word of the picture under the picture but leave out the initial consonant and write a line in its place.
2. Say the word, orally stressing the initial consonant sound. Ask a student to pick up the first sound in the word and place it on the line. Do not name the letter as this will confuse the concept of sound/letter correspondence.
3. Have a student volunteer come up and remove the flashcard and write the letter in its place. Copy the word one more time under the model. Have everyone read the word.
4. Follow the same process with the other pictures.
5. Pass out the worksheets. Have students name the first picture, write the missing letter and then copy the word. Circulate to check for accuracy.

**Follow Up:**
- Make collages/posters of pictures and words from catalogues that begin with the same initial consonant. E.g. *pot, pan, pants*.
- Make charts of words students know orally or known sight words that begin with that sound. E.g. Student names, days of the week, numbers, clothing, etc.
- Play letter Bingo. Bingo cards have initial consonants. Teacher says a word/shows a visual and students cover the first sound.
- Prepare picture cards. Label the picture underneath, leaving out the initial consonant and writing a line in its place. Have students work in pairs to copy the word on lined paper with the initial consonant written in.
Write and copy.

h p c d m j s b

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______

_earns
_oor
_and
_chool
_us
_oat
_oney
_encil
Read, Copy, and Order Sight Words

Skill Area: Reading and Writing

Task: Copy and order sight words

Purpose: Students will:
- Read known sight words out loud
- Copy sight words from a word pool
- Order sight words to make questions and answers

Materials: Overhead of enlarged worksheet, worksheets, pocket chart, board

Grouping: Whole group, pairs, individuals

Learning Style: Visual, auditory, kinesthetic

Time: 30 minutes

Note: There are 2 separate tasks on this page.

**Read and Copy Sight Words**

Method:
1. Enlarge the worksheet and make an overhead. Point to the words, one at a time and have the students read them.
2. Pass out the worksheets. Have pairs read words together.
3. Have the students point to #1 on the worksheet. Tell them to write the word *address* on the line. Circulate to check for understanding of task and accuracy.
4. Continue with the next 8 words. Review the reading of the previous words each time a new word is dictated.

**Order Sight Words**

Method:
1. Drill flashcards of sight words found on the worksheet. Pass out the flashcards to the students.
2. On the board, write the question, *What is your name?* (Space the words) Have the students come up and place the flashcards under the question to copy the model. Have them all read it and add the punctuation.
3. Follow the same process with the answer. Have a student complete the sentence. *My name is _______.*
4. Repeat process, this time dictating the question or answer and having the students order the words.
5. Continue the same process with other questions.
6. Pass out the top of the worksheet (12 boxes of words). Have students cut out words and place right side up on their desks. Dictate the question or answer and have the students order words to make questions or answers.

Follow Up:
- Use this method of ordering flashcards every time a new question/answer structure occurs. **Note:** When first teaching the pattern of words in questions and answers it is a good idea to have the words that are repeated on one colour of paper (blue) and the other words on white paper, *e.g.* *What is your name? My name is ____.* (The bold words would be written on blue paper as they are repeated in the question and answer.)
- Have student pairs each cut up 12 sight words. One student reads a word. Both place this word on the grid or 12. They check and compare their sight words. Then a second word is read by the other student.
Read.

<table>
<thead>
<tr>
<th>is</th>
<th>name</th>
<th>telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>What</td>
<td>first</td>
</tr>
<tr>
<td>address</td>
<td>last</td>
<td>full</td>
</tr>
<tr>
<td>family</td>
<td>number</td>
<td>your</td>
</tr>
</tbody>
</table>

Copy.

1. _______ 2. _______ 3. _______

4. _______ 5. _______ 6. _______

7. _______ 8. _______ 9. _______
**Skill Area:** Reading and Writing  

**Task:** Fill out forms and copy sentences

**Purpose:** Students will  
- Fill out a simple teacher-made form  
- Complete and copy personal information statements

**Materials:** Board, overhead, worksheets

**Grouping:** Whole group, pairs individuals

**Learning Style:** Visual, auditory

**Time:** 15 minutes

**Note:** There are two sample tasks on this page, which should be taught separately. The worksheet should be enlarged so that each task is well spaced on the worksheet. Use at least 18 point font at the Foundations Level.

### Fill Out a Simple Teacher-Made Form

**Method:**  
1. In pairs have students read out loud personal information words on flash cards.  
2. Show the overhead of the form. Put a strip of paper under the first line. Have the students read the first word out loud. Ask a student volunteer to come up and write his first name on the line. Follow the same process with the rest of the form.  
3. Pass out the worksheets. Have students work independently to fill out the form. Check for accuracy.  
4. In pairs have them read the forms out loud.

### Complete and Copy Sentences

**Method:**  
1. Drill flashcards of known sight words from the worksheet  
2. On the board write: *My first name is ____.* Ask a class to read the words and have a student volunteer to write his name to complete the sentence. Then have the student copy the complete sentence under the model.  
3. Follow the same process with the other sentences.  
4. Pass out the worksheets. Have students work in pairs or independently to read and complete the sentences. Have individuals read their complete sentences out loud.

**Follow Up:**  
- Prepare forms on laminated cards. Change the order of the form words to make many different forms using the same words. Have students fill out the forms using non-permanent markers.  
- Prepare sentence strips like those found on this worksheet. Pass them out to pairs who can read the sentences out loud, answer orally, and then copy the complete sentence adding their own personal information.
Read and write.

<table>
<thead>
<tr>
<th>First Name</th>
<th>__________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>__________________</td>
</tr>
<tr>
<td>Full Name</td>
<td>__________________</td>
</tr>
<tr>
<td>Address</td>
<td>__________________</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>__________________</td>
</tr>
</tbody>
</table>

Read and write.

1. My first name is __________.
   ___    _____    ______   ___   ____________.

2. My last name is __________.
   ___    _____    ______   ___   ____________.

3. My address is ________________.
   ___     _________   ___    _______________.

4. My telephone number is ________.
   ___    _______    _______   ___    ________.
# Read and Write Personal Information

**Skill Area:** Reading and Writing  

**Task:** Read personal questions and write answers  

**Purpose:** Students will  
- Read and understand personal information questions  
- Write answers in complete sentences  

**Materials:** Flashcards, overhead, board, worksheets  

**Grouping:** Whole group, pairs, individuals  

**Learning Style:** Visual, auditory and kinesthetic  

**Time:** 30 minutes  

**Method:**  
1. Write *What is your name?* on the board. Have students read this out loud. Ask one student to answer orally.  
2. Place the flashcards for the answer in random order vertically on the board. Have the student order the cards to read *My name is*. Have him complete the sentence by writing his name. Remove the flashcards and ask the student to write the answer on lines drawn for each word.  
3. Follow the same process with the other personal information questions found on the worksheet.  
4. Show the overhead of the worksheet. Put a strip of paper under the first question and answer. Have the students read question # 1. Circle *is*, *first*, and *name* in the question. Read *My* and then complete the answer with the your own name. Circle *is*, *first*, and *name* again and show that these words are found in the question and answer. (Interpreters may be needed to explain this concept of word repetition in question and answer.)  
5. Pass out the worksheets. Have the students read question # 1 and write their answers. Circulate to check for understanding and accuracy. Allow students to copy information from ID cards.  
6. Have the students read question # 2 together and then follow the same steps as above.  

**Follow Up:**  
Store the flashcards used for the presentation part of the lesson as well as some blank cards in envelopes. Label these envelopes with the question to be practiced. E.g. *Name*. Pass out the envelopes to pairs and ask students to order the cards to make questions and answers. Have them write their info on the blank cards.  

**Note:** Before attempting this task, students need to understand the concept of question and answer. Interpreters may be needed to explain this. They also need to have had aural/oral practice with personal information questions and answers as well as practice writing one word answers to personal information questions.
Read and write.

1. What is your first name?

   ______ ______ ______ ______ ________.

2. What is your telephone number?

   ___ _______ _______ ___ _______.

3. What is your last name?

   _____ _____ _____ _____ ________.

4. What is your address?

   ___ _______ ___ ________________.

5. What is your full name?

   _____ _____ _____ ___ ___________.
## Read a Story and Fill Out Forms

**Skill Area:** Reading and Writing

**Task:** Read, understand and fill out a form

**Purpose:** Students will
- Read and understand a short story
- Fill out a simple form with information from the story

**Materials:** Overhead, worksheets, flashcards

**Grouping:** Whole group, individuals

**Learning Style:** Visual, auditory

**Time:** 20-30 minutes

**Note:** When introducing short stories (2 to 3 sentences) at this level, choose vocabulary that is familiar and relevant to the students' lives. Students need to learn that information on a form is presented in one-word answers.

**Method:**

1. Show the overhead of the worksheet. Cover the form so only the picture and the 2-line story are revealed. Ask the students some introductory questions such as, *What do you see? Is this a man or a woman? etc.*
2. Point out the name *Sam Lock,* by gliding your pen under the name as you read it. Stress the initial consonant sounds of the first and last name. Have the students repeat Sam's first, last and full names as you point to the words.
3. Point to the picture again and say: *This is a man. His name is Sam Lock.* Point to the words in the story and read the same. Have the whole group and then individuals read.
4. Point to words in the story at random and ask students to read out loud. Check for accuracy of pronunciation.
5. Show the form. Have the students read, *man and woman.* Ask: *Is Sam a man or a woman?* Have a student come up and make a check in the appropriate box.
6. Continue to work through the form. Have the students read the words and ask a student volunteer to write the information about Sam on the lines.
7. Pass out the worksheets and have the students work independently to fill out the form. Circulate to check for comprehension of the task. Point to words on the form and ask individuals to read out loud.

**Follow Up:**

- Make flashcards of the words in the story. Have students place the words in order to make the story.
- Have students read word groups/families using story vocabulary as a guide. E.g. *man, pan, fan, can,* etc.
- Prepare other forms so that students have practice filling out forms in a variety of ways. E.g. Students can write beside the form word, under the form word, or above the form word.
Read.

This is a man.
His name is Sam Lock.

Sam Lock

Read and write.

☐ man  ☐ woman

last name ______________________

first name ____________________

full name _____________________
**Read a Story and Copy Information**

<table>
<thead>
<tr>
<th>Skill Area:</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Read, understand and record information from a story</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>- Read and understand a short story</td>
</tr>
<tr>
<td></td>
<td>- Copy information from a story</td>
</tr>
<tr>
<td>Materials:</td>
<td>Overhead, worksheets</td>
</tr>
<tr>
<td>Grouping:</td>
<td>Whole group, pairs, individuals</td>
</tr>
<tr>
<td>Learning Style:</td>
<td>Visual, auditory, kinesthetic</td>
</tr>
<tr>
<td>Time:</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**Note:** Stories at this level should be short in length with not more than one new content word per line. For this exercise, cut the worksheet in half so that students have ample practice reading the story before copying missing information.

**Method:**
1. Present the overhead of the worksheet, showing only the picture and the story. Say: *This is a story about a woman.*
2. Put a strip of paper under the first line. Have students read it out loud. Ask: *Who is this?* pointing to the picture. Drill the answer in a complete sentence, as in the story. This is to show students the connection between oral language and print. Point to words at random to drill sight word reading as well as “memory” reading.
3. Continue with all the lines in the same way.
4. Pass out the top half of the page. In pairs, have students read the story out loud as the teacher circulates.
5. Show the second half of the overhead. Have the students read the first line out loud while filling in the missing information. Ask a student volunteer to circle the missing word in the story and then copy it on the line. All read.
6. Follow the same process with the remaining lines.
7. Pass out the worksheet. Have students circle the missing word from the story and then write in the blank.

**Follow Up:**
- Review sight words by saying words from the story and having students point to, circle, or underline them.
- Have students copy words from the story. Have them look at the word and do a “sound search” by underlining the letter(s) according to the oral stimulus. E.g. *Write the word, Canada. Underline the “k” sound.*
- Make a worksheet of words from the story with missing initial consonants. Dictate the words and have the students select the letter from a pool and write it in the blank.
- Have students sort flashcards from the story according to initial consonant sounds.
- Have students cut the story into sentence strips. Ask questions orally and have the students find the sentence that answers the question.
Read.

This is Mai.
Her full name is Mai Lee.
She is from China.
She speaks Chinese.
She lives in Canada now.

Read and write.

This is ______________.

Her full name is ______________.

She is from ______________.

She speaks ______________.

She lives in ______________ now.
Listen to and Read Short Instructions

**Skill Area:** Reading and Writing

**Task:** Listen to, read and respond to short instructions

**Purpose:** Students will
- Listen to short instructions
- Circle or write numbers, symbols, letters, words or personal information

**Materials:** Board, overhead, worksheets

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory

**Time:** 20-30 minutes

**Note:** Teachers can often involve students in this type of task to review vocabulary on a topic and assess learning.

**Method:**

1. Draw a box on the board. In it write three numbers, as in the first box on the worksheet. Say *Look at the numbers. Circle the number ___*. Ask a student volunteer to come up and circle the appropriate number. Continue with 2 or 3 more examples as on the worksheet, only using different vocabulary.

2. Pass out the worksheets. Have the students count the number of boxes out loud. Say: *Show me box #1*. Continue naming box numbers at random for students to find.

3. Have students place a strip of paper under the first row of boxes. Say: *Look at box #1. Circle number 40*. Circulate to check comprehension of task. Give positive reinforcement.

4. Show the overhead of the worksheet. Ask a student volunteer to circle the correct response.

5. Tell students to look at and point to box #2. Say: *Write your first name*. Circulate, check, and give immediate feedback with the correct response on the overhead. Go back and have students read the circled answers in boxes #1 and #2.

6. Follow the same process with the remaining boxes. Have students read the target vocabulary of previous boxes, after each new box. Keep instructions short and specific. The first few times you carry out this task, limit the instructions to *Circle and Write*. Later, increase the number of instructions to include underline, cross out, draw a box around, etc.

**Follow Up:**

- Students can work in pairs to read all the vocabulary items on the page.
- As students become more familiar with this task, let individuals give the instructions. This will review oral reading as well as recognition of vocabulary.
Listen.
Circle or write.

<table>
<thead>
<tr>
<th>40</th>
<th>her</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>his</td>
</tr>
<tr>
<td>14</td>
<td>he</td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
</tr>
<tr>
<td>2002</td>
<td>b</td>
</tr>
<tr>
<td>2004</td>
<td>d</td>
</tr>
<tr>
<td>2003</td>
<td>p</td>
</tr>
<tr>
<td>man</td>
<td>first</td>
</tr>
<tr>
<td>woman</td>
<td>full</td>
</tr>
<tr>
<td>boy</td>
<td>family</td>
</tr>
</tbody>
</table>
**Match Personal Questions and Answers**

**Skill Area:** Reading and Writing

**Task:** Read and understand personal information

**Purpose:** Students will
- Read and understand personal information
- Match questions and answers

**Materials:** Overhead, sentence strips, worksheets, enlarged visuals of Tomas and Maria, board

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 30 minutes

**Note:** Before students are expected to match questions to answers in complete sentences, they need practice matching questions to short answers. They also need to be taught how to look for patterns of words and structures in questions and answers. Interpreters may be needed to explain this concept.

**Method:**

1. Place the enlarged visual of Tomas on the chalkboard. Write the information from the worksheet under the picture. Ask the students: *What do you see?* Elicit answers to questions about name, address, and telephone number.
2. Follow the same process for the picture of Maria and then alternate between questions about Tomas and Maria.
3. Pass out sentence strips of questions and answers. Ask students to show which are the questions and which are the answers (colour coding of strips and punctuation should help).
4. Ask one student with a question card to read it and place it on the board. Have the students look at their cards. Have the person with the matching answer place it beside the question strip. All read the question and answer.
5. Circle words on the strips that are repeated in the question and the answer. E.g. *is, name, his.* Also point out the change in order of words from question to answer.
6. Follow the same process with the rest of the questions and answers.
7. Pass out the worksheet. Have the students point to the list of questions and answers. Have them draw a line to match as in the example. Circulate to check for comprehension of the task. Ask individuals to read out loud and correct pronunciation errors. Have them re-read in pairs.

**Follow Up:**
- Keep these stories in envelopes. Add sentence strips of questions and answers for students to match.
- Put words found in questions and answers on flash cards. Teacher asks the question and students can order the flashcards to make questions and answers.
Read.

Tomas Lado
667-2195
425-831 Lipton Street

Maria Sanchez
334-6582
703 Smith Avenue

What is his full name?  His full name is Tomas Lado.

What is her telephone number?  His full name is Tomas Lado.

What is her family name?  Her family name is Sanchez.

What is her address?  Her address is 703 Smith Avenue.

What is her full name?  Her full name is Maria Sanchez.

What is her first name?  Her telephone number is 334-6582.

What is his first name?  His first name is Tomas.
**Read a Simplified Flyer**

<table>
<thead>
<tr>
<th>Skill Area: Numeracy, Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong> Find and copy items and prices in a simplified flyer</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Students will</td>
</tr>
<tr>
<td>• Recognize and read money symbols: $</td>
</tr>
<tr>
<td>• Read the price</td>
</tr>
<tr>
<td>• Pronounce money values clearly and accurately</td>
</tr>
<tr>
<td><strong>Materials:</strong> Real flyer, simplified flyer worksheets and overhead</td>
</tr>
<tr>
<td><strong>Grouping:</strong> Whole group, pairs, individuals</td>
</tr>
<tr>
<td><strong>Learning Style:</strong> Visual, auditory</td>
</tr>
<tr>
<td><strong>Time:</strong> 1 hour</td>
</tr>
</tbody>
</table>

**Method:**
1. Show students a department store flyer. Explain that they are going to learn how to read names of clothing items and prices in a flyer. Ask: *What do you see?*
2. Use the overhead to show and read the simplified flyer to students, pointing to names and prices.
3. Model and have the students repeat names and prices. Explain that items are written in plural in flyers. E.g. *dresses*
4. Ask questions orally and have students answer together and then individually.
5. Circulate and correct while the students write answers to questions in the worksheet.
6. Students practice in pairs asking the questions and giving answers orally.
7. Students will learn about the importance of accuracy in copying and pronouncing the prices clearly.
8. Have an overhead of a chart to practise singular and plural nouns. E.g. *dress, dresses, shoe, shoes.* Fill in the chart together. Practise the pronunciation of singular and plural.

**Follow Up:**
- Have students practise with other teacher-simplified flyers for food, household items and furniture.
- Students can practise prices by listening to the teacher or a tape and circling prices.
- Students can make their own flyers.
HUGE SALE AT VALUE-MART!
STARTS THIS FRIDAY!

Dresses $39.99
Shoes $58.75
Ties $14.99
Pants $41.95
Suits $92.50

1. What is the name of the store? ______________________
2. When is the sale? ________________________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dresses</td>
<td>$39.99</td>
</tr>
<tr>
<td>Suits</td>
<td>$92.50</td>
</tr>
<tr>
<td>Ties</td>
<td>$14.99</td>
</tr>
<tr>
<td>Pants</td>
<td>$41.95</td>
</tr>
<tr>
<td>Shoes</td>
<td>$58.75</td>
</tr>
</tbody>
</table>

3. How much are the dresses? ____________
4. How much are the suits? ____________
5. How much are the ties? ____________
6. How much are the shoes? ____________
7. How much are the pants? ____________
## Read a Story and Fill Out a Simplified Form

<table>
<thead>
<tr>
<th>Skill Area: Reading and Writing</th>
<th>Method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task: Read and present formatted information</td>
<td>1. Use flashcards to review personal information form words. Teacher holds up card: <em>name.</em> Students ask: <em>What is your name?</em> One student answers. Etc.</td>
</tr>
<tr>
<td>Purpose: Students will • Read and understand a simple short story • Fill out simple teacher-made form • Copy numbers and words using correct order</td>
<td>2. Check for prior knowledge and introduce new vocabulary as needed. E.g. <em>age.</em></td>
</tr>
<tr>
<td>Materials: Flashcards, overhead, worksheets</td>
<td>3. Introduce Jack’s story on an overhead including the picture of Jack.</td>
</tr>
<tr>
<td>Grouping: Whole class, individuals</td>
<td>4. Read the story to the students. Check for understanding by asking questions such as: <em>Where does he live?</em></td>
</tr>
<tr>
<td>Learning Style: Visual, auditory</td>
<td>5. Read the story again and have students repeat. Point to the words reviewed on the flashcards: E.g. <em>married, single.</em></td>
</tr>
<tr>
<td>Time: 1 hour</td>
<td>6. Ask the class questions to check for understanding. E.g. <em>What is Jack’s job?</em></td>
</tr>
<tr>
<td></td>
<td>7. Show the students the simplified form on the overhead. Ask individual students to come up and write the information on the form on the overhead. Explain to students the importance of copying the information onto a form clearly, completely and accurately.</td>
</tr>
<tr>
<td></td>
<td>8. Hand out the worksheets. Circulate and correct while the students fill in the information on the form.</td>
</tr>
</tbody>
</table>

**Follow Up:**
- Have the students complete a personalized version of the story. E.g. *My name is ______.* *My address is _______.*
- Have the students then complete the same form with their own information.
Read the story. Fill in the form with Jack’s information.

My name is Jack Webber.

My address is 1047 Elm St.

I live in Winnipeg, Manitoba.

I am 33 years old.

I am married.

I am a truck driver.

Name__________________________________

 ___last ___first

Address_________________________________

 ___number ___street

_____________________________________________________

 ___city ___province

Job ________________________________________________

Check one Married ___Age ______

 Single
# Read and Follow a Recipe

**Skill Area:** Reading, Writing and Numeracy

**Task:** Read and follow information on a recipe

**Purpose:** Students will
- Read and understand formatted information
- Understand instructions
- Use measuring implements
- Use vocabulary related to measurement

**Materials:** Recipe, ingredients, measuring cup, mixing spoons, baking pan, oven, worksheets

**Grouping:** Whole class, small groups, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 1 ½ hours

**Method:**
1. Introduce or review names of ingredients, measurement amounts and implements.
2. Introduce baking vocabulary using realia or demonstration.
3. Read and show the ingredients one by one. Have the students repeat.
4. Give the students a copy of the recipe. Read the instructions and demonstrate. Have the students repeat the instructions step by step.
5. Reread the complete recipe two times and check for understanding. Remind students that for a recipe to be successful they must measure accurately and follow the instructions exactly.
6. Break into smaller groups led by teacher and volunteers. Have students take a turn following the steps of the recipe to actually prepare the ingredients for baking. Bake and enjoy!
7. While the recipe is baking. Read the steps on four sentence strips. Explain the task of putting the steps in order. Have the students
   - Put the instructions into sequence.
   - Read the instructions in the correct order.
   - Copy the steps in the correct order.

**Follow Up:**

**Phonics Focus:** Read the recipe again. Have learners hunt for and circle words that
- End with *r* sound: flour, sugar, pour, hour
- End with *t* sound: last, mashed, white
- End with *p* sound: cup, ship, ripe
- End with *ing* sound: dressing, baking
Banana Bread

2 cups flour

1 cup Miracle Whip salad dressing

1 cup mashed ripe banana

3/4 cup white sugar

2 tsp. baking soda

Heat oven to 350º.

Combine ingredients but add baking soda last.

Pour ingredients into a 9” x 5” loaf pan.

Bake for one hour.
# Read a Story and Write Sentence Answers

**Skill Area:** Reading and Writing

**Task:** Read a story about a cook

**Purpose:** Students will
- Read and interpret a story
- Read about actions and emotions
- Read and orally answer Wh-comprehension questions
- Answer questions in complete sentences using words or phrases from the story

**Materials:** Worksheet, board

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** $\frac{1}{2}$ to $\frac{3}{4}$ hour

## Method:

1. Introduce the story by drawing out the occupation *cook*, asking what a cook does, asking if any students are cooks by trade, etc.

2. This story could be taught first on the board by putting up one sentence at a time and helping with the reading, comprehension, and pronunciation. Check for comprehension by asking questions throughout the process.

3. The last line is complex because of the word *but*. One way to teach this is to give other examples of sentences where *but* is used in context. E.g.  

   *I like Canada but I don't like winter.*

   Some students may want to make up their own sentences.

4. Pull out basic spelling conventions: such as *Hong, Kong, long, tong, wrong, and job, rob, Bob, cob, etc.* Students can write these on the back of the page.

5. Reread the story together and then have the students read in pairs. (This seems like a lot of rereading but they need to do this.)

6. Now read the example together: *Where is Jin from?* Have students underline or highlight the answer: *Hong Kong.* The teacher demonstrates writing the long answer by copying words from the question: *Jin is from Hong Kong.*

7. Answer the rest of the questions together on the board. Each time read the question together and find the answer. Students highlight the answer. Say the sentence (long) answer together. Then students write the long answer together copying words from the question. Teacher checks students' sentences.

8. Students take turns writing the sentence answers on the board.
**Name**

---

last     first

---

**Address**

---

number  street

---

city  province
He works from 4:30 to 9:30 Monday to Friday.
He cuts vegetables and cooks Chinese food.
He likes his job but he wants to work more hours.

This is Jin.

Read the story. Answer the questions in sentences.

1. Where is Jin from? He is from Hong Kong.
2. Where does he work?

3. What does he do at work?

4. When does he start work?

5. How many hours does he work?

6. What does he want?
### Read Time References

| Task: Read and complete sentences related to time |
| Purpose: Students will | - Read and understand information |
| - Understand and use vocabulary related to time |
| - Copy time references to complete sentence frames |
| Materials: Analogue clock, overhead, worksheets |
| Grouping: Whole group, pairs, individuals |
| Learning Style: Visual, auditory |
| Time: 1 hour |

### Method:
1. Introduce or review vocabulary related to time e.g. 12:00 noon, using an analogue clock.
2. Use an overhead to review routines.
3. Put a sample question and answer on board: E.g. *What time do you get up in the morning?* Have individual students answer question orally.
4. Introduce Jin's routine on an overhead. Read example to students pointing out the correct ending.
5. Ask the students to read and complete #1 orally. Indicate where to number the ending and where to copy the ending.
6. Circulate and correct while the students complete the worksheet.
7. Use the overhead to model the completed sentences. Have the students repeat as a class and then individually.

### Follow Up:
- Help students to re-write the sentences in the first person. Change the word *work* to *school*. Have them read their sentences to a partner.
This is Jin.

Jin finishes work at 9:30 in the evening.

*Number the endings. Complete the sentences.*

1. Jin gets up at 8:15 _______________________________.
2. Jin eats lunch at twelve o’clock _________________.
3. He starts work at 4:30 ______________________________.
4. He gets home from work at 9:45 _________________.
5. He goes to bed at 12:00 _________________.

Endings:

☐ in the afternoon
☐ midnight
☐ in the morning
☐ noon
☐ in the evening
### Read an Appointment Card

**Skill Area:** Reading and Numeracy

**Task:** Read and understand a teacher-made appointment card

**Purpose:** Students will
- Read and understand formatted information
- Read and understand information on a teacher-made appointment card
- Read appointment day, date and time

**Materials:** Medical appointment card, overhead, board, worksheets

**Grouping:** Whole class, individuals, pairs

**Learning Style:** Visual, auditory

**Time:** 1 hour

**Method:**
1. Show the students an authentic medical appointment card. Ask and elicit responses from the students such as:
   - *What is this?* It's an appointment card.
   - *What information is on the card?* Day, date, time, doctor's name, address, phone number.
   - Write all information words on the board followed by a blank line. E.g. *Date: _________.*
2. Build on student's prior knowledge and introduce new vocabulary as needed. E.g. *fax.*
3. Introduce teacher-made appointment card on overhead including picture of dentist. Read to students.
4. Ask students the questions orally and fill in blanks on the board. E.g. *What is the date of the appointment? Date: Thurs. Dec. 5.*
5. Model and have the students repeat the information on the board and on the card.
6. Ask the questions again orally. Have students answer together and then individually.
7. Hand out the worksheet for the students to complete.
   - Circulate and correct while the students write answers to questions on the worksheet.
8. Students practise in pairs asking the questions and giving answers orally.
9. Explain to students the importance of double-checking the date of an appointment and of calling to cancel if unable to keep the appointment. Tell them that they may be charged for missed appointments.

**Follow Up:**
- Have the students practise with other simplified or authentic appointment cards.
- Have the students enter the information from 2 or 3 cards onto a calendar with large squares.
1. What is the dentist’s name? __________________

2. What is the date of the appointment? ____________

3. What time is the appointment? ________________

4. What is the fax number? ______________________

5. What street is the dentist’s office on? __________

6. What number do you call to change your
   appointment? _________________________________
## Read a Simplified Medicine Label

<table>
<thead>
<tr>
<th><strong>Skill Area:</strong> Reading, Writing and Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong> Read and understand directions on a simplified medicine label</td>
</tr>
<tr>
<td><strong>Purpose:</strong> The students will</td>
</tr>
<tr>
<td>- Read and understand formatted information</td>
</tr>
<tr>
<td>- Read and understand directions on a medicine label</td>
</tr>
<tr>
<td>- Read and understand measurement related to time. E.g. 1 or 2 tablets every 4-6 hours</td>
</tr>
<tr>
<td><strong>Materials:</strong> Medicine bottle, tablets, overhead, worksheets</td>
</tr>
<tr>
<td><strong>Grouping:</strong> Whole class, individuals, pairs</td>
</tr>
<tr>
<td><strong>Learning Style:</strong> Visual, auditory</td>
</tr>
<tr>
<td><strong>Time:</strong> 1 hour</td>
</tr>
</tbody>
</table>

### Method:

1. Hold up a prescription medicine bottle. Ask and elicit responses from the students, such as: *What is this? It's a medicine bottle. What is on the bottle? It's a label. What information is on the label? Directions. How many to take. When to take the medicine.* Build on students' prior knowledge and introduce new vocabulary as needed. Write down words on the board to develop a word pool.

2. Introduce simplified label on the overhead including title, picture of Mai Ling and bottle.

3. Show students the bottle and how many tablets Mai Ling can take every 4-6 hours. Show students how many tablets a child can take. Note: Students will probably have difficulty with the expression *under 6.* Write the numbers 5, 4, 3, 2, 1 years old under the number six.

4. Ask questions orally. Have students answer together and then individually.

5. Hand out the worksheets. Circulate and correct while the students write answers to questions on the worksheet.

6. Students practise in pairs asking the questions and giving answers orally.

7. Explain to students the importance of following the directions exactly and not exceeding the stated dosage.

### Follow Up:

- Have the students practise with other simplified medicine labels.
Mai Ling has a headache.

Medicine Directions:

Adults: 1 or 2 tablets every 4 - 6 hours.

Children 6 - 12 years: 1 tablet

Do not give to children under 6.

1. Why is Mai Ling taking a pill? ______________________

2. How many pills can she take? ______________________

3. When can she take one more tablet? ________________

4. Call a doctor if she gets a _____________________

5. Can she give a pill to her 4 year old son? _____________
# Read and Write about a Nurse

**Skill Area:** Reading, and Writing  
**Task:** To read information and understand information text  
**Purpose:** Students will  
- Practise reading for meaning from text  
- Develop predicting skills by activating prior knowledge  
- Increase word recognition skills  
- Read for specific detail  
- Practise writing in complete sentences using words from the story  

**Materials:** Board, worksheets  
**Grouping:** Whole class, individuals  
**Learning Style:** Auditory, visual, kinesthetic  
**Time:** 1 hour  

**Method:**  
1. Explain that today's story is about a nurse. Then have students predict what the story will be about. *Where do you think a nurse might work? A hospital? A clinic? What does she do in her job? Helps people?* Draw out as much information and vocabulary from the students and write the words on the board. Give clues.  
2. Go over any difficult vocabulary such as *blood pressure, temperature, and hospital*. Pantomime for words like blood pressure. Say and clap the words in syllables. Look at the *-sure* and *-ture* parts of the above words. Make sure students can read and say them.  
3. Hand out the worksheets. Students read the story with a partner and highlight any words that are new for them. (Highlight any words that they are learning today.)  
4. Then read through the instruction and questions with the students. Talk about the answers but students will not yet write the answers.  
5. Students reread the story. Then teacher dictates individual words and students circle.  
6. Students take turns reading the question and giving a sentence answer. Then all students write the answer on their worksheets.  
7. To reinforce, students can come to the board and write the sentence answers.  

**Follow Up:**  
- Students and teacher can decide on another occupation. Following the model, write a story about another person in a different occupation. Teacher writes the story onto the board. The students copy the story.
My name is Pat Small.
I am a nurse.
I work in a hospital.
I help sick people.
I take their blood pressure.
I take their temperature.
I give them pills.
I work with the nurses and doctors.
I like my job.

Write the answers in complete sentences.

1. What is Pat’s job?

2. Where does she work?

3. Who does Pat help?

4. Does she take blood pressure?

5. Does Pat like her job?

6. Who does she work with?
## Read a Work Schedule

<table>
<thead>
<tr>
<th>Skill Area: Reading, Numeracy</th>
</tr>
</thead>
</table>

**Task:** Read and understand a day-timer type calendar

**Purpose:** Students will
- Read formatted text for specific information
- Read a work calendar
- Recognize the importance of recording all hours worked

**Materials:** Samples of different kinds of calendars, overhead of work calendar, worksheets

**Grouping:** Whole class, pairs, and individuals

**Learning Style:** Auditory, visual

**Time:** 30 min.

**Method:**

1. Show different kinds of calendars. Ask students what differences they see in them. E.g. *Some calendars have a square for each day. Some calendars have a page for each day. Some calendars are really little computers.*

2. Ask students if they write anything on their calendars at home. Explain that Canadians often write appointments or work hours on a calendar. Discuss the rationale for this.

3. Look at the worksheet on the overhead. Ask: *What kind of information is recorded on this calendar? How many days is this calendar for? Do you record your activities on a calendar?* Show the strategy of putting a paper under the line to read across the calendar. Read through the calendar together. Check to see if they know what *am* and *pm* mean.

4. As the class reads through the calendar together, ask all of the questions on the worksheet but not in order. In this way they will be familiar with the questions orally. Check to make sure that all students understand before starting the worksheet.

5. After the students complete the worksheet individually, have them reread the sheet in pairs.

**Follow Up:**

- Provide a blank calendar for 1 week. Have students fill in their appointments and school hours and/or work shifts for the week. Students discuss each other's work. Teacher checks and provides assistance when needed.
Pat’s Work Calendar

Read this week’s calendar. Answer the questions.
1. How many days does Pat work this week? __________

2. When does she start work on Friday? ________________

3. How many hours does she work on Monday? _______

4. Does Pat work full time or part time? ________________

5. What time does she finish work on Thursday? ______

6. Does she work on Sunday evening? ________________
# Read an Advertisement for an Apartment

**Skill Area:** Reading, Writing and Numeracy

**Task:** Read a simplified apartment advertisement for specific information

**Purpose:** Students will read to
- Reinforce discrimination skills
- To develop initial scanning skills
- To develop word recognition

**Materials:** Overhead, worksheets

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory

**Time:** 1 hour

**Method:**

1. Ask students if they live in a house or an apartment. Ask how they heard about their apartment or house. Newcomers may have been taken to a variety of apartments by their settlement counsellor or relative. Explain that when they need to look for their next home they may need to read apartment ads to decide which available apartments they want to view.

2. Brainstorm to find out what factors are important to them when looking for an apartment. They may suggest how much it costs, location, number of bedrooms, available parking, etc. Write these on the board.

3. Put the apartment ad on the overhead. Read through the ad together. Then ask questions about the important characteristics on the board. E.g. *Does the ad say where the apartment is? Does it say how many bedrooms there are?* etc. Check to make sure that the students understand all parts of the ad.

4. Hand out the worksheet. Read together the information about Jack. Explain that all of the questions relate to the ad on the sheet and not their own apartments.

5. Check as the students complete the work and then reinforce by reading the page in pairs.

**Follow Up:**
- Have students write ads for their own apartments using the format on the worksheet.
- Teach the abbreviations for bedrooms, close, parking, month etc. Have students rewrite their own apartment ads. Teacher will check and students correct. Students will read each other’s ads.
Apartment for Rent

3 bedrooms
Close to bus and school
Parking
Rent: $550 a month
Call Ann at 475-2209

Jack is looking for an apartment for his family.
Read the sign and circle Yes or No.

1. This apartment has 4 bedrooms.    Yes    No
2. This apartment is close to a school. Yes    No
3. He can park his car at this apartment. Yes    No
4. The rent is $550 a week. Yes    No
5. Jack can call Ann to ask questions. Yes    No
6. The bus stop is far from the apartment. Yes    No
Read a Simplified Rent Receipt

Skill Area: Reading and Numeracy

Task: Read and understand a simplified rent receipt

Purpose: Students will
- Read and understand formatted information
- Read and understand vocabulary on simplified forms
- Read and understand money value written in numbers and words

Materials: Rent receipt worksheets, overhead

Grouping: Whole class, individuals, pairs

Learning Style: Visual, auditory

Time: 1 hour

Method:
1. Show students an authentic rent receipt. Ask students if they receive a receipt when they pay the rent. Ask why a rent receipt is important, (to provide proof that you paid). Check for prior knowledge by asking students what information is found on a rent receipt.
2. Use an overhead to show and read the rent receipt to students. Point to date, name, rent amount in numbers and words, address and receipt number.
3. Model and have the students repeat information.
4. Ask questions orally. Have students answer together and then individually.
5. Circulate and correct while the students write answers to questions on the worksheet.
6. Students practise in pairs asking the questions and giving answers orally.
7. Explain to students the importance of keeping rent receipts for income tax purposes.

Follow Up:
- Have students practise with other simplified receipts for expenses such as daycare.
September 1, 2005

Received from Jack Webber____________________________________

___________________________Five hundred and fifty----------Dollars___

____ $550.00 chq.

Address #4 – 1135 Taylor Avenue

No. 20292

Read the rent receipt. Answer the questions.

1. What is the date of the receipt? ________________________________
2. Who is the receipt to? __________________________________________
3. How much is the receipt for? _________________________________
4. What is the address of the apartment? __________________________
5. What is the number of this receipt? ______________________________
6. Did Jack pay by cheque or in cash? _____________________________
Read and Match Cards and Messages

<table>
<thead>
<tr>
<th>Skill Area: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task: Read and select appropriate card.</td>
</tr>
<tr>
<td>Purpose: The students will</td>
</tr>
<tr>
<td>- Find the appropriate card for the occasion and the person.</td>
</tr>
<tr>
<td>- Learn new vocabulary related to greeting cards. E.g. sympathy</td>
</tr>
<tr>
<td>- Pick out key vocabulary from a card.</td>
</tr>
<tr>
<td>Materials: Lots of cards: birthday, thank you, sympathy, and get well, worksheets</td>
</tr>
<tr>
<td>Grouping: Whole group, pairs and individuals</td>
</tr>
<tr>
<td>Learning Style: Visual, auditory and kinesthetic</td>
</tr>
<tr>
<td>Time: ( \frac{1}{2} ) to ( \frac{3}{4} ) hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hold up a number of slightly used greeting cards. Ask and elicit responses from the students, such as:</td>
</tr>
<tr>
<td><em>What are these? They are cards.</em></td>
</tr>
<tr>
<td><em>What do you do with them? (In Canada and in native country?) You give/send them to other people.</em></td>
</tr>
<tr>
<td><em>When do you send them? Maybe birthday,... etc. What different kinds of cards are there?</em></td>
</tr>
<tr>
<td>2. Build on students’ prior knowledge and introduce new vocabulary as needed. Write down words on the board to develop a word pool. Read the words together.</td>
</tr>
<tr>
<td>3. Show individual cards to students. Ask students to guess what kind of card it is: E.g. a birthday card, a thank you card, a get well soon card, a sympathy card. Ask how you know that it is a certain kind of card. What do you look for?</td>
</tr>
<tr>
<td>4. Give each student or each pair of students a card. Then go around the room. Ask students to say what kind of card it is, and who you would send it to. Other students can help if the student doesn’t know.</td>
</tr>
<tr>
<td>5. Then have students circulate around the room and ask other students: <em>What do you have?</em> The other student says: <em>I have a birthday card.</em> Then they exchange cards and interact with someone else.</td>
</tr>
<tr>
<td>6. The teacher will also circulate with a card to exchange and help any students who don’t understand the activity.</td>
</tr>
<tr>
<td>7. Hand out the worksheets. Use an overhead. Draw a line from the card to the matching sentences as an example.</td>
</tr>
<tr>
<td>8. Students complete their worksheets individually.</td>
</tr>
<tr>
<td>9. Check to be sure the students understand</td>
</tr>
</tbody>
</table>
Match the card to the sentence.

You want to say thank you to your teacher.

Your friend is sick.

Your friend’s mother died.

It is your daughter’s birthday.
Write a Thank You Message

**Skill Area:** Listening, Reading and Writing

**Task:** Read and convey a thank you message

**Purpose:** Students will
- Read and understand short thank you messages
- Choose and copy appropriate thank you messages for specific circumstances

**Materials:** Examples of Thank You cards, an overhead of the worksheet, and copies of the worksheets

**Grouping:** Whole class, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** $\frac{1}{2}$ to 1 hour

**Method:**
1. This lesson will usually evolve from a situation in the classroom when a thank you card is called for. Perhaps you have had a speaker in your classroom, or you have a volunteer that you want to thank.
2. Explain that it is a Canadian custom to write a thank you card to someone who has helped you or done something nice for you. Hold up a couple of authentic thank you cards. Then brainstorm and write phrases on the board that the students could write on their thank you cards. (These cards can be made up on the computer.) Students can take a thank you card and fold it. Then they copy the name of the person to be thanked, write one of the sentences or phrases from the board, and sign their own names.
3. Then brainstorm for other times that you might send or give a thank you card. Write these on the board. Ask the students what they would say in each instance. Write simple notes on the board.
   - Thank you for volunteering in our ESL class.
   - Thank you for helping me with my problem.
   - Thank you for driving me to the grocery store. Read these together orally.
4. Put a copy of the worksheet on the overhead. Do an example together and explain how to complete the task. Ask the students if they understand. Students should also highlight any word that is new for them, or any word that they are learning today.

**Follow Up:**
- Students receive another thank you card worksheet. They write a thank you to someone they know. Teacher circulates and checks the cards.
## Choose and Copy Appropriate Thank You Message

**Skill Area:** Reading and Writing  
**Task:** Choose and copy appropriate social message  
**Purpose:** Students will  
- Read for message-specific information  
- Copy a message accurately  
**Materials:** Worksheets  
**Grouping:** Whole group, individuals  
**Learning Style:** Visual, auditory, kinesthetic  
**Time:** 15 – 20 minutes

### Method:

1. Review occasions when a thank you message would be sent in Canada. Write these occasions on the board.
2. Ask students to think of occasions when they could have sent thank you cards: to a host family, to a child’s teacher, to a neighbour, etc. Ask what they would write. Introduce the phrase *Thank you for.......*
3. Use suggestions from students or ones different from the worksheet. E.g. What would you write to your host family after they took you to the lake for the day. *Thank you for the day at the lake. We liked it very much.*
4. Write all of the sentences that the students suggest on the board.
5. Hand out the worksheet. Ask the students not to write at this time. Go through the worksheet together. Have students pick out the correct choices. Students can then complete the worksheet.
6. Students can then copy the other messages discussed on the back of the worksheet.

### Follow Up:

- The same type of activity could be made up for other types of occasions, such as birthday, sympathy, and get well messages.
- Tell students about the strategy of writing a message first on scrap paper and then recopying it on the card.
A Thank You card

Read each sentence.
Copy a thank you message.

1. Your friend gave you flowers when you were sick.
   
   \underline{Thank you very much for the flowers.} 

2. Your friend helped you move to a new apartment.
   

3. Your friend drives you to school everyday.
   

4. You got a very nice gift for your baby.
   

Thank you for driving me to school.
Thank you for the baby gift.
Thank you for helping me move to my new apartment.
Thank you very much for the flowers.
Read an Invitation

**Skill Area:** Reading and Writing

**Task:** Read and understand a message

**Purpose:** Students will
- Read and understand information found on the invitation
- Complete a similar invitation

**Materials:** Worksheets and overhead

**Grouping:** Whole class, individuals

**Learning Style:** Auditory, visual

**Time:** ½ hour

**Method:**

1. Put the invitation on the overhead. Ask students what they think it is. Model the pronunciation.

2. Ask students when invitations are used. Are they used in their native countries? Have any of them had an invitation in Canada? Discuss invitations to school functions, weddings, parties, baby showers, etc.

3. Look at the invitation on the overhead. Look for the answers to the *wh*-questions. Ask why there is the phone number on the bottom. Ask why people would want to know if they are coming to the party or not.

4. Hand out the worksheet. Read and answer all of the questions orally.

5. Students complete the worksheet.

**Follow up:**

- Students can have a party and invite the students from the next class, or they can invite volunteers to come on a field trip. Students make up invitations for the event.
It’s a Birthday Party!

For: Bobby

Where: 464 Ash Street

When: Saturday, February 15

Time: 2:00 – 5:00 pm

Please call: 237-4470
Read and answer the questions.

1. When is the party? ________________________________

2. Who is this party for? ____________________________

3. Is this party for an adult or a child? _______________

4. What time is the party? __________________________

5. Is the party on Friday? __________________________
Read a Simplified Grocery Flyer

**Skill Area:** Reading and Numeracy

**Task:** Read for information

**Purpose:** Students will
- Read formatted text for specific information
- Begin to understand the genre of grocery flyers
- Students will read the product name and price from a simplified flyer
- Read and understand different types of measurement

**Materials:** Overhead, simplified flyer, worksheet, examples of food or food containers

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 1 hour

**Method:**

1. Show a couple of types of flyers from local grocery stores. Ask:
   - If they know what these are called
   - If they get them delivered to their homes
   - If they read flyers before they go shopping
   - What information they can get from a flyer

2. Explain that we are looking at a simple flyer today so we can learn about what to look for in a flyer.

3. Using an overhead of the flyer worksheet, read through the flyer together. Ask about the new vocabulary: *loaf, litre, dozen, kg*. Show a real carton for milk, box of cookies, egg carton, etc.

4. Explain what the "/" means in *Potatoes $9.99/10 kg*. Read all of the examples of this type on the flyer together.

5. Cut out the pictures from some authentic flyers. Students work in pairs. One student holds the flyer with the answers. The other student picks up a picture with no writing on it and asks, *How much is the fish?* The other student answers, *The fish is $10.00 a kilo*. They practise until both have had a chance to ask and answer the questions.

6. Go on to the next task: **Record Information from a Simplified Flyer.**

**Follow Up:**

- Hand out copies of the current flyer from a local grocery store. Ask the students to circle the name of the store. Then say it together. Find the apples. Circle the word *apples*. How much are the apples? Etc. If some students are confident, they can give an instruction.
Prices good from Monday, February 3 to Saturday, February 8.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flour</td>
<td>$8.99</td>
<td>10 kg</td>
</tr>
<tr>
<td>Bread</td>
<td>$1.59</td>
<td>a loaf</td>
</tr>
<tr>
<td>Potatoes</td>
<td>$5.99</td>
<td>10 kg</td>
</tr>
<tr>
<td>Carrots</td>
<td>$1.98</td>
<td>a bunch</td>
</tr>
<tr>
<td>Oranges</td>
<td>$3.99</td>
<td>a bag</td>
</tr>
<tr>
<td>Oil</td>
<td>$4.49</td>
<td>a litre</td>
</tr>
<tr>
<td>Eggs</td>
<td>$1.89</td>
<td>doz</td>
</tr>
<tr>
<td>Skim Milk</td>
<td>$2.19/2</td>
<td>litres</td>
</tr>
<tr>
<td>Bananas</td>
<td>69¢</td>
<td>lb</td>
</tr>
<tr>
<td>Fish</td>
<td>$9.99</td>
<td>kg</td>
</tr>
<tr>
<td>Beef</td>
<td>$12.99</td>
<td>kg</td>
</tr>
<tr>
<td>Chicken</td>
<td>$1.59</td>
<td>kg</td>
</tr>
</tbody>
</table>
# Record and Present Information from a Simplified Flyer

**Skill Area:** Reading, Writing and Numeracy

**Task:** Record and present information from a grocer flyer

**Purpose:** Students will
- Record information from a simplified grocery flyer
- Present personal information about self and classmate

**Materials:** Simplified flyer, worksheets, board

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Visual, auditory

**Time:** 40 minutes

**Note:** This task is to be completed after the task: *Read a Simplified Grocery Flyer.*

**Method:**

1. Reread the Simplified Grocery Flyer making sure that the students understand the name of the store, when the store is open, and the times the store opens and closes.

2. Students are given a copy of the worksheet.

3. Review the information at the top of the worksheet because the information that they are to write can be a little tricky. It indicates: *Grocery Item, Price, and For.* Answer orally but ask the students not to write yet.

4. Read the instructions and the two examples together.

5. Students record the information from the flyer onto the table format.

6. A table can be drawn on the board and students can write their answers. Then the answers can be reviewed orally.

7. On the back of the page write sentences about the grocery items to reinforce language taught in the previous lesson. Students copy these sentence starters and complete the sentences with their own information.

   - *I like____________.*
   - *I don't like__________.*
   - *I buy______________.*
   - *I don't buy____________.*

Day the store is closed: _________________________

Time the store opens in the morning: ______________

*Copy the information from the flyer into the table.*

<table>
<thead>
<tr>
<th>Grocery Item</th>
<th>Price</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skim milk</td>
<td>$2.19</td>
<td>2 litres</td>
</tr>
<tr>
<td>Oil</td>
<td>$4.49</td>
<td>1 litre</td>
</tr>
<tr>
<td>1. Flour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Eggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Bananas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Potatoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Beef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Carrots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Bread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Oranges</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read about Feeling Homesick

**Skill Area:** Reading

**Purpose:** Students will
- Read and interpret written ideas and feelings
- Practise answering yes/no questions with *do* and *who* and *what* type questions

**Materials:** Overhead, board, worksheets

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Auditory, visual

**Time:** 50 minutes

**Note:** Even though it is difficult to teach a story about the emotion *Homesick*, because of the feelings it might stir up, it is necessary for students to have the language to talk about how they are feeling. Ideally, a story like this would come after a variety of positive and negative emotions have been taught. Having a story about homesick is important because students realize that they are not alone in feeling this way.

**Method:**

1. This story could be presented after a student has indicated that he is sad because he is thinking about his country or his family etc. The word *homesick* could then be supplied and explained. The story could come the next day.

2. Begin with: *This is a story about a woman who does not always feel happy in Canada.* Review *sometimes* in context. *Sometimes I feel happy.* *Sometimes I feel sad.* *Sometimes I feel homesick.*

3. Read the story together. Make sure that they understand all vocabulary. Look at the pictures. Discuss: *What is the woman thinking about? Will she always be sad? Will she always be happy? What is hard about life in Canada? What do you think about? Do you have pictures of your family? Is it harder for people who are in Canada alone without any family? What things do you hope for in your future? What can you do when you feel homesick? Students may make suggestions such as: calling their friends in Canada, playing sports, etc.*

4. Make sentences with *look at* and *think about.* Write these on the board. E.g. *I look at a picture of my mother. I think about her nice smile and her good cooking.* Then ask students to divide these into: *Who* do you *think about and what* do you *think about?*

5. Hand out worksheets. Have students read through the story and answer questions in pairs.

6. Students complete the questions.
Homesick

Sometimes I am very homesick.
I look at the pictures of my family and my country.
I think about my family, my friends and my country.
Sometimes I want to go back to my country.

Sometimes I am happy here.
I go to school and study hard.
I talk to my new friends in English.
I think about my future.
Sometimes I want to stay in Canada.

1. Do you sometimes feel homesick? ________________________
2. Do you sometimes want to go back to your country? ___________
3. Who do you think about? _____________________________________
4. What do you think about? _____________________________________
5. Do you sometimes feel happy in Canada? ________________________
6. Do you have friends in Canada? _________________________________
7. Do you have family in Canada? _________________________________
Read and Copy Information from a 5-Day Weather Forecast

Skill Area: Reading, Writing and Numeracy

Task: Read and understand formatted weather information on the internet. Fill in the information on a table and respond to questions.

Purpose: Students will
- Read and understand weather information in a formatted text
- Record weather information from the internet
- Develop an understanding of Canadian weather patterns

Materials: Overhead, internet weather website, worksheets

Grouping: Whole class, pairs, individuals

Learning Style: Auditory, visual, kinesthetic

Time: 1 hour

Note: Forewarned is forearmed. It's helpful to know the 5-day forecast. Students can plan their week better, if they know what lies ahead.

Method:
1. Discuss the current weather conditions. (Go outside if it's nice or just check the window if not.)
2. Elicit information and write up key words. E.g. High, Low, cloudy, temperature, current.
3. On the overhead, display the Weather Forecast worksheet. (In advance fill in the blanks with the weather conditions - but not of your city. Choose another Canadian city to use as your example.)
4. Allow time for pairs of students to discuss this information and try to glean information from it. (The formatted text might be a challenge.)
5. Solicit input from the whole group. Circle information as it is brought up in the discussion.
6. Read the information for each day of the forecast.
7. Read the questions and answers.
8. Teacher checks for comprehension by asking a few oral questions.
9. Students are then given a blank Weather Forecast sheet and proceed to the computers to fill out their local 5-day forecast.
10. If unfamiliar with computers, students will require teacher, volunteer or peer support.
11. Learners go to the web site highlighted. Either the teacher will put this site in Favourites or the learners will type the web address.
12. Teacher checks the students' work and provides help when needed.

Follow Up:
- Plan an outing on one of the nicer days.
### Weather Forecast

for ________________

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</table>

1. Is it sunny or cloudy right now?  
2. What is the current temperature?  
3. What time did the sun rise today?  
4. What time will the sun set today?  
5. Do you like the weather right now?  

http://weatheroffice.ec.gc.ca/canada_e.html