

C-1.1 Journaling - Teacher Guide

Objective

- Students will be able to write personal responses to questions.
- Students will be able to express themselves in writing.

Overview

- This module introduces an ongoing journaling task. This gives students an informal venue to practise their writing skills, as well as expressing their opinions and feelings in writing.
- The journals are confidential and not to be shared with students or even family members unless the writer wishes to.

Materials

- Wipe-board or flipchart
- Emotion faces handout
- Journal books for each student.
- Handouts.

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout), that the warm-up to this lesson is an emotion exercise.
- Handout journal books and emotion faces handout to students
- Explain to students that they are to pick one of the emotion faces and draw it in on one page of their journal books.
- Pick an emotion face (e.g. happy) and demonstrate drawing the face in the middle of the wipe-board
- Explain to students that they are to think of things or occasions that make them feel that emotion. These will be written, or drawn, on the page around the emotion face.
- Demonstrate this by writing and drawing examples around the emotion face on the wipe-board.
- Explain to students that you (or aides if applicable) are the only ones that will see what is in the journal.
- Give students quiet time to complete their emotion face page.
- Discuss with students how the activity was. Remind them that they do not have to share with the class.

Lessons

Introduction/Rationale

- Explain to students (use handout), that in the warm-up, they wrote their first of many entries in their journal.
- Explain to students that the journal is for them to practise writing and to express themselves in their own words.

Sample Cues for Discussion

- Has anyone kept a diary, blog, or tweeter (*blogs and tweeters are the internet versions of a diary or journal*)?
- What ways, besides talking with people, do you express your feelings or opinions?

(Discussions about dealing with feelings can trigger issues. Be prepared to debrief any issues that come out during the discussion.)

Procedure

- Explain to students (use handout) that the journal will be an ongoing activity for them.
- Distinguish the difference between the journal and a diary. While they are free to write in the journal whenever they want about any topic, topics and questions will be assigned to them to write about.
- Remind students that the journals are confidential and not shared with others.
- Encourage students to practise their good writing skills (grammar and spelling) in entries but don't make it mandatory. A good way to do this is to offer to correct spelling, if the students want.
- It would be a good idea to have a place to keep the journals, except when students are writing in them in the classroom. Discourage or do not allow students to take them home.

Assignments

Tasks for Practise

- For each journaling period, choose a topic for students and write it on the wipe-board. This can be a question or just a statement to discuss. Hot news topics or issues that came out of classroom discussions are good topics. The topic should be something students will be able understand and write several points about.
- Here are some sample topics:
 - Should smoking cigarettes be made illegal?*
 - The happiest moment in my life was...*
 - Which modules so far was the hardest for you? Why?*
- Check the students understand what they are being asked to write about by getting them to repeat the topic in their own words. Clarify if necessary.

Debriefing

- After reading the individual journal entries, write a comment after it.
- If you are concerned by a journal entry, arrange to meet with a student in private to debrief it.

Assessment

After each entry, collect and read the journals.

- Journals are meant to be informal practise for students.
- However, reading them can provide information about student's ability to express themselves and areas of strength and difficulty in writing.

Further Learning

- Give students opportunity to do strictly for fun journal entries, especially after emotionally heavy topics.

Answer Key

A. Your instructor will give you journal topics.

If you are unsure what you are writing about, ask your instructor.

Answers will vary.

Overview

- This module introduces journal writing.
- You will be writing in your journal throughout the program.



Objective

- You will be able to write about your feelings and opinions on a variety of subjects.



Warm-up

- You will be doing an emotion exercise.
- Look at the emotion faces on the handout.
- You will pick one and explain in your journal how and when you have that feeling.
- On the first blank page of your journal, draw the emotion face in the middle of the page.
- Around the emotion face write words or draw pictures that show what makes you have that feeling.
- For example: If you picked scared, you might draw a spider or write a name of a horror movie.



Notes:

- In the warm-up, you wrote your first journal entry.
- Your journal is a place for you to express your opinions and feelings.
- It is also for you to practise writing.
- Your journal is not a diary.
- A diary is private thoughts and events of each day.
- In your journal, your instructor will give you topics to write about.

Handout C-1 Journal

- If you want, you can write about other things in your journal.
- You can also ask your instructor questions in your journal to answer privately.
- No one will read the diary other than your instructors.
- Whatever you write is private and will not even be shared with your family unless you want it to be.

Practise

A. Your instructor will give you journal topics.

If you are unsure what you are writing about, ask your instructor.

C-2.1 Spelling with Sounds – Teacher Guide

Objective

- Students will understand vowels and syllables.
- Students will understand phonetic patterns in words.
- Students will be able to use phonetics to improve spelling

Overview

- This module uses similar strategies as the module on pronunciation. That is, use basic words students know to teach phonetic patterns, and then apply to more complex words.
- Students will create a phonetic reference to use. Verbal, visual, and kinesthetic strategies will be used.
- The goal is to teach basic spelling skills, so other resources such as word-processor or dictionary can assist them.

Materials

- Wipe-board or flip chart
- Elephant handout (prepared as described in Warm-up)
- Handouts
- Small notebooks for student's individual reference that stays at group.
- Spelling word list

Procedure (First Lesson of Module)

- Before lesson prepare Elephant handout: Fold 4 times to make 8 squares, write one letter of the word "elephant" on the back of each squares. Cut into 8 squares and mix-up. If there are more than 8 students, make 2 copies – or use a similar picture cut-out.
- Explain to students that the warm-up for the lesson, they each have to solve a mystery.
- Distribute the elephant cut-outs picture down to students. If there are an odd amount of students, place the extras spread out, picture down, where students can see them (or give to aides).
- Explain that each card corresponds with a number between 1 and 8. The students have to solve which number. Explain that the picture on the back is a clue.
- If students don't figure it out, give the hint to work together for the solution.
- If students struggle assembling the picture, place a complete picture up for them to use as a guide.
- If students realize the picture is an elephant, and the letters spell elephant, but don't know the connection to numbers. Write out numbers 1 to 8 across the wipe-board and write an "e" under the 1, and continue writing letters to 'elephant' under the numbers until students solve it.

(Additional Lessons of Module)

- Play a game of "hang-man." Provide the words and have yourself or a student at the wipe-board while the others guess. Choose words that are visible from the room.

Introduction/Rationale

- Explain to students (use handouts), they proved that letters by themselves do not make sense – just like a piece of a picture. All the letters are needed together to provide “the big picture.”
- Explain that when spelling, you put letters together for sounds, but also need to look at the big picture: elephant is an example of that.
- Explain that they will use pieces of words they know to spell bigger words.

Sample Cues for Discussion

- How did you solve the elephant mystery?
- If someone could not spell elephant, would it be more difficult?
- When do you have to spell words you do not know? What do you do?
- Has anyone told you to look up a word in a dictionary you couldn't spell? Did that work? Why not?

Procedure

- Hand out notebooks, and explain to students that this is their spelling (reference) book to put spelling patterns or new words they want to remember to spell.
- Write “elephant” on the board, and ask students to say it slowly and count how many sounds make up the word. Demonstrate making the top of a circle with each sound. Have students say each sound and make the gesture.
- Draw half-circles over each syllable of elephant and explain to students these are the three sounds.
- Discuss with students the sound each letter makes in it, particularly “p” and “h”

- Ask students for examples of other words where "ph" make the same sound as in elephant. For example: phone.
- Ask student for examples of other words that have the 'f' sound. For example: for, five, or fact.
- Explain to students that the 'f' sound can be spelt two ways, "ph" or "f". Any new word that has that sound will either have "ph" or "f".
- Write the following on wipe-board:
f sounds like f as in food.
ph sounds like f as in phone.
- Ask students to write the sentences in their reference as the two ways to make the "f" sound. F is first because it makes the sound the most.
- Tell students, you will be suggesting new sounds to put in their spelling book, but they can write on their own.
- Write the following letters on the board: a, e, i, o, u, (y). Ask if students know what is special about those letters.
- Explain that they are vowels, though y is a part-time vowel, which is why it is in brackets.
- Explain that each sound that makes up a word has one vowel sound in it.
- Ask students if they remember what the sounds are called, syllables.
- Underline each vowel in elephant with students and point out one vowel sound per part.
- Explain to students, when they spell new words, they spell it sound by sound using words they know or from their spelling book.
- Explain to students, since each sound has a one vowel sound, they should have vowel sounds in their spelling book.

- Write the following on the wipe-board:
Late
May
Wait
Sleigh
Great
Eh
- Discuss with students what vowels are in each word, and say them aloud.
- Discuss with students what vowel sound is in each word. Point out that though there are two vowels, they make one sound
- Have students write the words in their spelling book, that the vowels in each sound like "a" in late.
- Discuss with students how silent "e" at the end of words make the vowel sound like its name.
- Write the following on the wipe-board
Cat
Sap
Match
- Discuss with students how the "a" sounds by itself, with no silent "e" or helper letter.
- Write the following on the wipe-board
Jaw
Saw
Awe
Bought
- Discuss with students how the "a" sounds with a "w" – even with a silent "e". The "ou" in bought makes the same sound
- Have them write "aw" sounds like it does in saw in their spelling book.

- Go through similar examples of different sounds for the other vowels, using the following words:

Sleep

Each

Met

Eye

Fit

Slight

Spite

Ice

Slow

Spoon

Pole

But

Puke

Silly

- Explain to students that there are other vowel sounds; the key is thinking of a word they know that makes that vowel sound.
- Explain to students when they spell a word, they should first count how many sounds using the arm motion. On a paper, then draw a line for each sound. Saying each sound slowly, write out letters that make each sound, including the vowel sound. If more than one letter make a sound, write out different options. Here is where the spell book can help.
- Explain to students, once they have some guesses of how to spell a word they can use a spell-checker on the computer or check with a dictionary if they are right. That's how to use a dictionary to spell.

Assignments

Tasks for Practise

- Explain to students for their first assignment they will read sentences. The word in bold is spelt wrong. They have to choose the correct spelling from choices.
- Explain to students, for their second assignment, they will read words and count how many vowel sounds, or sound parts, are in each.
- Explain to students for their third assignment, they will go through the list of common words. They will pick five words and create entries in their spelling book with three or four words that have the same vowel sound.
- Explain to students for their fourth assignment, the instructor will say words out loud, and they will spell them using sound parts. They can use a dictionary or computer to check their spelling. Choose words from the spelling word list, and use the words in a sentence to illustrate meaning. Give students plenty of time to sound out words and find sounds from their spelling book.

Debriefing

- Remind students words are made of letters that represent sounds.
- Discuss how students feel about using dictionaries to check spelling.

Assessment

Monitor student's progress during task. Collect handouts and check spelling book.

- Are students able to identify individual sounds in words?
- Do students understand difference between vowel and vowel sound?
- Are students able to use their spell book as a reference?
- Are students able to use prior spelling knowledge to spell new words phonetically?

Further Learning

- Scrabble with use of a dictionary can build spelling skills.

Answer Key 1

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) That dog is really **larj**.

- a) big
- b) lorg
- c) large
- d) lard

2) He is my best **frend**.

- a) fiend
- b) fred
- c) freid
- d) friend

3) There were lots of **peaple** at the game.

- a) peapull
- b) people
- c) peepel
- d) peopl

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Fire

a) 1

b) 2

c) 3

d) 4

2) Taxi

a) 1

b) 2

c) 3

d) 4

3) Coffee

a) 1

b) 2

c) 3

d) 4

4) Employment

a) 1

b) 2

c) 3

d) 4

5) Scenes

a) 1

b) 2

c) 3

d) 4

6) Location

a) 1

b) 2

c) 3

d) 4

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Answers will vary.

Answer Key 2

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) I'm **afrayed** of the dark.

- a) scared
- b) afriad
- c) affraid
- d) afraid

2) What **coller** is that pen?

- a) caller
- b) colour
- c) caler
- d) collar

3) That car is solar-**powerd**.

- a) powder
- b) powed
- c) powered
- d) powerrd

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Pace

a) 1

b) 2

c) 3

d) 4

2) Freight

a) 1

b) 2

c) 3

d) 4

3) Tricky

a) 1

b) 2

c) 3

d) 4

4) Resume

a) 1

b) 2

c) 3

d) 4

5) Computer

a) 1

b) 2

c) 3

d) 4

6) Location

a) 1

b) 2

c) 3

d) 4

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Answers will vary.

Answer Key 3

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) I love **cheesebugres**.

- a) cheseburgers
- b) cheeseburgs
- c) cheesburgres
- d) cheeseburgers

2) I feel **ovenwhelmed**.

- a) overwhelmed
- b) overwelmed
- c) overwhelmed
- d) ovenwelmed

3) Jess jogs on the bike **trial**.

- a) trayel
- b) trail
- c) path
- d) trale

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Fair

a) 1

b) 2

c) 3

d) 4

2) Easy

a) 1

b) 2

c) 3

d) 4

3) Confused

a) 1

b) 2

c) 3

d) 4

4) Pie

a) 1

b) 2

c) 3

d) 4

5) Forgotten

a) 1

b) 2

c) 3

d) 4

6) Variable

a) 1

b) 2

c) 3

d) 4

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Answers will vary.

Handout C-2.1 Spelling with Sounds

Overview

- This module uses speaking, actions, and words you know to learn to spell words.
- You will create a spelling book to help.



Objective

- You will be able to identify sounds in words.
- You will be able to identify letters that make sounds and spell words.



Warm-up

- During the warm-up, you solved a puzzle.
- The puzzle didn't make sense with one piece, but all pieces together made an elephant.
- Spelling is the same way. Letters together make sounds and together make words.



Notes:

- Words are made up of sounds we use letters to represent.
- Like the elephant puzzle, letters by themselves don't make sense.
- All the letters together make the big picture.
- There are lots of sounds from words that you know how to spell.
- These sounds can be put together to spell new words.

Handout C-2.1 Spelling with Sounds

- To help remember letters that make sounds, you will use a spelling book.
- Your instructor and lessons will tell you sounds to put in your spelling book.
- You can put any new words or sounds in your spelling book to help you remember.

Handout C-2.1 Spelling with Sounds

- Let's look at the word elephant.
- Say it slowly to hear every sound in the word.
- Your instructor will show you a movement to count the sounds. These are also called syllables.
- Elephant has 3 sounds. We can write it like this:

El e phant

Handout C-2.1 Spelling with Sounds

- Notice that ph together sound like an f.
- Can you think of other words where ph makes the same sound?
- How about words that make the same sound with out ph?

Handout C-2.1 Spelling with Sounds

- Now you have a sound to put in your spelling book:

f sounds like f as in food.

ph sounds like f as in phone.

- Since f is more common than ph, put it first.
- Now when you spell a word that has that sound, you know it is either a f or ph.

Handout C-2.1 Spelling with Sounds

- Look at the following letters:

A, E, I, O, U, (Y)

- These are special letters that have a special name:

Vowels.

- Every sound part in a word has **one vowel sound** made by at least one vowel.

Handout C-2.1 Spelling with Sounds

- Y is actually a part-time vowel.
- Sometimes it's a vowel as in the word **easy**.
- Sometimes it is not a vowel as in the word **yellow**.
- To show this, we put it in brackets in our vowel list.

Handout C-2.1 Spelling with Sounds

- Looking back at our word, elephant, we can find all the vowels. Notice each part has just one vowel sound.

El e phant
v v v

- Since each sound part of a word has one vowel sound, different spellings of vowel sounds are useful to have in your spelling book.

Handout C-2.1 Spelling with Sounds

- Say the following words out loud with your instructor.
- Listen for the vowel sound in each:

Late

May

Wait

Sleigh

Eh

Great

Handout C-2.1 Spelling with Sounds

- Notice all make the sound of the letter a.
- These can be written in your spelling book under the title "Sounds like **a** as in **A**pe."
- Notice that though some words have 2 vowels, it is making just one vowel sound.
- When you spell a word that has that sound, here are different ways of spelling it.
- The most common way is using a silent e at the end of a word.
- Remember the silent e makes a vowel say it's name.

Handout C-2.1 Spelling with Sounds

- Say the following words out loud with your instructor.
- Listen for the vowel sound in each:

Cat

Sap

Match

- This is the sound a makes with no silent e or other helper letters.
- You can write these in your spell book under the title "Sounds like **a** as in **Map**."

Handout C-2.1 Spelling with Sounds

- Say the following words out loud with your instructor.
- Listen for the vowel sound in each:

Jaw

Saw

Awe

Bought

- Notice the vowel sound is the same in all these words.

Handout C-2.1 Spelling with Sounds

- Awe is a special case because the silent e doesn't make a sound like its name.
- The ou in bought make the same vowel sound as aw, but only when grouped with ough.
- You can write these in your spell book under the title "Sounds like **aw** as in **Paw**."

Handout C-2.1 Spelling with Sounds

- Here is list of common words with different vowel sounds.
- Read them out loud with your instructor.
- Notice the ones that make the same sound with different letters.

Handout C-2.1 Spelling with Sounds

Sleep

Each

Met

Eye

Fit

Slight

Spite

Ice

Slow

Spoon

Pole

But

Puke

Silly

Handout C-2.1 Spelling with Sounds

- When you have to spell a word, first count how many sound parts it has.
- Using the arm-movement your instructor showed you will help.
- On a piece of paper, draw a line for each sound.
- For example, if the word has three sounds draw:

Handout C-2.1 Spelling with Sounds

- Next say each sound slowly and write out letters that make that sound from words you know.
- Also look in your spelling book.
- If different letters make the same sound you want, write out different ways.

Handout C-2.1 Spelling with Sounds

- Now you can pick the spelling that you think is best.
- You can use spell-check on a computer or look up the spelling in a dictionary.
- If the word is not spelled right, the computer will suggest right spellings of word.
- If it doesn't, try another way of spelling the word.

Handout C-2.1 Spelling with Sounds

- If you find the word in the dictionary, check the meaning to make sure it is the right word.
- If the word is not in the dictionary, try the other spellings of the word you found.
- This is what people mean by use a dictionary to spell a word.
- It does not tell you how to spell.
- The dictionary tells you which one of your guesses is right.

Handout C-2.1 Spelling with Sounds

- If you do not have a computer or dictionary, just make your best guess.
- If you spell using the sounds of words you know, even if the word is spelt wrong, readers will understand you.

Practise 1

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) That dog is really **larj**.

- a) big
- b) lorg
- c) large
- d) lard

2) He is my best **frend**.

- a) fiend
- b) fred
- c) freid
- d) friend

3) There were lots of **people** at the game.

- a) peapull
- b) people
- c) peepel
- d) peopl

Handout C-2.1 Spelling with Sounds

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Fire

a) 1

b) 2

c) 3

d) 4

2) Taxi

a) 1

b) 2

c) 3

d) 4

3) Coffee

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

4) Employment

a) 1

b) 2

c) 3

d) 4

5) Scenes

a) 1

b) 2

c) 3

d) 4

6) Location

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Practise 2

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) I'm **afrayed** of the dark.

- a) scared
- b) afriad
- c) affraid
- d) afraid

2) What **coller** is that pen?

- a) caller
- b) colour
- c) caler
- d) collar

3) That car is solar-**powerd**.

- a) powder
- b) powed
- c) powered
- d) powerrd

Handout C-2.1 Spelling with Sounds

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Pace

- a) 1
- b) 2
- c) 3
- d) 4

2) Freight

- a) 1
- b) 2
- c) 3
- d) 4

3) Tricky

- a) 1
- b) 2
- c) 3
- d) 4

Handout C-2.1 Spelling with Sounds

4) Resume

a) 1

b) 2

c) 3

d) 4

5) Computer

a) 1

b) 2

c) 3

d) 4

6) Location

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Practise 3

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) I love **cheesebugres**.

- a) cheseburgers
- b) cheeseburgs
- c) cheesburgres
- d) cheeseburgers

2) I feel **ovenwhelmed**.

- a) overwhelmed
- b) overwelmed
- c) overwhelmed
- d) ovenwelmed

3) Jess jogs on the bike **trial**.

- a) trayel
- b) trail
- c) path
- d) traile

Handout C-2.1 Spelling with Sounds

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Fair

a) 1

b) 2

c) 3

d) 4

2) Easy

a) 1

b) 2

c) 3

d) 4

3) Confused

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

4) Pie

a) 1

b) 2

c) 3

d) 4

5) Forgotten

a) 1

b) 2

c) 3

d) 4

6) Variable

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Handout C-2.1 Spelling with Sounds

Practise 1

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) That dog is really **larj**.

- a) big
- b) lorg
- c) large
- d) lard

2) He is my best **frend**.

- a) fiend
- b) fred
- c) freid
- d) friend

3) There were lots of **people** at the game.

- a) peapull
- b) people
- c) peepel
- d) peopl

Handout C-2.1 Spelling with Sounds

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Fire

a) 1

b) 2

c) 3

d) 4

2) Taxi

a) 1

b) 2

c) 3

d) 4

3) Coffee

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

4) Employment

a) 1

b) 2

c) 3

d) 4

5) Scenes

a) 1

b) 2

c) 3

d) 4

6) Location

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Handout C-2.1 Spelling with Sounds

Practise 2

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) I'm **afrayed** of the dark.

- a) scared
- b) afriad
- c) affraid
- d) afraid

2) What **coller** is that pen?

- a) caller
- b) colour
- c) caler
- d) collar

3) That car is solar-**powerd**.

- a) powder
- b) powed
- c) powered
- d) powerrd

Handout C-2.1 Spelling with Sounds

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Pace

- a) 1
- b) 2
- c) 3
- d) 4

2) Freight

- a) 1
- b) 2
- c) 3
- d) 4

3) Tricky

- a) 1
- b) 2
- c) 3
- d) 4

Handout C-2.1 Spelling with Sounds

4) Resume

a) 1

b) 2

c) 3

d) 4

5) Computer

a) 1

b) 2

c) 3

d) 4

6) Location

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

Handout C-2.1 Spelling with Sounds

A. Read the following sentences. The word in **bold** is spelled wrong. Choose the right spelling from the choices below.

1) I love **cheesebugres**.

- a) cheseburgers
- b) cheeseburgs
- c) cheesburgres
- d) cheeseburgers

2) I feel **ovenwhelmed**.

- a) overwhelmmed
- b) overwelmed
- c) overwhelmed
- d) ovenwelmed

3) Jess jogs on the bike **trial**.

- a) trayel
- b) trail
- c) path
- d) trale

Handout C-2.1 Spelling with Sounds

B. Read the following words and count the vowel sounds (or sound parts). Select if there is 1, 2, 3, or 4 vowel sounds.

1) Fair

a) 1

b) 2

c) 3

d) 4

2) Easy

a) 1

b) 2

c) 3

d) 4

3) Confused

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

4) Pie

a) 1

b) 2

c) 3

d) 4

5) Forgotten

a) 1

b) 2

c) 3

d) 4

6) Variable

a) 1

b) 2

c) 3

d) 4

Handout C-2.1 Spelling with Sounds

C. Your instructor will read out words for you to spell.

Sound out the word slowly and count how many sound parts first.

Write out letters that make that sound.

You can use your spelling book and a dictionary to check your answer.

C-3.1 Sentence Fragments – Teacher Guide

Objective

- Students will be able to recognize incomplete sentences (or fragments)
- Students will be able write complete sentences by proof-checking their work.

Overview

- This module uses a verbal strategy to identify incomplete sentences. Students will practice proof-checking for incomplete sentences so they can apply it to their writing.

Materials

- Wipe-board or flipchart
- Handouts
- Sentence-part cut-out cards

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up for the lesson is a matching game.
- Hand out the sentence part cards to the students.
- Read out the cards with the students.
- Discuss how the words on the cards by themselves do not make sense. Information is missing.
- Demonstrate that combining two cards and reading them together does make sense.
- Demonstrate combining two cards that do not make sense reading them together.
- Explain that students are to match the cards together so every pair makes sense (even if it is silly)

(Additional Lessons of Module)

- Distribute cards again and let students find other combinations to make new sentences.

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, the cards all contained incomplete sentences – also called sentence fragments. Incomplete sentences do not make sense because information is missing.
- Explain that they made complete sentences by combining cards.
- Discuss how they checked if the sentences were complete.
- Explain that reading is a way to proof-read that sentences are complete; both with other people’s writing and their own.

Sample Cues for Discussion

- What would you think of someone who only spoke in incomplete sentences?
- Do you ever read back something you wrote to proof-read it?

Procedure

- Explain to students (use handout) that they will be practising reading sentences to see if they are complete or not.
- Write the following on wipe-board one at a time (or display on overhead):
Jake read quietly.
Carol's brother with a new car.
When you get here.
Speak up.
Is very useful.
- Read each out loud with students and discuss if it is a complete sentence or not.
- If the sentence is incomplete, discuss how the sentence can be made complete. With "Speak up," explain commands are complete sentences with "you" as the subject.
- Write the following on the wipe-board (or display on overhead):
When you wake up. Make your bed. And get dressed.
- Read the sentences together with students and discuss if they make sense.
- Explain that all together the sentences make sense. However, you have to read one sentence at a time to make sure they make sentence on their own.
- Demonstrate reading to each period and then stopping.
- Demonstrate covering the other sentences to read one at a time, and discuss if each makes sense on their own.

- Discuss how to make all sentences make sense – that is making all three into one sentence.
- Explain that after writing a sentence on a form or application, students should read each sentence on their own, covering others up if needed, to check if sentences are complete and make sense.

Assignments

Tasks for Practise

- Explain to students (use handout) that for the first assignment, they will read a list of sentences. If the sentence is complete, they leave the space blank. If the sentence is incomplete, they put an "X" in the space.
- Explain to students that for the second assignment, they will read an incomplete sentence and choose from the options that will make the sentence complete.
- Explain to students, for their third assignment, they are to use the list of words and write 5 sentences. After they read them to make sure they are complete. If the sentence is incomplete, they are to rewrite it so it is complete.
- Explain to students, for their fourth assignment, they are to answer the given question by writing two or three complete sentences.

Debriefing

- Review with students that the best way to make sure a sentence makes sense is to read it out loud.
- Discuss how this worked for students, and other ways they noticed worked for them to proof-read more than one sentence.

Assessment

Monitor student progress during discussion. Collect handouts to assess learning.

- Are students able to recognize incomplete sentences by hearing them?
- Are students able to proof-read written sentences and recognize what information that is needed to correct them.
- Are students able to create, with cues, complete sentences?

Further Learning

- Have students write practical documents, such as letters to landlord. Give students opportunity to check other's writing for incomplete sentences.

Answer Key 1

A. Read the following sentences. If the sentence is incomplete, place an "X" in the space. If the sentence is complete, leave it blank.

Example 1.

The old man down the road.

 X

Example 2.

The street was quiet.

1) The lady with the yappy dog.

 X

2) Watch out for mice.

3) Fred walks.

4) Can make a good snack.

 X

5) Whenever it rains outside.

 X

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) Washes away the mud.

- a) a rain storm
- b) on the dirty sheets
- c) be careful with
- d) inside the bathtub

2) Can't help it.

- a) because of family issues
- b) my uncle
- c) it's too tempting
- d) no use trying

3) That new movie.

- a) critics hate it
- b) I can't wait to see
- c) the actor is awful
- d) not worth seeing

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Car

Job

Work

Movie

Favourite

For example:

My favourite car is a Mustang.

Answers will vary.

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

Why do you want a job with this company?

Answers will vary.

Answer Key 2

A. Read the following sentences. If the sentence is incomplete, place an "X" in the space. If the sentence is complete, leave it blank.

Example 1.

The old man down the road.

 X

Example 2.

The street was quiet.

1) This girl I know, who lives near.

 X

2) Go into the cellar.

3) Out of all the places she could go.

 X

4) Call me.

5) Shane never has time.

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) On the TV tonight.

- a) a new reality show
- b) what is
- c) the commercial
- d) nothing good

2) Because of all the rain.

- a) no picnic
- b) is wet
- c) puddles everywhere
- d) I can't go

3) For your ad in the paper.

- a) I read
- b) Beth applied
- c) for a job in sales
- d) in the classified section

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Bike

Park

Summer

School

Fun

For example:

I ride my bike in the park.

Answers will vary.

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

What do you do for fun?

Answers will vary.

Answer Key 3

A. Read the following sentences. If the sentence is incomplete, place an "X" in the space. If the sentence is complete, leave it blank.

Example 1.

The old man down the road.

 X

Example 2.

The street was quiet.

1) Look out for deer.

2) Where the hall ends.

 X

3) When is it time?

4) John, the guy I told you about.

 X

5) I'm warning you.

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) Beneath all the mud.

- a) really mucky
- b) on the dirty car
- c) the lost watch is
- d) washes off

2) Running down the street

- a) really fast
- b) in new shoes
- c) whenever the dog is loose
- d) is dangerous

3) Because there is a holiday.

- a) Canada Day
- b) Heath has no school
- c) Whenever Joyce get to camp
- d) in my province

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Dog

Lake

Shelves

Sun

Cool

For example:

I swim in a lake to stay cool.

Answers will vary.

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

What are your best qualifications for work?

Answers will vary.

Overview

- This module uses reading out loud to check if sentences make sense.
- This is a way to check if a sentence is complete.



Objective

- You will be able to tell if a sentence is complete.
- You will be able to complete sentences that are not complete.
- You will be able to write complete sentences.



Warm-up

- You will be playing a matching game.
- Your instructor will hand out cards with phrases on them.
- Read out the phrases. They do not make sense.
- Notice that two of the cards together make sense.
- Not all two cards make sense together.
- You are to match all the cards with a pair so it makes sense.
- It might be goofy, but still make sense.



Notes:

- In the warm-up, the phrases on the cards were incomplete sentences.
- The sentences are incomplete because words are missing, so they do not make sense.
- Incomplete sentences are sometimes called sentence fragments.

Handout C-3.1 Sentence Fragments

- In the warm-up, you put two incomplete sentences together and made a complete sentence.
- One way to see if a sentence is complete is to read it out loud.
- We will practise this.
- You can do this for sentences other people write.
- You can also do this for sentences you write.

Handout C-3.1 Sentence Fragments

- Here are sentences to practise:

Jake read quietly.

Carol's brother with a new car.

When you get here.

Speak up.

Is very useful.

- Read each sentence out loud.
- Ask yourself if it makes sense.
- Think of words to add if it doesn't make sense.
- You can use a piece of paper or ruler to help reading one sentence at a time.

Handout C-3.1 Sentence Fragments

- Sentences are usually not in a list.
- Sentences are one after another.
- Read the following sentences one at a time.
- Read to each period (.) and stop.
- You can use a piece of paper or ruler to help.
- Ask yourself if the sentence makes sense.

When you wake up. Make your bed. And get dressed.

Handout C-3.1 Sentence Fragments

- Notice that only the middle sentence makes sense.
- However, all sentences make sense together.
- We can make the three sentences into one:

When you wake up, make your bed and get dressed.

- Now, we have a complete sentence.
- The comma after “wake up” is to separate the descriptive phrase from the rest of a sentence.

Handout C-3.1 Sentence Fragments

- Sometimes you have to write sentences on a form.
- You should read each sentence out loud, one at a time, to make sure it makes sense.

Handout C-3.1 Sentence Fragments

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) Washes away the mud.

- a) a rain storm
- b) on the dirty sheets
- c) be careful with
- d) inside the bathtub

2) Can't help it.

- a) because of family issues
- b) my uncle
- c) it's too tempting
- d) no use trying

Handout C-3.1 Sentence Fragments

3) That new movie.

- a) critics hate it
- b) I can't wait to see
- c) the actor is awful
- d) not worth seeing

Handout C-3.1 Sentence Fragments

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Car

Job

Work

Movie

Favourite

For example:

My favourite car is a Mustang.

Handout C-3.1 Sentence Fragments

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

Why do you want a job with this company?

Handout C-3.1 Sentence Fragments

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) On the TV tonight.

- a) a new reality show
- b) what is
- c) the commercial
- d) nothing good

2) Because of all the rain.

- a) no picnic
- b) is wet
- c) puddles everywhere
- d) I can't go

Handout C-3.1 Sentence Fragments

3) For your ad in the paper.

a) I read

b) Beth applied

c) for a job in sales

d) in the classified section

Handout C-3.1 Sentence Fragments

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Bike

Park

Summer

School

Fun

For example:

I ride my bike in the park.

Handout C-3.1 Sentence Fragments

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

What do you do for fun?

Handout C-3.1 Sentence Fragments

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) Beneath all the mud.

- a) really mucky
- b) on the dirty car
- c) the lost watch is
- d) washes off

2) Running down the street

- a) really fast
- b) in new shoes
- c) whenever the dog is loose
- d) is dangerous

Handout C-3.1 Sentence Fragments

- 3) Because there is a holiday.
- a) Canada Day
 - b) Heath has no school
 - c) Whenever Joyce get to camp
 - d) in my province

Handout C-3.1 Sentence Fragments

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Dog

Lake

Shelves

Sun

Cool

For example:

I swim in a lake to stay cool.

Handout C-3.1 Sentence Fragments

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

What are your best qualifications for work?

Handout C-3.1 Sentence Fragments

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) Washes away the mud.

- a) a rain storm
- b) on the dirty sheets
- c) be careful with
- d) inside the bathtub

2) Can't help it.

- a) because of family issues
- b) my uncle
- c) it's too tempting
- d) no use trying

Handout C-3.1 Sentence Fragments

- 3) That new movie.
- a) critics hate it
 - b) I can't wait to see
 - c) the actor is awful
 - d) not worth seeing

Handout C-3.1 Sentence Fragments

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Car

Job

Work

Movie

Favourite

For example:

My favourite car is a Mustang.

Handout C-3.1 Sentence Fragments

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

Why do you want a job with this company?

Handout C-3.1 Sentence Fragments

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) On the TV tonight.

- a) a new reality show
- b) what is
- c) the commercial
- d) nothing good

2) Because of all the rain.

- a) no picnic
- b) is wet
- c) puddles everywhere
- d) I can't go

Handout C-3.1 Sentence Fragments

3) For your ad in the paper.

a) I read

b) Beth applied

c) for a job in sales

d) in the classified section

Handout C-3.1 Sentence Fragments

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Bike

Park

Summer

School

Fun

For example:

I ride my bike in the park.

Handout C-3.1 Sentence Fragments

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

What do you do for fun?

Practise 3

A. Read the following sentences. If the sentence is incomplete, place an "X" in the space. If the sentence is complete, leave it blank.

Example 1.

The old man down the road. **X**

Example 2.

The street was quiet.

1) Look out for deer.

2) Where the hall ends.

3) When is it time?

4) John, the guy I told you about.

5) I'm warning you.

Handout C-3.1 Sentence Fragments

B. Read the following incomplete sentences. Choose the words that will make the sentence complete.

Example.

The old worn house.

- a) the creaky stairs
- b) whenever it rains
- c) is a little scary
- d) in East Vancouver

1) Beneath all the mud.

- a) really mucky
- b) on the dirty car
- c) the lost watch is
- d) washes off

2) Running down the street

- a) really fast
- b) in new shoes
- c) whenever the dog is loose
- d) is dangerous

Handout C-3.1 Sentence Fragments

- 3) Because there is a holiday.
- a) Canada Day
 - b) Heath has no school
 - c) Whenever Joyce get to camp
 - d) in my province

Handout C-3.1 Sentence Fragments

C. Use words from the list below to write 5 sentences in your notebook.

You may use words more than once.

Use each word at least once.

Read each to make sure they are complete sentences.

Dog

Lake

Shelves

Sun

Cool

For example:

I swim in a lake to stay cool.

Handout C-3.1 Sentence Fragments

D. Write two or three sentences that answer the following question.

Write them in your notebook

Read each to make sure they are complete sentences.

What are your best qualifications for work?

C-3.2 Capitalization & Punctuation – Teacher Guide

Objective

- Students will be able to understand rules of capitalization and apply them to their writing.
- Students will be able to understand basic rules of punctuation and apply them to their writing.

Overview

- This module introduces rules of capitalization and punctuation.
- Students will practise the rules by applying them to practical situations they might encounter at work or everyday life.

Materials

- Wipe-board or flipchart
- Overhead projector
- Handouts
- Question word handout
- Exclamation word handout

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that for this lessons warm-up, you will be demonstrating how one sentence can mean different things by saying it differently.
- Read the following sentences out loud, exaggerating (possibly with physical gestures) the punctuation for emphasis:
I have mice.
I have mice?
I have mice!
- Discuss with students how each way of saying the sentence is different.
- Some cues would be which would be a response to the following statements:
Do you have any pets?
Why are you upset?
I think you have a mouse problem.

(Additional Lessons of Module)

- With students come up with a scenario and sentence and discuss best punctuation for it.

Lessons

Introduction/Rationale

- Explain to students (use handout) that the symbol at the end of the sentence is what tells you how to read a sentence. This is important, because the mice example showed the meaning can also change.
- Explain to students that they will learn how to use both symbols (punctuation) at the end of sentences and capital letters.

Sample Cues for Discussion

- Do you remember learning rules for question marks or capital letters?
- When are times that you have to ask questions in writing or on the computer?

Procedure

- Explain to students (use handout) that there are three ways to end a sentence.
- Write the three mice sentences on the wipe-board:
I have mice.
I have mice?
I have mice!
- Demonstrate reading each sentence aloud, and name each symbol: period, question mark, exclamation mark.
- Explain that these are important because they tell a reader that the sentence is over. Recall from before each sentence must be one thought that makes sense by itself.
- Discuss with students which is the most common, the period.
- Explain that the other two are special situations, otherwise use the period.
- Explain that "I have mice?" is a question, but usually questions start with special words.
- Go over list of question words with students.
- Explain 5-W's (What, When, Who, Why, Where) and How are most common.
- Discuss with students words to place before "I have mice?" to make it a better question.
- Explain that when writing; when ever you want to know or ask something, it's a question. That means to use a question mark.
- Discuss situations where students would write or type questions.
- Discuss with students what "exclaim" means.

- Explain that exclamation points are not used often, only for special circumstances, when you want one sentence to stand out – be read louder – from the rest.
- Go over list of single word exclamations.
- Explain these are not used in formal writing, but very useful in creative writing or letters or emails to friends.
- Discuss situations when some of the exclamations might be said, or heard.
- Explain to students that capital letters also provide information.
- Discuss with students examples of using capital letters; write down their suggestions on the wipe-board. Examples: start of sentences, if word is a name or place.
- Explain that besides start of sentences, words that are capitalized are “I” and names of people, places, companies,
- Explain only the first letter of words is capitalized.
- For students that have difficulty, provide opportunity to practise printing small and capital letters. Names and address are good examples to practise.
- Write down the following on the wipe-board:
i went to the mall with joey.
- Discuss with students which letters have to be capitalized.
- Explain m in mall isn’t capitalized, but if the mall’s name was their, it’s a specific place and would be. Example: Main Street Mall.

Assignments

Tasks for Practise

- Assignment for students who require it, writing out the capital and small letters of the alphabet.
- Explain to students (use handout) for the first assignment, they will read two sentences and decide which symbol to end the second sentence with.
- Explain to students for the second assignment, they will choose which sentence has the right capital letters
- Explain to students for the third assignment, they will read a sentence and write a sentence in response that is complete with the right capitals and symbol at the end

Debriefing

- Review with students that periods, question marks, exclamation points, and capital letters help people understand writing better. They make a sentence easier to follow.

Assessment

Monitor students performance during task and collect handouts

- Do students understand usage of ending punctuation?
- Do students understand rules of capitalization?
- Can students apply punctuation and capitalization to their sentences?

Further Learning

- Have students find their own cartoons and write their own phrases for them using ending punctuation.
- Have students write a sentence with all three punctuations and draw a picture to illustrate the difference with each.

Answer Key 1

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) We went to the park. We saw lots of geese ..

2) My best friend won the lottery. Wow !.

3) I once met Paula Abdul. Who is that ?.

4) What do you want to eat? I'll have some pizza ..

5) My son's hamster escaped. Does that happen often ?.

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

a) john shops at walMart

b) JOHN shops at WALMART

c) John shops at Walmart.

d) John shops at walmart.

1)

a) Luke and I went to ferguson School.

b) Luke and I went to Ferguson School.

c) Luke and i went to ferguson school.

d) Luke And I Went To Ferguson School.

2)

a) Drive to Main Street and turn left.

b) Drive to Main Street and turn Left.

c) Drive to main street and turn left.

d) drive to Main Street and turn left.

3)

a) she named her baby girl Gill Mary Bird.

b) She named her Baby Girl Gill Mary Bird.

c) She named her baby girl Gill mary Bird.

d) She named her baby girl Gill Mary Bird.

4)

a) Greg St. Louis grew up in duck lake, Saskatchewan.

b) Greg St. Louis grew up in Duck Lake, Saskatchewan.

c) GREG ST. LOUIS grew up in DUCK LAKE, Saskatchewan.

d) Greg st. Louis grew up in Duck lake, saskatchewan.

5)

a) My uncle bought a new Sony television.

b) My Uncle bought a new Sony Television.

c) My Uncle Bought a New Sony Television.

d) My uncle bought a new sony television.

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

What hobbies and/or activities are you involved in?

Answers will vary

Answer Key 2

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) I'll have a chicken sandwich.

Do you want fries with that ?

2) There is a bat in here.

Yikes !

3) Shane saw Shrek in the theatre.

That is a funny movie .

4) Where are you?

Hey, I'm over here !

5) I am down in the dumps.

What does that mean ?

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
- d) John shops at walmart.

1)

- a) Janet enjoys watching her big screen TV.
- b) JANET enjoys watching her BIG screen Tv.
- c) Janet enjoys watching her big screen tv.
- d) Janet enjoys watching her Big Screen Tv.

2)

- a) Her brother lives in maple Creek.
- b) Her brother lives in Maple creek.
- c) Her brother lives in Maple Creek.
- d) Her Brother lives in Maple Creek.

3)

- a) i visited my dad in Selkirk, manitoba.
- b) I visited my Dad in Selkirk, Manitoba.
- c) I visited my dad in Selkirk, manitoba.
- d) I visited my dad in Selkirk, Manitoba.

- 4)
- a) Do you want a Cheese Burger from Chubby's?
 - b) Do you want a cheese burger from chubby's?
 - c) Do you want a cheese burger from Chubby's?
 - d) Do you want a Cheese burger from Chubby's?
- 5)
- a) My high school is on Grant Avenue.
 - b) My High school is on Grant Avenue.
 - c) My high school is on Grant avenue.
 - d) My High School is on Grant Avenue.

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

Where do you like to go for fun?

Answers will vary.

Answer Key 3

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) My bike tire is flat.

There is a hole in it .

2) There are no clouds out tonight.

Can you see all the stars ?

3) Our team just won the big game.

Woo-hoo !

4) Did you want cream in your coffee?

I never said that .

5) Is there a store nearby?

What kind of store ?

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

a) john shops at walMart

b) JOHN shops at WALMART

c) John shops at Walmart.

d) John shops at walmart.

1)

a) The Cat In The Hat is a classic book.

b) The Cat in the hat is a classic book.

c) The cat in the hat is a classic book.

d) The Cat in the Hat is a classic book.

2)

a) I can't find New York on the map.

b) I can't find new York on the map.

c) I can't find NEW YORK on the map.

d) I can't find New york on the map.

3)

a) That Painting is by John Baker Smith.

b) That painting is by John baker Smith.

c) that painting is by John Baker Smith.

d) That painting is by John Baker Smith.

4)

- a) My pal, June, is scared of black widow spiders.
- b) My pal, june, is scared of Black Widow spiders.
- c) My pal, June, is scared of Black Widow Spiders.
- d) My Pal, June, is scared of Black Widow spiders.

5)

- a) Chad plays for the Toronto maple leafs.
- b) Chad plays for the Toronto Maple Leafs.
- c) Chad plays for the Toronto Maple leafs.
- d) Chad plays for the toronto maple leafs.

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

What is your favourite place to get food?

Answers will vary.

Overview

- This module shows how to end sentences and use capital letters.



Objective

- You will be able to use the right symbol at the end of a sentence.
- You will be able to use capital letters in your writing.



Warm-up

- Listen to your instructor read a sentence 3 ways.
- Notice how each sounds different.
- The sentences also can answer different statements.
- Think of how each sentence could be used.



Notes:

- A sentence was read three ways in the warm up.
- The symbol at the end of a sentence tells which way to read it.
- It is also called a **punctuation mark**.
- The three are:

a period .

a question mark ?

an exclamation mark !

- Every sentence ends with one of the three symbols.
- Most sentences end with a period.
- The other two are for special sentences.

Handout C-3.2 Capitals and Punctuation

- Question marks are used at the end of questions.
Sentences that ask for information.
- Normally, sentences begin with a question word.
- We sometimes say a sentence different to make it a question.
- This is what your instructor did in the warm-up.
- Your instructor will go over a list of words that begin sentences.
- The most common question words are called the 5 W's.
- They are what, when, who, why, and where.

Handout C-3.2 Capitals and Punctuation

- Exclamation marks are named after the word exclaim.
- Exclaim means to shout or cry out.
- Exclamation marks come after sentences that are read loud.
- These are sentences that stand out from others.
- Your instructor will go over a list of exclamation words.
- These are not used in formal writing.
- They are used in stories, letters to friends, and emails.

Handout C-3.2 Capitals and Punctuation

- Capital letters can provide information about words.
- If the first letter of a word is capitalized, it is important.
It is the first word of a sentence or a name.
- It can be the name of a person, place, street, team, company, or thing.
- The word I is also always capitalized.

Handout C-3.2 Capitals and Punctuation

- Here is a sentence with no capital letters:

i went to the mall with joey.

- Which letters need to be capitalized?
- Notice mall is a place, but does not have a name.
- If it was Main-gate Mall, then the name and mall would be capitalized.
- Here is the sentence with capital letters:

I went to the mall with **J**oey.

Handout C-3.2 Capitals and Punctuation

- On forms, you capitalize the first letter of all people's names, and the street, city, province, and country.
- You also capitalize the letters in postal codes.

Practise 1

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

period .

question mark ?

exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) We went to the park.

We saw lots of geese ____

2) My best friend won the lottery.

Wow ____

Handout C-3.2 Capitals and Punctuation

3) I once met Paula Abdul.

Who is that ____

4) What do you want to eat?

I'll have some pizza ____

5) My son's hamster escaped.

Does that happen often ____

Handout C-3.2 Capitals and Punctuation

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
- d) John shops at walmart.

1)

- a) Luke and I went to ferguson School.
- b) Luke and I went to Ferguson School.
- c) Luke and i went to ferguson school.
- d) Luke And I Went To Ferguson School.

2)

- a) Drive to Main Street and turn left.
- b) Drive to Main Street and turn Left.
- c) Drive to main street and turn left.
- d) drive to Main Street and turn left.

Handout C-3.2 Capitals and Punctuation

3)

- a) she named her baby girl Gill Mary Bird.
- b) She named her Baby Girl Gill Mary Bird.
- c) She named her baby girl Gill mary Bird.
- d) She named her baby girl Gill Mary Bird.

4)

- a) Greg St. Louis grew up in duck lake, Saskatchewan.
- b) Greg St. Louis grew up in Duck Lake, Saskatchewan.
- c) GREG ST. LOUIS grew up in DUCK LAKE,
Saskatchewan.
- d) Greg st. Louis grew up in Duck lake, saskatchewan.

5)

- a) My uncle bought a new Sony television.
- b) My Uncle bought a new Sony Television.
- c) My Uncle Bought a New Sony Television.
- d) My uncle bought a new sony television.

Handout C-3.2 Capitals and Punctuation

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

What hobbies and/or activities are you involved in?

Practise 2

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) I'll have a chicken sandwich.

Do you want fries with that ____

2) There is a bat in here.

Yikes ____

Handout C-3.2 Capitals and Punctuation

3) Shane saw Shrek in the theatre.

That is a funny movie ____

4) Where are you?

Hey, I'm over here ____

5) I am down in the dumps.

What does that mean ____

Handout C-3.2 Capitals and Punctuation

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
- d) John shops at walmart.

1)

- a) Janet enjoys watching her big screen TV.
- b) JANET enjoys watching her BIG screen Tv.
- c) Janet enjoys watching her big screen tv.
- d) Janet enjoys watching her Big Screen Tv.

2)

- a) Her brother lives in maple Creek.
- b) Her brother lives in Maple creek.
- c) Her brother lives in Maple Creek.
- d) Her Brother lives in Maple Creek.

Handout C-3.2 Capitals and Punctuation

3)

- a) i visited my dad in Selkirk, manitoba.
- b) I visited my Dad in Selkirk, Manitoba.
- c) I visited my dad in Selkirk, manitoba.
- d) I visited my dad in Selkirk, Manitoba.

4)

- a) Do you want a Cheese Burger from Chubby's?
- b) Do you want a cheese burger from chubby's?
- c) Do you want a cheese burger from Chubby's?
- d) Do you want a Cheese burger from Chubby's?

5)

- a) My high school is on Grant Avenue.
- b) My High school is on Grant Avenue.
- c) My high school is on Grant avenue.
- d) My High School is on Grant Avenue.

Handout C-3.2 Capitals and Punctuation

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

Where do you like to go for fun?

Practise 3

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) My bike tire is flat.

There is a hole in it ____

2) There are no clouds out tonight.

Can you see all the stars ____

Handout C-3.2 Capitals and Punctuation

3) Our team just won the big game.

Woo-hoo ____

4) Did you want cream in your coffee?

I never said that ____

5) Is there a store nearby?

What kind of store ____

Handout C-3.2 Capitals and Punctuation

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
- d) John shops at walmart.

1)

- a) The Cat In The Hat is a classic book.
- b) The Cat in the hat is a classic book.
- c) The cat in the hat is a classic book.
- d) The Cat in the Hat is a classic book.

2)

- a) I can't find New York on the map.
- b) I can't find new York on the map.
- c) I can't find NEW YORK on the map.
- d) I can't find New york on the map.

Handout C-3.2 Capitals and Punctuation

3)

- a) That Painting is by John Baker Smith.
- b) That painting is by John baker Smith.
- c) that painting is by John Baker Smith.
- d) That painting is by John Baker Smith.

4)

- a) My pal, June, is scared of black widow spiders.
- b) My pal, june, is scared of Black Widow spiders.
- c) My pal, June, is scared of Black Widow Spiders.
- d) My Pal, June, is scared of Black Widow spiders.

5)

- a) Chad plays for the Toronto maple leafs.
- b) Chad plays for the Toronto Maple Leafs.
- c) Chad plays for the Toronto Maple leafs.
- d) Chad plays for the toronto maple leafs.

Handout C-3.2 Capitals and Punctuation

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

What is your favourite place to get food?

Practise 1

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

period .

question mark ?

exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) We went to the park.

We saw lots of geese ____

2) My best friend won the lottery.

Wow ____

Handout C-3.2 Capitals and Punctuation

3) I once met Paula Abdul.

Who is that ____

4) What do you want to eat?

I'll have some pizza ____

5) My son's hamster escaped.

Does that happen often ____

Handout C-3.2 Capitals and Punctuation

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
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1)

- a) Luke and I went to ferguson School.
- b) Luke and I went to Ferguson School.
- c) Luke and i went to ferguson school.
- d) Luke And I Went To Ferguson School.

2)

- a) Drive to Main Street and turn left.
- b) Drive to Main Street and turn Left.
- c) Drive to main street and turn left.
- d) drive to Main Street and turn left.

Handout C-3.2 Capitals and Punctuation

3)

- a) she named her baby girl Gill Mary Bird.
- b) She named her Baby Girl Gill Mary Bird.
- c) She named her baby girl Gill mary Bird.
- d) She named her baby girl Gill Mary Bird.

4)

- a) Greg St. Louis grew up in duck lake, Saskatchewan.
- b) Greg St. Louis grew up in Duck Lake, Saskatchewan.
- c) GREG ST. LOUIS grew up in DUCK LAKE,
Saskatchewan.
- d) Greg st. Louis grew up in Duck lake, saskatchewan.

5)

- a) My uncle bought a new Sony television.
- b) My Uncle bought a new Sony Television.
- c) My Uncle Bought a New Sony Television.
- d) My uncle bought a new sony television.

Handout C-3.2 Capitals and Punctuation

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

What hobbies and/or activities are you involved in?

Practise 2

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) I'll have a chicken sandwich.

Do you want fries with that ____

2) There is a bat in here.

Yikes ____

Handout C-3.2 Capitals and Punctuation

3) Shane saw Shrek in the theatre.

That is a funny movie ____

4) Where are you?

Hey, I'm over here ____

5) I am down in the dumps.

What does that mean ____

Handout C-3.2 Capitals and Punctuation

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
- d) John shops at walmart.

1)

- a) Janet enjoys watching her big screen TV.
- b) JANET enjoys watching her BIG screen Tv.
- c) Janet enjoys watching her big screen tv.
- d) Janet enjoys watching her Big Screen Tv.

2)

- a) Her brother lives in maple Creek.
- b) Her brother lives in Maple creek.
- c) Her brother lives in Maple Creek.
- d) Her Brother lives in Maple Creek.

Handout C-3.2 Capitals and Punctuation

3)

- a) i visited my dad in Selkirk, manitoba.
- b) I visited my Dad in Selkirk, Manitoba.
- c) I visited my dad in Selkirk, manitoba.
- d) I visited my dad in Selkirk, Manitoba.

4)

- a) Do you want a Cheese Burger from Chubby's?
- b) Do you want a cheese burger from chubby's?
- c) Do you want a cheese burger from Chubby's?
- d) Do you want a Cheese burger from Chubby's?

5)

- a) My high school is on Grant Avenue.
- b) My High school is on Grant Avenue.
- c) My high school is on Grant avenue.
- d) My High School is on Grant Avenue.

Handout C-3.2 Capitals and Punctuation

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

Where do you like to go for fun?

Practise 3

A. Read the following pairs of sentences. Decide which symbol makes sense for the second sentence:

a period .

a question mark ?

an exclamation mark !

Example.

I bought a new phone. What kind is it ?

1) My bike tire is flat.

There is a hole in it ____

2) There are no clouds out tonight.

Can you see all the stars ____

Handout C-3.2 Capitals and Punctuation

3) Our team just won the big game.

Woo-hoo ____

4) Did you want cream in your coffee?

I never said that ____

5) Is there a store nearby?

What kind of store ____

Handout C-3.2 Capitals and Punctuation

B. Read each list of sentences. Pick which one has the right capital letters.

Example:

- a) john shops at walMart
- b) JOHN shops at WALMART
- c) John shops at Walmart.
- d) John shops at walmart.

1)

- a) The Cat In The Hat is a classic book.
- b) The Cat in the hat is a classic book.
- c) The cat in the hat is a classic book.
- d) The Cat in the Hat is a classic book.

2)

- a) I can't find New York on the map.
- b) I can't find new York on the map.
- c) I can't find NEW YORK on the map.
- d) I can't find New york on the map.

Handout C-3.2 Capitals and Punctuation

3)

- a) That Painting is by John Baker Smith.
- b) That painting is by John baker Smith.
- c) that painting is by John Baker Smith.
- d) That painting is by John Baker Smith.

4)

- a) My pal, June, is scared of black widow spiders.
- b) My pal, june, is scared of Black Widow spiders.
- c) My pal, June, is scared of Black Widow Spiders.
- d) My Pal, June, is scared of Black Widow spiders.

5)

- a) Chad plays for the Toronto maple leafs.
- b) Chad plays for the Toronto Maple Leafs.
- c) Chad plays for the Toronto Maple leafs.
- d) Chad plays for the toronto maple leafs.

Handout C-3.2 Capitals and Punctuation

C. Read the following sentence.

Answer in a complete sentence with the right capital letters and symbol at the end.

You can answer in the space below or in your notebook.

What is your favourite place to get food?

C-3.3 Sentence Agreement – Teacher Guide

Objective

- Students will be able to recognize basic grammatical agreement errors from both verbal and written examples.
- Students will be able to generate students without grammatical agreement errors.

Overview

- This module uses verbal strategies with repetition to help students recognize proper grammatical agreement, and correct errors.
- Students who are unable to auditorily recognize agreement problems will need other support.

Materials

- Wipe-board or flipchart
- Handouts
- “Doesn’t Belong” objects:
 - 3 to 4 groups of 3 everyday objects with 2 being similar and one being different.
 - For example: a glass, a cup, and a fork.

Warm-up

Procedure (First Lesson of Module)

- Before lesson, set up "Doesn't Belong Objects."
- Explain to students (use handout) that the warm-up to the module is a riddle.
- Explain to students that they are to look at a group of objects and pick which doesn't belong with the others and explain why.
- Give hints if students have difficulty.
- Go through other "Doesn't Belong" groups.

(Additional Lessons of Module)

- Go through a "Doesn't Belong" example.

Lessons

Introduction/Rationale

- Explain to students that in the warm-up, they found a picture that didn't go with the other pictures.
- In sentences, you also have to make sure the verb form goes along with the other words. Otherwise it makes a sentence not sound right.

Sample Cues for Discussion

- Do you ever notice rap song lyric that sound weird because the verb isn't what you'd expect.

Procedure

- Explain to students (use handout) subject and verb agreement means that the right form of a verb is used for the subject so it makes sense. When the subject and verb don't agree, the sentence sounds funny.
- Explain to students that the pattern of subject verb agreement is the same for most verbs.
- Write the following sentences on the wipe-board:
I work.
You work.
She works.
He works.
It works.
They work.
We work.
- Read the sentences out-loud with students and discuss the differences.
- Leave the sentences on wipe-board and add the following:
Josh works.
Computers work.
- Explain to students that the pattern is there is no "s" at the end of a verb for I, you, they, we, or a word that is more than one. For he, she, it, or word that is just one, there is an "s" at the end of the verb.

- Write the following on the wipe-board:

I write.

You

She

He

It

They

We

- Discuss with the students and fill in the proper form of "write."

- Write the following:

Sherry

Children

- Discuss with the students and fill in the proper form of "write."

- Use similar examples to practise with other regular verbs.

- Explain to students, that some verbs are different and change the whole word - like "is."

- Write the following on the wipe-board:

I am

You are

She is

He is

It is

They are

We are

- Read the phrases out-loud with students and discuss the differences.
Point out the same verbs end with "s", though the word is different.

- Write out the following on the wipe-board:

Jake

Spiders

- Discuss with the students and fill in the proper form of "is."
- Review with students that "is" can be a non-action verb, but it can also be a helper to an action verb.
- Write the following on the wipe-board:

I am working.

You are working.

She is working.

He is working.

It is working.

They are working.

We are working.

- Read the sentences out-loud with students and discuss the differences.
- Discuss with students how the action verbs that have "is" as a helper always end with "ing".
- Read the above examples without "ing" to let students hear the wrong agreement.
- Use similar examples to practise with other action verbs with "is".
- Write the following on the wipe-board:

I have

You have

She has

He has

It has

They have

We have

- Read the sentences out-loud with students and discuss the differences.
- Review with students that “have” can be a non-action verb, but it can also be a helper to an action verb.
- Write the following on the wipe-board:
 - I have read
 - You have written
 - She has worked
 - He has spent
 - It has driven
 - They have bought
 - We have seen
- Read the sentences out-loud with students and discuss the differences.
- Explain to students that each action verb would be the same for each subjects, but there are many ways they are spelt.
- Explain that it is hard to try to remember each, but reading out loud to hear how it sounds is the easiest way to tell if it is correct.
- Write the following on the wipe-board:
 - I will
 - You will
 - She will
 - He will
 - It will
 - They will
 - We will
- Read the sentences out-loud with students and discuss the differences (especially with past examples).
- Explain that “will” is different because it doesn’t change its spelling. Demonstrate reading out loud “wills” with the examples.

- Explain that "will" is a helper verb, for both action and non-action verbs. Just like other helpers, the verb doesn't change for different subjects, it is also just the word.
- Write the following on the wipe-board:
 - I will be
 - You will see
 - She will drive
 - He will work
 - It will take
 - They will buy
 - We will try

Assignments

Tasks for Practise

- Explain to students that for the second assignment, they will look at pictures and choose which sentence best describes the picture
- Explain to students that for the second assignment, they will read sentences and choose the right verb from options. Encourage them to read out loud, or have someone read out loud for them.
- Explain to students that for the third assignment, they write an answer to a question and make sure to use good agreement

Debriefing

- Review with students that having the subject and verb agree makes a sentence make more sense.
- Explain that often songs and poems don't have subject and verb agreeing. However, this is done on purpose to be creative. Resumes and forms should always have subject and verb agreeing.

Assessment

Monitor student progress during lesson, and collect handouts to assess learning.

- Do students recognize by ear subject and verb agreement?
- Can students recognize subject and verb agreement on paper?
- Can students write sentences with subject and verb agreement?

Further Learning

- Have student find song lyrics (especially rap or hip-hop) and correct the agreement errors.

Answer Key 1

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) He pick up a can.
- b) He is picks up a can.
- c) He is picking up a can.
- d) He picking up a can.

2)



- a) She is gardening.
- b) She are gardens.
- c) She be gardening.
- d) She are gardening.

3)



- a) The trees has no leaves.
- b) The tree has no leaf.
- c) The trees having no leafs.
- d) The trees have no leaves.

B. Read the sentences and choose the verb that fills the blank.

1) The weather _____ very cold.

- a) are
- b) is
- c) were
- d) be

2) Cell phones _____ a lot of money.

- a) cost
- b) costs
- c) costing
- d) costed

3) The Banquet Hall is _____ food servers.

- a) hire
- b) hires
- c) hiring
- d) hired

4) I _____ happy to make it here.

- a) be
- b) is
- c) are
- d) am

5) You will _____ it a great place to work.

a) finds

b) find

c) finding

d) found

6) Chuck and I _____ going to the football game tonight.

a) am

b) is

c) was

d) are

C. Write one or two sentences that answer the following question.

Be sure to use verb good agreement in your sentences.

You can write in your notebook or in the space below.

What type of job would you like to have?

Answers will vary.

Answer Key 2

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) A girl eat octopus.
- b) A girl is eats octopus.
- c) A girl is eating octopus.
- d) A girl eating octopus.

2)



- a) The present wrapped.
- b) The present is wrap.
- c) The present are wrapped.
- d) The present is wrapped.

3)



- a) The cook balances the knife.
- b) The cook balancing the knife.
- c) The cook is balancing knife.
- d) The cook balance the knife.

B. Read the sentences and choose the verb that fills the blank.

1) Where _____ they going?

- a) are
- b) is
- c) were
- d) be

2) Pizza _____ my favourite food.

- a) are
- b) is
- c) be
- d) were

3) The city _____ lots of summer workers.

- a) hire
- b) hires
- c) hiring
- d) hired

4) We _____ sad our goldfish died.

- a) be
- b) is
- c) are
- d) am

5) When am I going to _____ you?

a) finds

b) find

c) finding

d) found

6) She _____ thrilled about seeing that movie.

a) am

b) is

c) was

d) are

C. Write one or two sentences that answer the following question.

Be sure to use verb good agreement in your sentences.

You can write in your notebook or in the space below.

Where in the world would you like to visit?

Answers will vary.

Answer Key 3

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) The toad sit on a tree.
- b) The toad sitting on a tree.
- c) The toad is sitting on a tree.
- d) The toad sitted on a tree.

2)



- a) She jumps to hits the ball
- b) She jumping to hit the ball.
- c) She jumps to hit the ball.
- d) She is jumping to hits the ball.

3)



- a) He parachute down the mountains.
- b) He parachuting down the mountains.
- c) He is parachuted down the mountains.
- d) He is parachuting down the mountains.

B. Read the sentences and choose the verb that fills the blank.

1) Who do we _____ we are?

- a) thinks
- b) think
- c) thought
- d) thinking

2) Grant is _____ for a new job.

- a) looks
- b) looked
- c) look
- d) looking

3) My sisters _____ the lottery.

- a) plays
- b) play
- c) playing
- d) player

4) Tina _____ scared of lightning storms.

- a) be
- b) is
- c) are
- d) am

5) I always _____ from my mistakes.

- a) learn
- b) learning
- c) learns
- d) learner

6) I _____ just going to call you over.

- a) am
- b) is
- c) were
- d) are

C. Write one or two sentences that answer the following question.

Be sure to use verb good agreement in your sentences.

You can write in your notebook or in the space below.

What is your favourite time of year?

Answers will vary.

Overview

- You will be repeating sentence patterns out loud to learn to have subject and verb agree.



Objective

- You will be able to check if subject and verb agree in a sentence.
- You will be able to write sentences with the subject and verb agreeing.



Handout C-3.3 Sentence Agreement

Warm-up

- You will be solving a riddle.
- Take a look at three objects.
- Pick which does not belong with the others.
- After, you will talk about your answers.



Handout C-3.3 Sentence Agreement

Notes:

- Having Subject and Verb agree in a sentence means the form of the verb makes sense with the subject.
- The best way to tell this is hearing how the sentence sounds.
- If subject and verb don't agree, a sentence will sound weird.

Handout C-3.3 Sentence Agreement

- Read the following out loud with your instructor:

I work.

You work.

She works.

He works.

It works.

They work.

We work.

Josh works.

Computers work.

Handout C-3.3 Sentence Agreement

- Notice sometimes there is an "s" at the end of the word.
- If the subject is I, you, we, they, or more than one, there is no "s" at the end of the verb.
- If the subject is you, she, he, it, or just one, there is "s" at the end of the verb.

Handout C-3.3 Sentence Agreement

- Go through the following with your instructor and complete the sentences with either “write” or “writes”:

I write.

You

She

He

It

They

We

Sherry

Children

Handout C-3.3 Sentence Agreement

- Some verbs change their spelling for different subjects.
- Read the following out loud with your instructor:

I am

You are

She is

He is

It is

They are

We are

Jake is

Spiders are

Handout C-3.3 Sentence Agreement

- Notice the same verbs end with "s" but the spelling is different.
- Remember that "is" can be a non-action verb, but also can be a helper to an action verb.

Handout C-3.3 Sentence Agreement

- Read the following out loud with your instructor:

I am working.

You are working.

She is working.

He is working.

It is working.

They are working.

We are working.

Handout C-3.3 Sentence Agreement

- Notice the action verb is the same for all subjects.
- It ends with "ing".
- This is the same for all action verbs with "is" as a helper verb.

Handout C-3.3 Sentence Agreement

- Read the following out loud with your instructor:

I have

You have

She has

He has

It has

They have

We have

Handout C-3.3 Sentence Agreement

- Have is another non-action verb that can also be a helper.
- However, "have" can be a helper to a non-action and action verb.
- There are also many types of spelling for that verb:

I have read

You have written

She has worked

He has spent

It has driven

They have bought

We have seen

Handout C-3.3 Sentence Agreement

- It would be hard to try to remember each.
- The easiest way is to read out loud to see what sounds best.
- For example: "I have worken." does not sound right.

Handout C-3.3 Sentence Agreement

- Will, as a verb helper, is another special case.
- Read the following out loud with your instructor:

I will be

You will see

She will drive

He will work

It will take

They will buy

We will try

- Notice will does not change for different subjects, and the verbs are unchanged.

Practise 1

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) He pick up a can.
- b) He is picks up a can.
- c) He is picking up a can.
- d) He picking up a can.

Handout C-3.3 Sentence Agreement

2)



- a) She is gardening.
- b) She are gardens.
- c) She be gardening.
- d) She are gardening.

Handout C-3.3 Sentence Agreement

3)



- a) The trees has no leaves.
- b) The tree has no leaf.
- c) The trees having no leafs.
- d) The trees have no leaves.

Handout C-3.3 Sentence Agreement

B. Read the sentences and choose the verb that fills the blank.

1) The weather _____ very cold.

- a) are
- b) is
- c) were
- d) be

2) Cell phones _____ a lot of money.

- a) cost
- b) costs
- c) costing
- d) costed

3) The Banquet Hall is _____ food servers.

- a) hire
- b) hires
- c) hiring
- d) hired

Handout C-3.3 Sentence Agreement

4) I _____ happy to make it here.

- a) be
- b) is
- c) are
- d) am

5) You will _____ it a great place to work.

- a) finds
- b) find
- c) finding
- d) found

6) Chuck and I _____ going to the football game tonight.

- a) am
- b) is
- c) was
- d) are

Practise 2

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) A girl eat octopus.
- b) A girl is eats octopus.
- c) A girl is eating octopus.
- d) A girl eating octopus.

Handout C-3.3 Sentence Agreement

2)



- a) The present wrapped.
- b) The present is wrap.
- c) The present are wrapped.
- d) The present is wrapped.

Handout C-3.3 Sentence Agreement

3)



- a) The cook balances the knife.
- b) The cook balancing the knife.
- c) The cook is balancing knife.
- d) The cook balance the knife.

Handout C-3.3 Sentence Agreement

B. Read the sentences and choose the verb that fills the blank.

1) Where _____ they going?

- a) are
- b) is
- c) were
- d) be

2) Pizza _____ my favourite food.

- a) are
- b) is
- c) be
- d) were

3) The city _____ lots of summer workers.

- a) hire
- b) hires
- c) hiring
- d) hired

Handout C-3.3 Sentence Agreement

4) We _____ sad our goldfish died.

- a) be
- b) is
- c) are
- d) am

5) When am I going to _____ you?

- a) finds
- b) find
- c) finding
- d) found

6) She _____ thrilled about seeing that movie.

- a) am
- b) is
- c) was
- d) are

Practise 3

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) The toad sit on a tree.
- b) The toad sitting on a tree.
- c) The toad is sitting on a tree.
- d) The toad sitted on a tree.

Handout C-3.3 Sentence Agreement

2)



- a) She jumps to hits the ball
- b) She jumping to hit the ball.
- c) She jumps to hit the ball.
- d) She is jumping to hits the ball.

Handout C-3.3 Sentence Agreement

3)



- a) He parachute down the mountains.
- b) He parachuting down the mountains.
- c) He is parachuted down the mountains.
- d) He is parachuting down the mountains.

Handout C-3.3 Sentence Agreement

B. Read the sentences and choose the verb that fills the blank.

1) Who do we _____ we are?

- a) thinks
- b) think
- c) thought
- d) thinking

2) Grant is _____ for a new job.

- a) looks
- b) looked
- c) look
- d) looking

3) My sisters _____ the lottery.

- a) plays
- b) play
- c) playing
- d) player

Handout C-3.3 Sentence Agreement

4) Tina _____ scared of lightning storms.

- a) be
- b) is
- c) are
- d) am

5) I always _____ from my mistakes.

- a) learn
- b) learning
- c) learns
- d) learner

6) I _____ just going to call you over.

- a) am
- b) is
- c) were
- d) are

Practise 1

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1)



- a) He pick up a can.
- b) He is picks up a can.
- c) He is picking up a can.
- d) He picking up a can.

Handout C-3.3 Sentence Agreement

2)



- a) She is gardening.
- b) She are gardens.
- c) She be gardening.
- d) She are gardening.

Handout C-3.3 Sentence Agreement

3)



- a) The trees has no leaves.
- b) The tree has no leaf.
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5) You will _____ it a great place to work.

- a) finds
- b) find
- c) finding
- d) found

6) Chuck and I _____ going to the football game tonight.

- a) am
- b) is
- c) was
- d) are

Practise 2

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) A girl eat octopus.
- b) A girl is eats octopus.
- c) A girl is eating octopus.
- d) A girl eating octopus.

Handout C-3.3 Sentence Agreement

2)



- a) The present wrapped.
- b) The present is wrap.
- c) The present are wrapped.
- d) The present is wrapped.

Handout C-3.3 Sentence Agreement

3)



- a) The cook balances the knife.
- b) The cook balancing the knife.
- c) The cook is balancing knife.
- d) The cook balance the knife.

Handout C-3.3 Sentence Agreement

B. Read the sentences and choose the verb that fills the blank.

1) Where _____ they going?

- a) are
- b) is
- c) were
- d) be

2) Pizza _____ my favourite food.

- a) are
- b) is
- c) be
- d) were

3) The city _____ lots of summer workers.

- a) hire
- b) hires
- c) hiring
- d) hired

Handout C-3.3 Sentence Agreement

4) We _____ sad our goldfish died.

- a) be
- b) is
- c) are
- d) am

5) When am I going to _____ you?

- a) finds
- b) find
- c) finding
- d) found

6) She _____ thrilled about seeing that movie.

- a) am
- b) is
- c) was
- d) are

Practise 3

A. Look at the pictures and choose the complete sentence that best describes it.

1)



- a) The toad sit on a tree.
- b) The toad sitting on a tree.
- c) The toad is sitting on a tree.
- d) The toad sitted on a tree.

Handout C-3.3 Sentence Agreement

2)



- a) She jumps to hits the ball
- b) She jumping to hit the ball.
- c) She jumps to hit the ball.
- d) She is jumping to hits the ball.

Handout C-3.3 Sentence Agreement

3)



- a) He parachute down the mountains.
- b) He parachuting down the mountains.
- c) He is parachuted down the mountains.
- d) He is parachuting down the mountains.

Handout C-3.3 Sentence Agreement

B. Read the sentences and choose the verb that fills the blank.

1) Who do we _____ we are?

- a) thinks
- b) think
- c) thought
- d) thinking

2) Grant is _____ for a new job.

- a) looks
- b) looked
- c) look
- d) looking

3) My sisters _____ the lottery.

- a) plays
- b) play
- c) playing
- d) player

Handout C-3.3 Sentence Agreement

4) Tina _____ scared of lightning storms.

- a) be
- b) is
- c) are
- d) am

5) I always _____ from my mistakes.

- a) learn
- b) learning
- c) learns
- d) learner

6) I _____ just going to call you over.

- a) am
- b) is
- c) were
- d) are

C-3.4 Run-on Sentences – Teacher Guide

Objective

- Students will be able to recognize run-on sentences.
- Students will be able to correct run-on sentences and simplify long sentences.

Overview

- This module uses verbalizing, as well as the “who does what” question to help students recognize run-on sentences.
- The focus is getting students to write simple proper sentences, and not attempting more complex compound sentences.
- The same technique will be used to recognize and simplify long sentences that are grammatically correct but confusing to students.

Materials

- Wipe-board or flipchart
- “My Summer” handout
- Magazines (or newspaper)
- Scissors and glue
- Blank paper
- Handouts
- Overhead or computer projector
- Overhead slides or PowerPoint examples of long sentences

Warm-up

Procedure (First Lesson of Module)

- Explain to students that the warm-up for this lesson is a discovery activity.
- Explain that the class will read a short paper and discuss what is wrong with it.
- Distribute the "My Summer" handout to students and read it out loud with them.
- Discuss with students their reaction to "My Summer" and what problems did they notice. (It is one long sentence)
- Discuss possible solutions to improve my summer.

(Additional Lessons of Module)

- Randomly pick long sentences from a magazine or book and change it into shorter sentences with students.

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, they were using listening and reading to identify a run-on sentence.
- Explain that a run-on sentence is one that has too many ideas in it and goes on and on.

Sample Cues for Discussion

- Do you ever get confused reading or listening to someone because there seems to be no break: "This and this and then this."?

Procedure

- Display the first sample run-on sentence on overhead (or PowerPoint).
- Remind students about “Who does what?” (or Who is what? For non-action sentences)
- Discuss how this sentence is long and confusing because there are two different “Who does what?”.
- Demonstrate on wipe-board, separating the sentence into two different ones.
- Demonstrate checking both new sentences are complete by reading each separately from each other and making sure each makes sense.
- Go through other examples of run-on sentences with students and practise changing them into two good sentences.
- Display sample sentence with a descriptive phrase.
- Discuss with students if this is a run-on sentence.
- Demonstrate how this sentence can’t be turned into two good sentences.
- Explain it might be long, and maybe confusing, but it needs to be reworked to shorten it.
- Practise going through examples and discuss if sentences are run-on or not, and rewriting them into two sentences – if necessary.

Assignments

Tasks for Practise

- Explain to students (use handout) that for the first assignment, they will read sentences and decide if they are run-on or good sentences.
- Explain to students that for the second assignment, they will read long sentences and choose the best option to make it into two smaller sentences.
- Explain to students, that for their third assignment, they will find three long sentences from articles, cut them out and then rewrite them into shorter sentences. They can use dictionary to replace any confusing words as well.
- Provide opportunity to share sentences.

Debriefing

- Review that run-on sentences have too much information and hard to read or listen to. They can be divided into smaller sentences
- Review that other long sentences with lots of descriptive phrases can also be confusing. They need more work to divide into smaller sentences.

Assessment

Monitor student progress during tasks and collect handout and project to assess learning.

- Do students recognize the problems with run-on sentences?
- Are students able to correct run-on sentences?
- Are students able to rewrite longer sentences that are confusing to them.

Further Learning

- Give students opportunity to correct peer's writing (double-check)

Answer Key 1

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) Trent walked to work and Frank took the bus to work.

- a) Run-on sentence
- b) Good sentence

2) Whenever it rains, Shelly wears a hat outside.

- a) Run-on sentence
- b) Good sentence

3) All employees must wash their hands before working.

- a) Run-on sentence
- b) Good sentence

4) I had a job interview today and I think it went well.

- a) Run-on sentence
- b) Good sentence

B. Read the following run-on sentences and choose the best correction.

1) I saw the crash and you ran a stop sign.

a) I saw the crash and. You ran a stop sign.

b) I saw the crash. You ran a stop sign.

c) I saw the crash and you. Ran a stop sign.

2) I don't watch TV much, all the shows are boring.

a) I don't watch TV much, all. The shows are boring.

b) I don't watch TV much. All the shows. Are boring.

c) I don't watch TV much. All the shows are boring.

3) This new cell phone is amazing it does everything.

a) This new cell phone, amazing, does everything.

b) This new cell phone does everything. It is amazing.

c) This new cell phone. It is amazing and does everything.

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Answers will vary.

Answer Key 2

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) There was so much to do at the fair and I even enjoyed riding the rides and I had cotton candy.

- a) Run-on sentence
- b) Good sentence

2) Jake ate a burger and Mike ate pizza.

- a) Run-on sentence
- b) Good sentence

3) When you drive, you shouldn't talk on the phone.

- a) Run-on sentence
- b) Good sentence

4) I don't understand what the big deal is about.

- a) Run-on sentence
- b) Good sentence

B. Read the following run-on sentences and choose the best correction.

1) You should be careful at work and you should stay safe at work.

a) You should be careful. At work and should stay safe.

b) You should be careful and stay safe. At work.

c) You should be careful at work and stay safe.

2) You ate my lunch and I am hungry.

a) You ate my lunch. I am hungry.

b) I am hungry you ate my lunch.

c) I am hungry. And you ate my lunch.

3) Did you see that new movie, is it good?

a) Did you see that? New movie, is it good?

b) Did you see that new movie, is that new movie good?

c) Did you see that new movie? Is it good?

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Answers will vary.

Answer Key 3

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) Before we begin, can you sit down?

a) Run-on sentence

b) Good sentence

2) I was tired and I was sore so I slept.

a) Run-on sentence

b) Good sentence

3) Chad was tired and he drank three cups of coffee.

a) Run-on sentence

b) Good sentence

4) Mable, my cousin's new girlfriend, doesn't like my cat, Fluffy.

a) Run-on sentence

b) Good sentence

B. Read the following run-on sentences and choose the best correction.

1) Where is the remote, I need it.

a) I need it, where is the remote?

b) Where is? The remote, I need it.

c) Where is the remote? I need it.

2) Sally heard a noise and she went to see what it was.

a) Sally heard a noise. She went to see what it was.

b) Sally heard a noise and went. To see what it was.

c) Sally heard a noise and what it was.

3) I need rest and I need relaxation.

a) I need rest. And relaxation.

b) I need rest. And I need relaxation.

c) I need rest and relaxation.

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Answers will vary.

Handout C-3.4 Run-on Sentences

Overview

- This module uses reading and speaking to find and fix sentences that are too long.



Objective

- You will be able to tell if a sentence is a run-on sentence (too long).
- You will be able to write sentences that aren't a run-on sentence and fix ones that others write.



Warm-up

- You will read and listen to a story called “My Summer.”
- Discuss with your instructor what is wrong with the story.
- Discuss with your instructor how to make the story better to listen to.



Handout C-3.4 Run-on Sentences

Notes:

- In the warm-up, you discussed an example of a run-on sentence.
- A run-on sentence is a sentence that has too much information and is confusing.
- If you ask “Who does what?” there are two or more answers.

Handout C-3.4 Run-on Sentences

- Here is an example of a run-on sentence:

Randy bought a new car and he drove it home.

- Here there are two "Who does what?":

Randy bought a car

he drove it

- We can then divide the run-on sentence into two smaller sentences.
- Remember to use capital letters and periods:

Randy bought a new car. **H**e drove it home.

Handout C-3.4 Run-on Sentences

- Read the following sentence out loud with your instructor:

Bill Gates, the inventor of Windows and CEO of Microsoft, is very rich.

- This is not a run-on sentence.
- There is one “Who does what” and a description phrase.
- However this sentence is still long and confusing.

Handout C-3.4 Run-on Sentences

- If you divide it up you get:

Bill Gates is very rich.

The inventor of Windows and CEO of
Microsoft.

- Notice one is a good sentence, the other is incomplete.

- We can fix it:

Bill Gates is very rich. **He is** the inventor of
Windows and CEO of Microsoft.

- Now we have two shorter sentences that are not confusing.

Practise 1

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) Trent walked to work and Frank took the bus to work.

- a) Run-on sentence
- b) Good sentence

2) Whenever it rains, Shelly wears a hat outside.

- a) Run-on sentence
- b) Good sentence

3) All employees must wash their hands before working.

- a) Run-on sentence
- b) Good sentence

4) I had a job interview today and I think it went well.

- a) Run-on sentence
- b) Good sentence

Handout C-3.4 Run-on Sentences

B. Read the following run-on sentences and choose the best correction.

- 1) I saw the crash and you ran a stop sign.
 - a) I saw the crash and. You ran a stop sign.
 - b) I saw the crash. You ran a stop sign.
 - c) I saw the crash and you. Ran a stop sign.

- 2) I don't watch TV much, all the shows are boring.
 - a) I don't watch TV much, all. The shows are boring.
 - b) I don't watch TV much. All the shows. Are boring.
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- 3) This new cell phone is amazing it does everything.
 - a) This new cell phone, amazing, does everything.
 - b) This new cell phone does everything. It is amazing.
 - c) This new cell phone. It is amazing and does everything.

Handout C-3.4 Run-on Sentences

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Practise 2

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

- 1) There was so much to do at the fair and I even enjoyed riding the rides and I had cotton candy.
 - a) Run-on sentence
 - b) Good sentence

- 2) Jake ate a burger and Mike ate pizza.
 - a) Run-on sentence
 - b) Good sentence

- 3) When you drive, you shouldn't talk on the phone.
 - a) Run-on sentence
 - b) Good sentence

- 4) I don't understand what the big deal is about.
 - a) Run-on sentence
 - b) Good sentence

Handout C-3.4 Run-on Sentences

B. Read the following run-on sentences and choose the best correction.

- 1) You should be careful at work and you should stay safe at work.
 - a) You should be careful. At work and should stay safe.
 - b) You should be careful and stay safe. At work.
 - c) You should be careful at work and stay safe.

- 2) You ate my lunch and I am hungry.
 - a) You ate my lunch. I am hungry.
 - b) I am hungry you ate my lunch.
 - c) I am hungry. And you ate my lunch.

- 3) Did you see that new movie, is it good?
 - a) Did you see that? New movie, is it good?
 - b) Did you see that new movie, is that new movie good?
 - c) Did you see that new movie? Is it good?

Handout C-3.4 Run-on Sentences

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Practise 3

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) Before we begin, can you sit down?

a) Run-on sentence

b) Good sentence

2) I was tired and I was sore so I slept.

a) Run-on sentence

b) Good sentence

3) Chad was tired and he drank three cups of coffee.

a) Run-on sentence

b) Good sentence

4) Mable, my cousin's new girlfriend, doesn't like my cat, Fluffy.

a) Run-on sentence

b) Good sentence

Handout C-3.4 Run-on Sentences

B. Read the following run-on sentences and choose the best correction.

1) Where is the remote, I need it.

- a) I need it, where is the remote?
- b) Where is? The remote, I need it.
- c) Where is the remote? I need it.

2) Sally heard a noise and she went to see what it was.

- a) Sally heard a noise. She went to see what it was.
- b) Sally heard a noise and went. To see what it was.
- c) Sally heard a noise and what it was.

3) I need rest and I need relaxation.

- a) I need rest. And relaxation.
- b) I need rest. And I need relaxation.
- c) I need rest and relaxation.

Handout C-3.4 Run-on Sentences

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Practise 1

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) Trent walked to work and Frank took the bus to work.

- a) Run-on sentence
- b) Good sentence

2) Whenever it rains, Shelly wears a hat outside.

- a) Run-on sentence
- b) Good sentence

3) All employees must wash their hands before working.

- a) Run-on sentence
- b) Good sentence

4) I had a job interview today and I think it went well.

- a) Run-on sentence
- b) Good sentence

Handout C-3.4 Run-on Sentences

B. Read the following run-on sentences and choose the best correction.

- 1) I saw the crash and you ran a stop sign.
 - a) I saw the crash and. You ran a stop sign.
 - b) I saw the crash. You ran a stop sign.
 - c) I saw the crash and you. Ran a stop sign.

- 2) I don't watch TV much, all the shows are boring.
 - a) I don't watch TV much, all. The shows are boring.
 - b) I don't watch TV much. All the shows. Are boring.
 - c) I don't watch TV much. All the shows are boring.

- 3) This new cell phone is amazing it does everything.
 - a) This new cell phone, amazing, does everything.
 - b) This new cell phone does everything. It is amazing.
 - c) This new cell phone. It is amazing and does everything.

Handout C-3.4 Run-on Sentences

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Practise 2

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

- 1) There was so much to do at the fair and I even enjoyed riding the rides and I had cotton candy.
 - a) Run-on sentence
 - b) Good sentence

- 2) Jake ate a burger and Mike ate pizza.
 - a) Run-on sentence
 - b) Good sentence

- 3) When you drive, you shouldn't talk on the phone.
 - a) Run-on sentence
 - b) Good sentence

- 4) I don't understand what the big deal is about.
 - a) Run-on sentence
 - b) Good sentence

Handout C-3.4 Run-on Sentences

B. Read the following run-on sentences and choose the best correction.

- 1) You should be careful at work and you should stay safe at work.
 - a) You should be careful. At work and should stay safe.
 - b) You should be careful and stay safe. At work.
 - c) You should be careful at work and stay safe.

- 2) You ate my lunch and I am hungry.
 - a) You ate my lunch. I am hungry.
 - b) I am hungry you ate my lunch.
 - c) I am hungry. And you ate my lunch.

- 3) Did you see that new movie, is it good?
 - a) Did you see that? New movie, is it good?
 - b) Did you see that new movie, is that new movie good?
 - c) Did you see that new movie? Is it good?

Handout C-3.4 Run-on Sentences

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

Practise 3

A. Read the following sentences and decide if they are a run-on sentence or a good sentence.

1) Before we begin, can you sit down?

a) Run-on sentence

b) Good sentence

2) I was tired and I was sore so I slept.

a) Run-on sentence

b) Good sentence

3) Chad was tired and he drank three cups of coffee.

a) Run-on sentence

b) Good sentence

4) Mable, my cousin's new girlfriend, doesn't like my cat, Fluffy.

a) Run-on sentence

b) Good sentence

Handout C-3.4 Run-on Sentences

B. Read the following run-on sentences and choose the best correction.

1) Where is the remote, I need it.

- a) I need it, where is the remote?
- b) Where is? The remote, I need it.
- c) Where is the remote? I need it.

2) Sally heard a noise and she went to see what it was.

- a) Sally heard a noise. She went to see what it was.
- b) Sally heard a noise and went. To see what it was.
- c) Sally heard a noise and what it was.

3) I need rest and I need relaxation.

- a) I need rest. And relaxation.
- b) I need rest. And I need relaxation.
- c) I need rest and relaxation.

Handout C-3.4 Run-on Sentences

C. Look in magazines for long sentences.

Cut the sentence out and glue on a blank paper.

Rewrite the long sentence into short sentences.

You may use a dictionary to change big words, or ask your instructor for help.

C-4.1 Create Writing Ideas – Teacher Guide

Objective

- Given a topic, students will generate and organize several discussion points.

Overview

- This module involves applying multiple intelligence strategies to generate and organize ideas.
- These strategies are designed reduce stress students face when given a topic or assignment with little cues and include: brainstorming (verbally, written, and visually) and drawing subject maps

Materials

- Wipe-board or flip-chart
- Hand outs for students
- Topic cards (cut out before lesson)
- Timer

Warm-up

Procedure (First Lesson of Module)

- Explain to class the warm up to this lesson is a game for group
- Explain rules (use hand outs): One person has a word on topic card and has to get the group to guess the word by saying related words (example if word was "hockey," say "winter sport," "Toronto Maple Leafs," etc.
- Establish time limit and pick person to pick topic card (either student or possibly assistant) and then play game.

(Additional Lessons of Module)

- Explain to student(s) the warm up to the lesson is brain-storming practise
- Explain to student(s) (use hand outs) to select topic card and come up with as many words and phrases relating to the topic as possible with-in established time limit.

(Note: Also feel free to use word guess game again or a similar activity as a warm up)

Introduction/ Rationale

- Explain to students (use hand-out) what the person with the topic card in the game was doing is a form of brainstorming. That is generating ideas on top of your head. All responses are valid, there are no right and wrong when brainstorming.
- Explain brainstorming is one strategy to help with writing or discussing a topic.
- Explain that there are other strategies to help with writing before you start writing a word.
- Explain word mapping allows you to visualize connections between words. Unlike brainstorming, you want to narrow your choices so you think before you write.

Sample Cues for Discussion

- Does any one ever get “writer’s block”? How do you usually deal with it?
- Besides writing essays what other types of situations is it useful to come up with several responses to a topic or question? (*pros/cons to big decision, finding solution to a problem, planning a schedule*)

Procedure

- Explain steps to brainstorm list (use hand-out)
- Demonstrate brainstorm list as group on wipe-board on a topic, explaining each steps.
- Encourage students to contribute ideas freely one at a time and write each down. Try to also incorporate symbols or pictures to list. Remind students there is no right or wrong while brain-storming.
- Discuss the list generated and have each student pick their top four responses. Ask students to explain their choices.
- Write on wipe-board a question to decide (i.e. should I give up coffee)
- Demonstrate brainstorming list in two columns (good/bad).
- Explain that this type of brainstorming can help make decisions.
- Explain steps to word mapping (use hand-out)
- Demonstrate word mapping as group on wipe-board on a topic, explaining each steps, with students contributing suggests as with brainstorm list.
- Remind students these strategies are to help decide what to write.
- Using either the brainstorm list or word map, with the help of students, write down three sentences for a topic.

Assignments

Tasks For Practise

- Explain to students (use hand-out) that for the first assignment, you will set the timer for a set time and they will be given a topic (one each or the same for all to allow working in groups) to brainstorm on a blank sheet of paper. Choose topics that are appropriate for each student's learning level.
- Explain to students that for the second assignment they will be given another topic (or choose their own) and draw a word map with at least four branches on a blank sheet of paper.
- Explain to students that for the third assignment they have to pick one of the two topics they worked on and write three sentences on them. They will use the words they created from either the brainstorm list or word map for the sentences.

Debriefing

- Provide opportunity for students to share their brainstorm list including their top picks and ones they didn't use.
- Provide opportunity for students to share their word map drawings.
- Provide opportunity for students to share their three sentences
- Review these strategies are two of many for generating ideas.
- Discuss if students feel either strategy would be useful for them.

Assessment

Monitor student progress during task. After collect and read each brainstorm list and word map.

- Were students able to generate related words (discussion points) to their topics with little or no assistance?
- Were students able to use their words to create sentences relating to their topic, and not just containing the word?

Further Learning

- Have students create a list for a practical application such as pros/cons for deciding on what is better cell phone or land line
- Have students create a word map of themselves. After, use the word map to write sentences or a poem of who they are.

Answer Key

A. You will select a topic card and create a brainstorm list. Your instructor will set a time and you will write down as many related words to your topic until time is up.

After, you will read through your list and select your top three.

Answers will vary.

B. You will select another topic card and draw a word map on a blank page of paper.

There is no time limit; you are done when you create four or five branches.

Answers will vary.

C. Choose either your best brainstorm list words or word map and write three sentences about that topic in your notebook.

Answers will vary.

Overview

- This module teaches ways to think of ideas to write.



Objective

- You will be able to find several words related to a given topic and then write sentences about the topic.



Warm-up

- You will be playing a guessing game called Mystery Word.
- Mystery Word is game where players have to guess a word based on the clues given by the person at the front of the room.
- The person tries to get the group to guess the word by saying related words.
- For example, if the word was "winter," the person would say "cold" or "season."



Notes:

- In the warm up, the person at the front of the room was brainstorming words to make people guess the word on their card.
- Brainstorming is thinking of as many ideas as possible in a period of time.
- It is a very useful when you are unable to think an answer to a problem.
- It can quickly give you many options to think over before you decide.

Handout C-4.1 Create Writing Ideas

- The important rule to brainstorming is there is no right or wrong.
- You just write or say the first thing you think of.
- Afterwards, you read over everything you have and decide which response to use.

Handout C-4.1 Create Writing Ideas

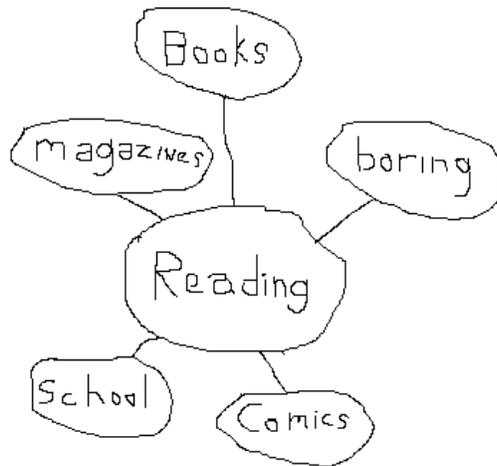
- A brainstorm list is a type of brainstorming that is useful when writing.
- When you have to write about something, you write down as many related words as possible.
- To save time, you can use symbols or pictures.
- For example, you can draw 😊 for happy.
- Afterwards, you read the list and mark which words would be the best to discuss your topic.

Handout C-4.1 Create Writing Ideas

- You can also brainstorm a list to decide something.
- You make two columns, good and bad.
- Under good is a brainstormed list of good things for that choice.
- Under bad is a brainstormed list of bad things for that choice.

Handout C-4.1 Create Writing Ideas

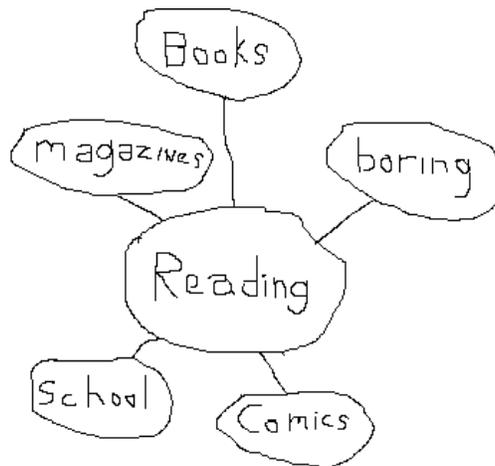
- A word map is a diagram that connects related words to a topic.
- Here is a word map for the topic "reading."



Handout C-4.1 Create Writing Ideas

- To make a word map, you place your topic in the middle of the page and circle it.
- You then connect other circles with words about the topic.
- Unlike brainstorming, you think before you write because you don't have as much room.
- The words you have selected from either strategy can be used to write sentences about your topic.

Handout C-4.1 Create Writing Ideas



- For example, the word map for “reading” can be turned into the following sentences:

You learn to read at school.

Most of the books at school are boring.

I like to read a lot of comics.

I like **reading** car magazines too.

- Notice that all four sentences discuss reading, but only one has the word “reading” in it.
- The words from the word map are underlined.

Practice

A. You will select a topic card and create a brainstorm list. Your instructor will set a time and you will write down as many related words to your topic until time is up.

After, you will read through your list and select your top three.

Handout C-4.1 Create Writing Ideas

B. You will select another topic card and draw a word map on a blank page of paper.

Take all the time you need.

You are done when you create four or five branches.

Handout C-4.1 Create Writing Ideas

C. Choose either your best brainstorm list words or word map and write three sentences about that topic in your notebook.

C-4.2 Organize Ideas – Teacher Guide

Objective

- Students will be able to organize ideas generated for a topic in a logical order.
- Students will be able to create sentences from generated topics and organize into a simple paragraph.

Overview

- This module builds on the generating idea module.
- It uses visual strategies to organize ideas and turn them into sentences that are the basic parts of a paragraph.

Materials

- Wipe-board or flipchart
- Handouts
- Sequence picture cards

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up for this module is a picture riddle.
- Hand out sequence pictures to students and explain that they are to place them in order.
- Discuss with students their reasoning behind the order they choose.

(Additional Lessons of Module)

- Give students a topic and let them practise generating ideas and sorting them.

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, they sorted pictures into the order that made sense.
- Explain that in this module, they will be sorting ideas they come up with to a topic into the order that makes sense.

Sample Cues for Discussion

- Do you ever plan before you write something?
- Have you written something (letter, email) and realize you wanted to say something before something you already typed.

Procedure

- Review the generating ideas strategies (brainstorming and word mapping)
- Write the topic "Save the Environment" on wipe-board.
- Decide which generating idea strategy most students prefer and come up with several ideas to write about "Save the Environment."
- Discuss with students which order makes the most sense to talk about the topic.
- Explain there is more than one right answer, because it is personal preference.
- Demonstrate numbering and rewriting the ideas in order.
- Come up with another topic (possibly student's idea) and demonstrate other generating idea strategy.
- Remind students of Reading mind-map example.
- Demonstrate generating 3 ideas from Comics, one of the ideas related to the Reading topic.
- Demonstrate writing 4 sentences from the one idea and the 3 related ideas and then numbering them in order.
- Explain that the sentence based on the original idea is the topic sentence, and the other three sentences support it. All together the 4 sentences are a paragraph about the topic. Other ideas generated from the topic can also be similarly turned into paragraph.
- Explain how sentences look, with the first line indent. Word programs on computer often do this automatically.
- With students choose another idea based on the topic, and generate 3 more ideas to turn into 4 sentences, and then a paragraph.

Assignments

Tasks for Practise

- Explain to students that for their first assignment, they will choose from one of the topics and generate ideas using their favourite strategy.
- Explain to students that for their second assignment, they will choose an idea from the first assignment and generate ideas from that one. Then choose the three best.
- Explain to students that for their third assignment, they will write sentences for the main idea in the second assignment and the three best ones they created. They then will organize them into a paragraph.

Debriefing

- Give students opportunity to share their paragraphs, if they wish.
- Review that these strategies are to help plan and organize before writing.
- Explain that any important writing, such as cover letters, should be planned and organized first.

Assessment

Monitor student progress during lesson and collect writing to assess learning.

- Are students able to generate related ideas in response to a topic?
- Are students able to expand on an idea and organize it?
- Are students able to construct a basic paragraph?

Further Learning

- Give students chance to proof read each other's writing for grammar errors. Double-check their suggestions before returning to students.

Answer Key

A. Your instructor will give you a list of topics.

Choose one and create a list of ideas using either brainstorming or a word-map.

Answers will vary.

B. Choose your best idea from A. to be your main idea and create another list of ideas about it.

Choose your best three.

Answers will vary.

C. Write 4 sentences about your main idea and three best ideas about it.

Place the sentences in the best order, starting with the main idea sentence.

Write the sentences into a paragraph.

Answers will vary.

Overview

- This module uses different strategies to plan and organize ideas to write a short paragraph.



Objective

- You will be able to write a list of ideas for a topic and organize them.
- You will be able to create and organize ideas into a paragraph about a topic.



Warm-up

- The warm-up for this module is a picture riddle.
- You will look at picture cards and place them in order.
- After you will explain how you choose the pictures' order.



Notes:

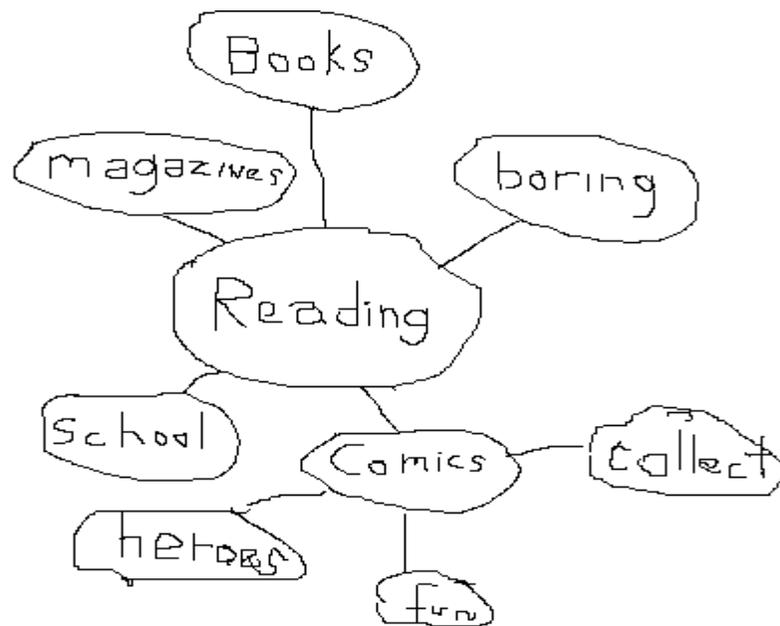
- In the warm-up, you placed pictures in an order that made sense.
- When writing, it is also important to put your ideas in an order that makes sense.

Handout C-4.2 Organize Ideas

- Remember that brain-storming or word-mapping are ways to create ideas for a topic.
- With your instructor, create a list of ideas to write about "Save the Environment."
- Read the ideas and discuss with your instructor the order that makes sense.

Handout C-4.2 Organize Ideas

- After creating a list of ideas, you can choose one idea and create another list about it.
- For example, using the word map on books, we can create another word map on comics:



Handout C-4.2 Organize Ideas

- Using Comics and the three new ideas, we can create 4 sentences:

I like to read **comics**.

Comics have super **heroes**.

Comics are **fun** to read.

I **collect** graphic novel comics.

- The sentence about reading comics is the first sentence because that is the main idea.
- The other three ideas come from the main idea.

Handout C-4.2 Organize Ideas

- Putting the sentences in order, we get:

I like to read **comics**.

Comics are **fun** to read.

Comics have super **heroes**.

I **collect** graphic novel comics.

Handout C-4.2 Organize Ideas

- We can now rewrite the sentences into a paragraph.
- Notice the first line is further in than the rest.
- That signals a new paragraph.
- A computer often does that for you automatically.

I like to read comics. Comics are fun to read.
Comics have super heroes. I collect graphic
novel comics.

Handout C-4.2 Organize Ideas

- To make the paragraph sound better, replace some of the “comics” with “they”:

I like to read comics. They are fun to read.
Comics have super heroes. I collect graphic
novel comics.

- You will practice creating other short paragraphs with your instructor.

Practise

A. Your instructor will give you a list of topics.

Choose one and create a list of ideas using either brainstorming or a word-map.

Handout C-4.2 Organize Ideas

B. Choose your best idea from **Question A.** to be your main idea and create another list of ideas about it.
Choose your best three.

Handout C-4.2 Organize Ideas

C. Write 4 sentences about your main idea and three best ideas about it.

Place the sentences in the best order, starting with the main idea sentence.

Write the sentences into a paragraph.

C-4.3 Writing a Paragraph – Teacher Guide

Objective

- Students will be able to write a well-organized one paragraph essay.

Overview

- This module uses a frame model to organize ideas generated into an organized and effective one paragraph essay.

Materials

- Wipe-board or flipchart
- Sample paragraph
- One Paragraph Essay handout
- Handouts
- Sentence Scramble puzzle
- Paragraph sandwich handout

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm up for this lesson is a puzzle for them to solve.
- Handout the sentence scramble puzzle.
- Explain to students that each line is a sentence, but it doesn't make sense because the order is wrong.
- Explain that they are to figure out the right order of the words and write the sentence in the blank.
- Go through the example first.
- If students struggle, or get frustrated, give hints and then the answers.

(Additional Lessons of Module)

- Give students a subject and have them brainstorm details to write.

Lessons

Introduction/Rationale

- Explain to students that in the warm up, they organized words in the right order so a sentence made sense.
- Explain that a paragraph also has to be organized to make sense for readers.

Sample Cues for Discussion

- Do you ever forget what you want to say when writing?
- Do you find it hard or easy to answer a question with more than one sentence?

Procedure

- Hand out "My Dream Vacation" and "paragraph sandwich."
- Read "My Dream Vacation" with students and explain that it is a one paragraph essay.
- Explain that a paragraph is made of three main parts: Introduction sentence, Conclusion sentence, and Detail sentences.
- Point out the conclusion sentence in "My Dream Vacation."
- Explain that the conclusion sentence generally sums up the paragraph by stating the main idea. This is why it is planned first.
- Have students look at the paragraph sandwich. Explain to students, that like the bottom bread in a sandwich, the conclusion is planned first so you know what you are going to write about.
- Often, the introduction sentence and conclusion sentences are very similar. In the paragraph sandwich, this is shown by both being the top and bottom slice of bread. This is especially when the essay is only one paragraph. In "My Dream Vacation," , the conclusion sentence is often the

- introduction sentence retold in different words.
- Explain that often, a concluding transition phrase is added to the beginning of the conclusion sentence.
 - Explain that a transition phrase is a word or group of words added to the beginning of a sentence, followed by a comma. Transition phrases help the sentences sound more natural.
 - Go through the different transition phrases on the handout. Point out the ones for conclusions.
 - Explain that the introduction sentence introduces what the paragraph is about. It does not provide much information about the topic; that is what the detail sentences do. When planning a paragraph, the introduction is planned last.
 - Discuss the introduction sentence from "My Vacation."
 - With students, come up with new topics of paragraphs and discuss what would be good introduction sentences for them.
 - Explain to students that the details of the paragraph are planned once they have a main idea. They come up with ideas to talk about their main idea.
 - Remind students of the different ways they came up with ideas about a given topic: brain-storming and word map. After, the ideas are written in complete sentences. Explain that these are the filling of the paragraph sandwich.
 - Go through an example, starting with a topic question and fill out the paragraph handout.
 - Explain how to write out the paragraph from the handout. Mention indenting the first line and starting the next sentence right after the other, not each on its own line.

Assignments

Tasks for Practise

- Explain to students that for their first assignment, they will read a main idea and choose the best introductory sentence.
- Explain to students that for their second assignment, they will use the paragraph frame handout and follow it to create a paragraph. Provide a topic to write about that matches student ability and interest area.

Debriefing

- Remind students that paragraphs should be organized to make it easier to provide information to readers.
- Remind students the key parts are introduction, detail sentences, support sentences, and conclusions.
- Remind students transition words are words added to beginning of sentences to make the paragraph sound better when read.

Assessment

Monitor student progress during lesson and collect handouts and writings to assess learning.

- Are students able to create an organized paragraph with a clear main idea, introduction sentence and three details, with supporting sentences?

Further Learning

- Have students read an article about an issue of their choice and write a paragraph expressing their opinion on the topic. Use your discretion on what issues should write about based on student ability or sensitivity.

Answer Key 1

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

1) Topic: teamwork

- a) A lot more work is done with good teamwork.
- b) Teamwork is very important at work.
- c) Communication is part of good teamwork.
- d) A hockey team has 5 players on the ice at a time.

2) Topic: healthy habits

- a) You should exercise regularly everyday.
- b) Eating right is an important healthy habit.
- c) I eat no junk food during the week.
- d) It easy to have healthy habits.

3) Topic: your hobbies

- a) I have many hobbies that involve crafts.
- b) Chess is easy to learn and fun to play.
- c) Collecting rocks is an interesting hobby.
- d) Live bait works best for catching fish.

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Answers will vary.

Answer Key 2

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

1) Topic: cooking tips

- a) Always be careful using a knife.
- b) Cooking involves preparation and organization.
- c) I wash fruit first in cold water.
- d) A good cooking tip is to boil water with salt.

2) Topic: Summer fun

- a) Swimming is fun.
- b) It is warm outside in summer.
- c) You can camp outside in winter.
- d) I love being outdoors in summer.

3) Topic: Looking for new job

- a) There are many places to find jobs.
- b) It is important to dress nicely for an interview.
- c) Job internet sites have different categories.
- d) Use a recent newspaper to find jobs.

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Answers will vary.

Answer Key 3

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

1) Topic: public transportation

- a) There is less traffic using a bus instead of car.
- b) Using public transportation is the best choice.
- c) Less people driving is less pollution.
- d) I ride a bike in summer and the bus in winter.

2) Topic: weather storms

- a) Lightning is attracted to metal objects.
- b) Thunder storms can be dangerous.
- c) Twister is movie about tornadoes.
- d) Staying inside when there is lightning is smart.

3) Topic: pets

- a) Dogs need to be trained.
- b) Cats are easy to care for and cuddly.
- c) Hermit crabs live in dead snail shells.
- d) There are many choices for pets.

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Answers will vary.

C-4.3 Writing a Paragraph

Overview

- This module uses filling in the blanks to write a good paragraph.



Objective

- You will be able to plan a paragraph.
- You will be able write a good, organized paragraph.



Warm-up

- You will be solving a puzzle.
- Your instructor will give you a paper with sentences.
- The sentences do not make sense because the words are mixed up.
- Put the words in the right order so the sentences make sense.
- Your instructor will do an example first.



C-4.3 Writing a Paragraph

Notes:

- In the warm-up, you fixed mixed up sentences.
- Sentences make up paragraphs.
- An organized paragraph is easier to understand.
- It is good to think about what you want to say before you write it.
- This is called “planning.”
- When you do this, writing is easier.
- To write a good paragraph, you need to plan your sentences.

C-4.3 Writing a Paragraph

- A paragraph has three types of sentences.
- They are:
 - Introduction sentence
 - Detail and supporting sentences
 - Conclusion sentence
- This is the order they are in a paragraph.
- However, when we plan we go backwards and start with the conclusion sentence.

C-4.3 Writing a Paragraph

- The Conclusion sentence is the last sentence of a paragraph.
- It finishes the paragraph.
- It does this by stating the main idea of the paragraph.
- The main idea is what you want to say about the topic.
- When you plan a paragraph, you plan the conclusion first.
- This way you make sure all your sentences help explain your main idea.

C-4.3 Writing a Paragraph

- Look at the paragraph sandwich picture.
- The conclusion is the bottom slice of bread of the sandwich.
- Even though it is at the bottom, you put it down first to make a sandwich.
- The conclusion sentence is similar to the introduction sentence.
- In the paragraph sandwich, they are the slices of bread.

C-4.3 Writing a Paragraph

- Read the conclusion sentence in “My Dream Vacation.”
- It almost repeats the introduction sentence, but uses different words.
- The phrase, “**To conclude,**” before the comma is a concluding **transition**.
- A **transition** is a word or phrase that makes a paragraph sound better.
- Read the paragraph with and without the concluding transition to notice the difference.

C-4.3 Writing a Paragraph

- The Detail sentences give information about the main idea.
- When you plan a paragraph, you plan the detail sentences after the conclusion.
- Remember, we used brainstorming or a word-map to think of ideas to write about.
- We turn the best ideas into detail sentences.
- Read the three detail sentences in “My Dream Vacation.”

C-4.3 Writing a Paragraph

- The words before the commas are called transition phrases.
- Your instructor will give you a handout of transitions.
- Read the paragraph with and without transitions to notice a difference.

C-4.3 Writing a Paragraph

- Notice that there are other sentences in “My Dream Vacation.”
- These are supporting sentences for the detail sentences.
- They provide more information about each detail.
- The paragraph does not need these sentences.
- However, they do help explain the main idea.
- In a one paragraph essay, like “My Dream Vacation”, one or two supporting sentences make the paragraph better.
- If you look at our paragraph sandwich, detail sentences and supporting sentences are the filling.

C-4.3 Writing a Paragraph

- The Introduction sentence is the first sentence of a paragraph.
- The introduction paragraph tells you what the paragraph is about.
- Read the introduction sentence in “My Dream Vacation.”
- The topic is introduced without any details.
- When you plan a paragraph, you plan the introduction last.
- This is like the paragraph sandwich picture: the introduction is the top slice of bread that is put on a sandwich last.

C-4.3 Writing a Paragraph

- Your instructor will give you a hand out that has the steps to make a one paragraph essay, like “My Dream Vacation.”
- With your instructor, you will go through all the steps and fill in all the blanks.

C-4.3 Writing a Paragraph

- When you are done, you can copy the sentences onto another piece of paper.
- Remember to indent the first line and start the next sentence after the other, not on a new line unless there is no room.

C-4.3 Writing a Paragraph

- You have written a good, organized paragraph!
- Don't forget to check for spelling and good sentences.
- When you write, your instructor can give you another paragraph handout to help plan and organize.

Practise 1

A. For the following, choose the best introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

C-4.3 Writing a Paragraph

1) Topic: teamwork

- a) A lot more work is done with good teamwork.
- b) Teamwork is very important at work.
- c) Communication is part of good teamwork.
- d) A hockey team has 5 players on the ice at a time.

2) Topic: healthy habits

- a) You should exercise regularly everyday.
- b) Eating right is an important healthy habit.
- c) I eat no junk food during the week.
- d) It easy to have healthy habits.

3) Topic: your hobbies

- a) I have many hobbies that involve crafts.
- b) Chess is easy to learn and fun to play.
- c) Collecting rocks is an interesting hobby.
- d) Live bait works best for catching fish.

C-4.3 Writing a Paragraph

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Practise 2

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can cause hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

C-4.3 Writing a Paragraph

1) Topic: cooking tips

- a) Always be careful using a knife.
- b) Cooking involves preparation and organization.
- c) I wash fruit first in cold water.
- d) A good cooking tip is to boil water with salt.

2) Topic: Summer fun

- a) Swimming is fun.
- b) It is warm outside in summer.
- c) You can camp outside in winter.
- d) I love being outdoors in summer.

3) Topic: Looking for new job

- a) There are many places to find jobs.
- b) It is important to dress nicely for an interview.
- c) Job internet sites have different categories.
- d) Use a recent newspaper to find jobs.

C-4.3 Writing a Paragraph

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Practise 3

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can cause hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

C-4.3 Writing a Paragraph

1) Topic: public transportation

- a) There is less traffic using a bus instead of car.
- b) Using public transportation is the best choice.
- c) Less people driving is less pollution.
- d) I ride a bike in summer and the bus in winter.

2) Topic: weather storms

- a) Lightning is attracted to metal objects.
- b) Thunder storms can be dangerous.
- c) Twister is movie about tornadoes.
- d) Staying inside when there is lightning is smart.

3) Topic: pets

- a) Dogs need to be trained.
- b) Cats are easy to care for and cuddly.
- c) Hermit crabs live in dead snail shells.
- d) There are many choices for pets.

C-4.3 Writing a Paragraph

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Practise 1

A. For the following, choose the best introduction sentence for the topic.

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- a) A lot more work is done with good teamwork.
- b) Teamwork is very important at work.
- c) Communication is part of good teamwork.
- d) A hockey team has 5 players on the ice at a time.

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- a) I have many hobbies that involve crafts.
- b) Chess is easy to learn and fun to play.
- c) Collecting rocks is an interesting hobby.
- d) Live bait works best for catching fish.

C-4.3 Writing a Paragraph

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Practise 2

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can cause hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

C-4.3 Writing a Paragraph

1) Topic: cooking tips

- a) Always be careful using a knife.
- b) Cooking involves preparation and organization.
- c) I wash fruit first in cold water.
- d) A good cooking tip is to boil water with salt.

2) Topic: Summer fun

- a) Swimming is fun.
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- c) You can camp outside in winter.
- d) I love being outdoors in summer.

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- a) There are many places to find jobs.
- b) It is important to dress nicely for an interview.
- c) Job internet sites have different categories.
- d) Use a recent newspaper to find jobs.

C-4.3 Writing a Paragraph

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

Practise 3

A. For the following, choose the introduction sentence for the topic.

- Remember, the introduction just introduces the topic.
- The detail sentences give information.

Example: Topic: the environment

- a) Car pollution can cause hurt the air.
- b) Recycling is a way to help the environment.
- c) Everyone needs to help save the environment.
- d) In my opinion, coyotes should be protected animals.

C-4.3 Writing a Paragraph

1) Topic: public transportation

- a) There is less traffic using a bus instead of car.
- b) Using public transportation is the best choice.
- c) Less people driving is less pollution.
- d) I ride a bike in summer and the bus in winter.

2) Topic: weather storms

- a) Lightning is attracted to metal objects.
- b) Thunder storms can be dangerous.
- c) Twister is movie about tornadoes.
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3) Topic: pets

- a) Dogs need to be trained.
- b) Cats are easy to care for and cuddly.
- c) Hermit crabs live in dead snail shells.
- d) There are many choices for pets.

C-4.3 Writing a Paragraph

B. Your instructor will give you a topic.

Use the paragraph handout to plan and write a good paragraph.

One Paragraph Essay

Decide on the main idea for paragraph. What do you want it to say? This will become the **Conclusion sentence**.

Come up with three details about your topic. Word maps or Brainstorming can help.

Turn each of the three **details** into complete sentences.

1. Start your paragraph with **Introduction sentence**. What is paragraph about?

(Fill this in last)

2. Next is the first **Detail sentence**. Begin with a transition word.

3. Add a follow-up sentence with more information about first detail.

4. Next is the second **Detail sentence**. Begin with a transition word.

5. Add a follow-up sentence with more information about second detail.

6. Next is the third **Detail sentence**. Begin with a transition word.

7. Add a follow-up sentence with more information about third detail.

8. Write the **Concludsion sentence**. State the main idea. You can begin with a concluding transition. **(Fill this in first)**

Check spelling and complete sentences. Then rewrite sentences from 1 to 8 in order on sheet or type good copy.

Example Transition words:

First,

Second,

Third,

Similarly,

Next,

Before,

On one hand,

On the other hand,

Another example,

Consequently,

Also,

As well,

Example Concluding Transition words:

In summary,

To conclude,

As a result,

In short,

In conclusion,

Thus,

Consequently,

Therefore,

C-5.1 Introductions – Teacher Guide

Objective

- Given a topic or purpose, students will be able to create a main idea and introduction sentence.
- Given a topic or purpose, students will be able to create an essay or letter introduction.

Overview

- This module builds on the skills developed in the generating and organizing idea modules.
- Students will practise turning ideas into an introductory paragraph.
- The goal is to consider the purpose of the introduction as well as organize ideas.

Materials

- Wipe-board or flipchart
- Appropriate want ads from newspaper or internet
- Paragraph Sandwich handout
- Handouts
- Scissors and glue
- List of cover letter openers

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up for this module is a guessing game. Students will have to guess who (or what the career) of somebody is by their greeting (or introduction)
- Read, or have a non-student volunteers, read a person or profession of the sheet and then act out that person greeting the class. Do in a manner that gives clues. For example, a mechanic would say, "Hi, what problems

- are you having with your car?”
- If no student is able to guess, give some hints and then the answer before they become frustrated.
 - Go through as many turns as time allows.

(Additional Lessons of Module)

- Play same guessing game, just one round.

Lessons

Introduction/Rationale

- Explain to students (use handout) that the warm-up demonstrated introductions are.
- Explain that they will continue creating and organizing ideas for a topic.
- Explain that now they will create a main sentence and introduction.

Sample Cues for Discussion

- Does how you start a conversation change with whom you are talking to?
- Have you ever written a letter or email? How did you start it?

Procedure

- Hand out the Paragraph Sandwich handout.
- Remind students that a paragraph is like a sandwich
- The introduction sentence and main idea sentence are the bread and the details are the filling.
- Explain to students that the introduction sentence should explain why the essay (or letter is being written) and make someone want to read more.
- Explain to students that the main idea sentence explains what point the essay (or letter is trying to make). Here, it isn't a conclusion because it isn't the last sentence in entire essay.
- Explain to students that when there are more than one paragraphs, the last sentence in the first or introduction paragraph is the main idea for the

- entire essay.
- Explain to students the detail sentences in the introduction paragraph are summary of ideas of what all the other paragraphs discuss to prove or explain what the main idea sentence says.
 - Write on the wipe-board a question that students will be able to answer (Example: What is your favourite food?).
 - Using student's favourite idea listing strategy (brainstorm or word map) come up with one main idea and then three related ideas.
 - Remind students that each of the three ideas can be the main idea of their own idea list.
 - With students, come up with another three related ideas for each of the three ideas.
 - Explain to students, now we have 12 ideas related to our main idea which can be a three paragraph essay (or letter), but first we need an introduction.
 - Read through all the ideas with students and come up with a sentence that answers the question and sums up all the ideas.
 - Explain that the introduction does not need to mention all 12 ideas, but should give a reader a summary of what the essay (or letter) will be about.
 - Looking at each of the original 3 ideas and their idea list with students, come up with one sentence that describes each group of 4.
 - Explain to students, we now have 4 out of the 5 sentences of our introduction.
 - Remind students that the main idea is the bottom piece of bread.
 - Discuss with students what order to put the other three sentences.
 - Read the 4 sentences, in their order, to students and come up with a opening sentence that explains why the essay (or letter) is being written and grabs attention.

- Read complete introduction paragraph with students and discuss how good of an introduction it is.
- Explain to students that by itself it actually is a really short essay, so they have written an essay!
- Handout a sample want ad to students.
- Explain to students, a cover letter is an essay about them to explain why someone should give them a job; the main idea is "give me a job"
- Read through want ad and demonstrate looking for three ideas to write about from what the ad is asking for (example: neat, courteous, and hard-working).
- Using the three ideas, come up with 12 total as about using student's favourite strategy (word-map or brainstorming).
- With students, use the 12 ideas to create a main sentence, and then create the 3 summary sentences.
- Organize the 4 sentences into a paragraph (minus introduction sentence)
- Discuss ideas for introduction sentence.
- Handout list of suggested cover letter openers.
- Choose with students an introduction sentence and finish opening paragraph.

Assignments

Tasks for Practise

- Explain to students that for the first assignment, they will read an essay question, and list of ideas. They will choose the best main sentence.
- Explain to students that for the second assignment, they will find a want ad, cut it out to put into their work book, and create an introduction paragraph (on computer if available).
- Give students opportunity to share and proof read their paragraphs.

Debriefing

- Review introduction lets a reader know why you wrote an essay (or letter) and what it will be about.
- Explain, for applying to some jobs, the introduction paragraph helps employers decide whether to read through entire letter and resumé or throw it out.

Assessment

Monitor student progress during lessons and collect handouts and writing to assess learning.

- Are students able to come up with a main sentence that responds to the question or the purpose of the essay?
- Are students able to generate an introduction paragraph with introduction sentence, summary, and main sentence?

Further Learning

- Have students create mock want ads for their peers to write introduction paragraph for.

Answer Key 1

A. For the following, choose the best main sentence.

1) Topic: What is your favourite season?

Ideas: summer, swimming, sun tanning, barbequing

- a) Summer is my favourite season.
- b) Winter is too cold.
- c) It's fun to swim when it's hot.
- d) You can go sun tanning in summer.

2) Topic: House available to rent.

Ideas: place to live, neat, quiet, affordable

- a) This house is too small.
- b) I need a place to live.
- c) My family is neat.
- d) Keep that dog quiet.

B. Search through want ads and find a job that interests you.

Using the main idea as "I would be a good choice for this position," write an introduction.

Your instructor can help you.

Answers will vary.

Answer Key 2

A. For the following, choose the best main sentence.

1) Topic: What is your favourite restaurant?

Ideas: KFC, chicken, fries, wings

- a) KFC is my favourite restaurant.
- b) The wings aren't too spicy.
- c) Fried chicken is the best chicken.
- d) Tuesday is when I eat KFC.

2) Topic: Helping the environment

Ideas: recycling, less garbage, save animals, global warming.

- a) Recycling helps the environment.
- b) I see people throw garbage on the ground.
- c) We need to stop global warming to save the environment.
- d) Animals are dying because of all the garbage in the air.

B. Search through want ads and find a job that interests you.

Using the main idea as "I would be a good choice for this position," write an introduction.

Your instructor can help you.

Answers will vary.

Answer Key 3

A. For the following, choose the best main sentence.

1) Topic: Your favourite hobby?

Ideas: music, mp3, guitar, songs on computer

- a) "Summer Time" is my favourite song.
- b) Listening to music is what I like to do the most.
- c) I sing songs and play guitar.
- d) I listen to mp3 songs from my computer.

2) Topic: Canadians and their coffee.

Ideas: Tim Hortons, double double, good all year, ice caps.

- a) I like double double coffee.
- b) Coffee is good all year.
- c) Canadians love Tim Hortons coffee.
- d) Canada is the best at hockey.

B. Search through want ads and find a job that interests you.

Using the main idea as "I would be a good choice for this position," write an introduction.

Your instructor can help you.

Answers will vary.

Overview

- This module uses the creating idea tricks to help write the introduction to an essay or letter.



Objective

- You will be able to write a main idea sentence and introduction sentence.
- You will be able to write an introduction to an essay or letter.



Warm-up

- You will be playing a guessing game.
- Different people will introduce themselves and give clues.
- You will guess who they are pretending to be.



Handout C-5.1 Introductions

Notes:

- In the warm-up, you guessed who people were by the introduction.
- In essays, the introduction helps people guess what the essay is about.
- It also helps people know why you wrote the essay.

Handout C-5.1 Introductions

- The introduction paragraph has three parts, which are like a sandwich.
- The **introduction sentence** explains why the essay was written.
- It also should make people want to read more.
- The **main idea sentence** explains what the essay is saying.
- Because there are more paragraphs after it, the main idea sentence is not the conclusion sentence.
- The **detail sentences** are what ideas are in the essay.

Handout C-5.1 Introductions

- With your instructor, you will start with a question and make an introduction paragraph to an essay.
- The introduction you created is a short essay by itself!

Handout C-5.1 Introductions

- Cover letters are essays about you.
- Cover letters explain why someone should hire you.
- The main idea of a cover letter is something like “I would be great for this job.”

Handout C-5.1 Introductions

- It's a good idea to use the job ad to find the three ideas to discuss.
- Using the pretend job ad, create a cover letter introduction with your instructor.
- To help, your instructor will give you a list of good opening sentences for cover letters.

Practise 1

A. For the following, choose the best main sentence.

1) Topic: What is your favourite season?

Ideas: summer, swimming, sun tanning,
barbequing

- a) Summer is my favourite season.
- b) Winter is too cold.
- c) It's fun to swim when it's hot.
- d) You can go sun tanning in summer.

2) Topic: House available to rent.

Ideas: place to live, neat, quiet, affordable

- a) This house is too small.
- b) I need a place to live.
- c) My family is neat.
- d) Keep that dog quiet.

Handout C-5.1 Introductions

B. Search through want ads and find a job that interests you.

Using the main idea as "I would be a good choice for this position," write an introduction.

Your instructor can help you.

Practise 2

A. For the following, choose the best main sentence.

1) Topic: What is your favourite restaurant?

Ideas: KFC, chicken, fries, wings

- a) KFC is my favourite restaurant.
- b) The wings aren't too spicy.
- c) Fried chicken is the best chicken.
- d) Tuesday is when I eat KFC.

2) Topic: Helping the environment

Ideas: recycling, less garbage, save animals, global warming.

- a) Recycling helps the environment.
- b) I see people throw garbage on the ground.
- c) We need to stop global warming to save the environment.
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2) Topic: Canadians and their coffee.

Ideas: Tim Hortons, double double, good all year, ice caps.

- a) I like double double coffee.
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Ideas: place to live, neat, quiet, affordable

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Ideas: Tim Hortons, double double, good all year, ice caps.

- a) I like double double coffee.
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- c) Canadians love Tim Hortons coffee.
- d) Canada is the best at hockey.

Handout C-5.1 Introductions

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Using the main idea as "I would be a good choice for this position," write an introduction.

Your instructor can help you.

C-5.2 Writing Letters – Teacher Guide

Objective

- Students will be able to create a simple 3 paragraph letter.

Overview

- This module builds on the previous modules on writing.
- The same format used to create introductions will be expanded to create a body and conclusion.
- As well, students will practise formal letter formats.

Materials

- Wipe-board or flipchart
- Letter cut into 5 pieces
- Sample letter
- Handouts
- Appropriate sample job listings

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up for this module is a sorting puzzle.
- Handout out letter pieces to students and explain that they are to put the letter into the correct order (Feel free to spice up activity with a detective-style back-story)

(Additional Lessons of Module)

- Play one round of the Introduction guessing game from C-5.1

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, they put the parts of a letter in the correct order.
- Explain that in this module, they will be creating a full letter using their favourite strategies (brain-storm and/or word map), with greeting, introduction, body, conclusion, and closing.

Sample Cues for Discussion

- What can you use a letter for?

Procedure

- Hand out sample letter to students and read it out loud.
- Discuss how the letter is different from just the introduction students have been writing.
- Explain the greeting is to be polite, but also tells that the writing is a letter and who the letter is for. Dear ____ is the most common greeting.
- Review the purpose of the introduction.
- Explain the body is made from the summary sentences.
- Explain that the conclusion is similar to the introduction, except it reminds readers what they just did.
- Explain the closing is to be polite, but also tells who wrote the letter.
- Handout a sample job listing.
- Go through the steps for creating an introduction with students and come up with 12 ideas and an introduction.
- Using the ideas, demonstrate elaborating on each point with a sentence and organizing the sentences into the body of the letter.
- Read through the two paragraphs with students and discuss how to conclude the letter.
- Demonstrate creating a conclusion for the letter.
- Demonstrate adding the greeting to the letter, using the contact information from the job listing – including the address and date.
- Demonstrate adding the closing to the letter – including an address.
- Create another letter with students for another purpose – more personal and fun such as an invitation to a party.

Assignments

Tasks for Practise

- Explain to students (use handout) that for their assignment, they will choose a job from the sample listings and create a cover letter.

Debriefing

- Review that writing a letter involves many little steps. Doing one at a time makes it easier and less over-whelming.

Assessment

Monitor students during tasks and collect letters to assess learning:

- Are students able to organize ideas to construct a body paragraph?
- Are students able to add greeting, conclusion, and closing to create a complete letter?

Further Learning

- Have students write a letter to an official about an important issue, such as adult education funding.

Answer Key

A. Look through the Want Ads and find a job that interests you.

Write a cover-letter for that job.

- 1) Come up with a main idea and then create a list to write about.
- 2) Organize the ideas and write your introduction and summary sentences.
- 3) Create the body of the letter.
- 4) Rereading the introduction and the body of the letter, write your conclusion.
- 5) Add the greeting and closing to your letter.

Answers will vary.

Overview

- You will use your creating tools and introduction to write letters.



Objective

- You will be able to write a letter.



Warm-up

- You will be solving a sorting puzzle.
- Sort the pieces of paper your instructor gives you so it makes sense.



Notes:

- In the warm-up, you put the five parts of a letter together in the right order.
- These parts are the greeting, introduction, body, conclusion, and closing.
- Look and the different parts of a letter in the example from your instructor.

Handout C-5.2 Writing Letters

- The greeting is to be polite. It also says who the letter is for and where they live.
- “Dear [person’s name]” is the most common greeting.

Handout C-5.2 Writing Letters

- The introduction explains the purpose of the letter and summarizes it.

Handout C-5.2 Writing Letters

- The body provides the details of the ideas mentioned in the introduction.
- It can be one or more paragraphs. Our letter's body will be one paragraph.

Handout C-5.2 Writing Letters

- The closing is to be polite.
- It also says who the letter is from, and where they live.
- “Sincerely,” “Yours Truly,” and “Thank” You are the most common closings.

Handout C-5.2 Writing Letters

- Your instructor will write two letters with you.
- One cover letter to find a job, and a fun letter to a friend.
- You will use these steps
 1. Come up with a main idea and then create a list to write about.
 2. Organize the ideas and write your introduction and summary sentences.
 3. Create the body of the letter.
 4. Rereading the introduction and the body of the letter, write your conclusion.
 5. Add the greeting and closing to your letter.

Practise

A. Look through the Want Ads and find a job that interests you.

Write a cover-letter for that job.

- 1) Come up with a main idea and then create a list to write about.
- 2) Organize the ideas and write your introduction and summary sentences.
- 3) Create the body of the letter.
- 4) Rereading the introduction and the body of the letter, write your conclusion.
- 5) Add the greeting and closing to your letter.

C-6.1 Workplace Communication – Teacher Guide

Objective

- Students will be able to understand the difference between everyday and workplace communication.
- Students will be able to model good communication techniques for co-workers and customers.

Overview

- *Note:* It is best to use caution when using this module. Please remember that speech and language processing are often deficits for people with FASD because of brain damage. The ability to speak clearly can also be part of the disability.
- As with all modules, there is a chance some students will not have the ability to do this module because of their brain damage. However, difficulties with social skills may be missed in a one-on-one assessment.
- For some cultures, there are issues about eye-contact, which must be considered before using this module.
- Therefore, you will have to use observation to identify skills certain students are unable to do and prevent frustration from struggling. You will then modify tasks and group interactions to meet student's abilities. There are no page numbers in student handouts to facilitate this.
- This module is designed with most activities done as a group.
- This module is to help students understand that in most work environments, not all language and phrases are appropriate.
- Students will learn key points and then practise with role-play.
- This module can be supplemented with any videos on work-place etiquette or customer service.
- Use student handout as reference and review after first lesson.

Materials

- Wipe-board or flip chart
- Handouts

Warm-up

Procedure (First Lesson of Module)

- Explain to students that the warm-up for this lesson is a role-playing activity.
- With the assistance of a volunteer (aide or student), role play two different 'bad work' place scenarios. One between co-workers, and one serving a customer (You act as the "bad worker").
- Some examples are being rude, swearing, or inappropriate talking
- After each, come up with a list of what students think was wrong.

(Additional Lessons of Module)

- Role-play one bad workplace communication trait for a 'difficult' customer or co-worker. Have students come up and role-play how to handle the situation different.

Lessons

Introduction/Rationale

- Explain to students that, in the warm-up, they identified bad communication habits in the work place.
- Explain that good communication habits can help do a job better and get along with co-workers.
- Explain to students that communication involves three skills: writing, speaking, and listening.
- Explain that this module teaches speaking and listening skills.

Sample Cues for Discussion

- Have you every thought a co-worker or cashier was being rude? Why?
- Could it have been due to bad communication habits?

Procedure

- With student suggestions, create a list on wipe-board of how to listen well.
- If not suggested already, prompt and add: eye contact, not looking around, not doing something else, not interrupting, nodding head, repeat what's been said.
- Explain to students that you are going to role-play "listening bad," and they have to identify what from the list you are not doing to listen well.
- With a volunteer, role-play listening badly by not doing one of things from the list. After, discuss with students what you were not doing to listen well.
- For one role-play, secretly ask the volunteer to speak very softly so no one can understand, and listen as if he/she was speaking normally.
- Discuss with students what the problem is (the listener can hear the speaker) and best ways to correct it.
- Role-play again, with yourself or a student demonstrating politely getting the speaker to repeat again louder.
- With student suggestions, create a list on wipe-board of how to speak well in the workplace.
- If not suggested already, prompt and add: look at listener, speak clearly and loud enough to be heard, don't use swear words or street slang, don't use to many stalling words: um, I don't know, ah.
- Explain to students that you are going to role-play "speaking badly", and they have to identify what from the list you are not doing to speak well.
- With a volunteer, role-play speaking badly by not doing one of things from

the list. After discuss with students what you were not doing to speak well.

- Explain to students that you have to switch between speaking and listening. When people talk, they give signs when it's your turn to talk.
- Discuss the signs: pausing, asking a question, facial or hand gesture.
- Demonstrate the signs while role-playing with a volunteer.
- Discuss with students what signs where used in each role-play.

Assignments

Tasks for Practise

- Explain to students, that for their first assignment, they will review listening and speaking skills and answer fill in the blank questions to review.
- Explain to students, that the remainder of their assignments will be role-playing to practise the skills
- Divide the students into pairs and explain that they will be given a role-play scenario to practise their speaking and listening skills. If there is an odd pair, a group of three will work.
- Pick scenarios from the scenario sheet, or create your own.

Debriefing

- Remind students that good communication involves writing, listening, and speaking.
- You need to listen well and speak well or else there will be problems communicating.

Assessment

Collect handouts and monitor student participation in activities to assess learning:

- Are students demonstrating signs of good listening: eye-contact, not interrupting, not looking around, not doing something else, nodding head, repeat what's been said.
- Are students demonstrating signs of good speaking: look at listener, speak clear and loud enough to be heard, don't use swear words or street slang, don't use too many stalling words: um, I don't know, ah, don't be monotone.
- Are students able to recognize when to switch appropriately from speaking to listening?

Further Learning

- Have students write and present speeches to practise and gain confidence in public speaking.

Answer Key 1

A. Write out the answer for the following questions.

1) What are **3** things to do to listen well?

Answers will vary, look for:

Look at person, be quiet

2) What are **3** things to **not** do when speaking at work?

Answers will vary, look for:

Swear, use slang, don't look at person.

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Answers will vary.

Answer Key 2

A. Write out the answer for the following questions.

1) How do you know it's your turn to talk?

Answers will vary, look for:

Pausing, person asks question.

2) What are **3** things to do to speak well at work?

Answers will vary, look for:

Look at person, speak clear, don't swear.

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Answers will vary.

Answer Key 3

A. Write out the answer for the following questions.

1) What are **3** ways to communicate?

Answers will vary, look for:

Speak, write, listen.

2) What do you do when you didn't understand what someone said to you?

Answers will vary, look for:

Ask to repeat.

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Answers will vary.

Overview

- This module uses role-playing to practise how to talk and listen at a job.



Objective

- You will be able to communicate well in a workplace.
- You will understand the difference between everyday and workplace communication.



Warm-up

- You will watch your instructor act out a scene.
- Your instructor will pretend to be a worker talking to a customer and a co-worker.
- After, you will discuss what you think was good or bad about how your instructor talked.



Notes:

- In the warm-up, you discovered what not to do when talking or communicating in the work place.
- Remember that communication is sharing information.
- Good communication habits help you work better and get along with others.
- Communication involves three skills:
 - Writing
 - Speaking
 - Listening

Handout C-6.1 Workplace Communication

- Discuss with your instructor how to be a good listener.
- Some good ways to listen when someone is talking are to:
 - Look at the person who is talking
 - Be quiet when someone is talking
- Add other ways to listen discussed in class to the list.

Handout C-6.1 Workplace Communication

- Watch your instructor role-playing different situations.
- Your instructor will be doing something from the “bad” ways to listen list.
- You will identify what your instructor is doing wrong.

Handout C-6.1 Workplace Communication

- Sometimes you might get confused when someone is talking.
- When this happens, politely ask the speaker to repeat what he or she said.
- Your instructor will demonstrate different ways of doing this.

Handout C-6.1 Workplace Communication

- Discuss with your instructor how to speak well at work.
- Some ways to speak well at work are:
 - Look at the person that you are talking to
 - Speak clearly and loudly enough to be heard
 - Don't use swear words or slang
- Add other ways to speak at work discussed in class to the list.
- Discuss with instructor what ways of speaking are all right with friends but not while you are at work.

Handout C-6.1 Workplace Communication

- Watch and listen to your instructor role-playing different situations.
- Watch and listen closely how your instructor is speaking.
- After each role-play, discuss what your instructor is doing wrong.

Handout C-6.1 Workplace Communication

- When you talk with someone, you also have to know when to switch from listening and speaking.
- Most people don't say, "Okay, it is now your turn to talk."
- People give clues when it is the other person's turn to talk.
- Some of these signals are:
 - Pausing
 - Asking a question
 - Facial or hand gesture
- Watch your instructor demonstrate these signals.

Practise 1

A. Write out the answer for the following questions.

1) What are **3** things to do to listen well?

2) What are **3** things to **not** do when speaking at work?

Handout C-6.1 Workplace Communication

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Practise 2

A. Write out the answer for the following questions.

1) How do you know it's your turn to talk?

2) What are **3** things to do to speak well at work?

Handout C-6.1 Workplace Communication

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Practise 3

A. Write out the answer for the following questions.

1) What are **3** ways to communicate?

2) What do you do when you didn't understand what someone said to you?

Handout C-6.1 Workplace Communication

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Practise 1

A. Write out the answer for the following questions.

1) What are **3** things to do to listen well?

2) What are **3** things to **not** do when speaking at work?

Handout C-6.1 Workplace Communication

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Practise 2

A. Write out the answer for the following questions.

1) How do you know it's your turn to talk?

2) What are **3** things to do to speak well at work?

Handout C-6.1 Workplace Communication

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

Practise 3

A. Write out the answer for the following questions.

1) What are **3** ways to communicate?

2) What do you do when you didn't understand what someone said to you?

Handout C-6.1 Workplace Communication

B. Working with a partner, you will role-play pretend situations given to you by your instructor.

Practice listening, speaking. Watch for signs of when to switch turns speaking.

C-6.2 Workplace Teamwork

Objective

- Students will be able to cooperate together to perform a given task
- Students will be able to communicate effectively with each other while working together.
- Students will be able to assume team roles to perform a given task

Overview

This module gives students the opportunity to practise social skills necessary to work effectively as a team in a workplace environment. The lessons and tasks are all group-orientated and easily adapted to all learning levels. Encourage students by explaining everyone has different life experiences, which makes each person able to contribute something different and valuable to each conversation. A group of students is needed for activities in this lesson.

Materials

- Wipe-board or flipchart
- Eggs (enough for 2 per team)
- Scissors
- Tape (clear or masking)
- Handouts
- Box of straws (10 per team)
- Blank paper

Warm-up

Procedure (First Lesson of Module)

- Set up materials on table: egg (optional: hard-boiled will be less messy), straws, tape, sheet of paper, scissors.
- Explain to students that the warm up for this lesson is a task to solve.
- Explain that working together, students are to find a way to safely drop an egg from about a metre (height of table) without it breaking.
- Explain that students may only use provided supplies.
- If there are enough students, split them up in two groups of three or more and make it a fun competition.
- After discuss how students approached problem, and whether it was successful.
- Discuss whether everyone helped with the solution or did just one person do everything?

(Additional Lessons of Module)

- Have other team-work tasks to solve, such as building a card house or a problem solving scenario (similar to N-10 Problem Solving)

Lessons

Introduction/Rationale

- Explain to students that in the warm-up, they were given a task to complete that was a lot easier when people worked together.
- Explain that this is the same in the workplace; work is easier, and safer when everyone works together. This does not mean everyone doing the same thing, but doing his or her own job in a way that helps the workplace be successful.

Sample Cues for Discussion

- Have you ever worked at a job or project with a group of people?
- Did everyone always work good together? What was good? What was bad?

Procedure

- With student suggestions, create a list on wipe-board of how to have good teamwork.
- (some examples are: everyone participates, good communication, everyone supportive of everyone, everyone knows what goal is)
- With student suggestions, create a list on wipe-board of what causes bad teamwork.
- (some examples are: no one listens to each other, people all trying to be the leader, not everyone contributing, not everyone knows what goal is)
- Discuss what happens when there isn't good teamwork, and write on wipe-board
- (some examples are: work not done as well or fast, disagreements cause people not get along or want to work, people waste time by doing same task over again)
- Explain that one way to improve team work is to ensure everyone has a specific job to do.
- Explain the most workplaces are organized so the work is split up into smaller jobs for everyone to do.
- For an example, discuss food preparation in a restaurant.
- Many restaurants have three or more people making food for one plate. One person cooks meat. Another makes fries or potatoes. Another makes salad.
- Discuss with students how would the cooks in restaurant be able to do their own job to make one plate of food?

- Explain that each person has to know what the goal is, and what everyone's responsible for doing. Good communication is the best way to do this.
- Explain that most workplace teams have one person being the leader.
- Explain that leader is different than boss. The leader helps ensure everyone knows what he or she is supposed to do and working towards the goal.
- Explain that another responsibility of the leader is to help end arguments.
- Discuss with students if they have ever disagreed or argue with someone? At work or school?
- Explain that a leader will end the argument by either deciding which person is right, or let each person explain their side and have everyone agree or compromise.
- Discuss the meaning of compromise with students, and explain that it means that both sides come to an agreement by both people partially giving in.
- For an example, explain that two employees both want weekends off. The compromise would be that each take turns having weekends off.
- Discuss with students other situations where people would compromise to end an argument.

Assignments

Tasks for Practise

- Explain to students that for the first assignment for this lesson, they will answer questions about workplace team work.
- Explain to students that to practise workplace teamwork, they will role play pretend situations. In each situation, students will have a job – such as leader, note-taker. Explain that in some, one student will on purpose disagree with the group to practise compromising.

Debriefing

- Remind students that good teamwork makes working easier and more can get done.
- Remind students that each member must know their job and do it. As well, any disagreements should be ended with the help of a leader and/or compromise.

Assessment

Collect handouts and monitor activities to assess learning:

- Are students discussing the tasks with each other and cooperating?
- Is the leader ensuring everyone knows what to do, and helping to end disagreements?
- Are students able to compromise when there is a disagreement?

Further Learning

- Have students organize a project that will help the neighbourhood – such as a garbage clean-up – where teamwork and organization is crucial.

Answer Key 1

A. What are three ways to have good teamwork?

Answers will vary. Sample points to look for:

- **Everyone helps**
- **Everyone talks and listens**
- **Everyone knows the goal**
- **No one argues**

B. Why do you think good teamwork is important?

Answers will vary.

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker.

Answers will vary.

Answer Key 2

A. What is an example of a role on a work team?

Answers will vary. Sample point to look for:

- **Leader**

B. What can happen if there isn't good team work?

Answers will vary. Sample points to look for:

- **Work doesn't get done**
- **People waste time doing same thing**
- **Work takes longer**
- **Work is sloppy**

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker.

Answers will vary.

Answer Key 3

A. What does a leader of a work team do?

Answers will vary. Sample points to look for:

- **Make sure everyone know goal and their job**
- **Ends arguments**
- **Leads**

B. Why do you think compromise is important?

Answers will vary.

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker.

Answers will vary.

Overview

- This module uses role-playing and group activities to practise how to work as a team at work.



Objective

- You will be able to cooperate with others to complete a task.
- You will be able to help a workplace team by doing a job.



Warm-up

- You will be working as a group to complete a task
- You will be given an egg and some supplies.
- Your task is to try to drop the egg from a table without it breaking using only the supplies.
- After, you will discuss with your instructor how the egg drop went.
- Also, you will discuss how everyone worked together.
- Do you think that affected how the egg drop went?



Notes:

- In the warm-up, you had to work as a team to reach a goal.
- The goal was to have the egg not break.
- Often at a workplace, you are part of a team working to reach a goal.
- The goal can be anything from serving costumers to building a house.
- When employees use teamwork, it is easier to reach a goal.

Handout C-6.2 Workplace Teamwork

- Discuss with your instructor about what good team work is.
- Some examples of good teamwork are:
 - Everyone helps
 - Everyone talks and listens to each other
 - Everyone agrees
 - Everyone knows what the goal is

Handout C-6.2 Workplace Teamwork

- Discuss with your instructor what causes bad teamwork
- Some causes of bad teamwork are:
 - No one listens to each other
 - Everyone tries to be the leader
 - Not everyone know what goal is
 - Not everyone helps
 - People argue

Handout C-6.2 Workplace Teamwork

- Discuss with your instructor what happens when there is not good teamwork.
- Some examples are:
 - Work does not get done
 - Employers waste time doing same thing
 - Work takes longer to do
 - Some work is not done or is sloppy

Handout C-6.2 Workplace Teamwork

- To work as a team, everyone has their own job do.
- For example, in a restaurant, 3 people cook one meal.
- One person cooks the meat.
- Another person cooks the fries or potatoes.
- The third person makes the salad.
- In order to make one plate of food, all 3 working must know what the customer wants to eat.
- This is the goal of the 3 cooks.
- They must talk and listen to each other to know what each person has to do.
- Good workplace communication helps them.

Handout C-6.2 Workplace Teamwork

- Most workplace teams have a leader.
- A leader is different from a boss.
- A boss is in charge of the workplace.
- A leader helps with teamwork by:
 - Making sure everyone knows the goal and his or her job.
 - Helping to end arguments between employees.

Handout C-6.2 Workplace Teamwork

- A leader can help end arguments two ways.
- Firstly, a leader can help decide who is right.
- For example: two employees argue what is the right way to mop a floor. The leader explains which is the right way.

Handout C-6.2 Workplace Teamwork

- Secondly, a leader can help each person **compromise**.
- **Compromise** means both people agree by partly letting the other person get their way.
- For example: two employees both want not to work weekends. A compromise would be they take turns having weekends off.
- Discuss with your instructor other situations where people would compromise to end an argument.

Practise 1

A. What are three ways to have good teamwork?

B. Why do you think good teamwork is important?

Handout C-6.2 Workplace Teamwork

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker (write down what people say).

Practise 2

A. What is an example of a role on a work team?

B. What can happen if there isn't good team work?

Handout C-6.2 Workplace Teamwork

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker (write down what people say).

Practise 3

A. What does a leader of a work team do?

B. Why do you think compromise is important?

Handout C-6.2 Workplace Teamwork

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker (write down what people say).

Practise 1

A. What are three ways to have good teamwork?

B. Why do you think good teamwork is important?

Handout C-6.2 Workplace Teamwork

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker (write down what people say).

Practise 2

A. What is an example of a role on a work team?

B. What can happen if there isn't good team work?

Handout C-6.2 Workplace Teamwork

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker (write down what people say).

Practise 3

A. What does a leader of a work team do?

B. Why do you think compromise is important?

Handout C-6.2 Workplace Teamwork

C.

- You will practise workplace teamwork.
- You will role play pretend situations.
- In each situation, you each will have a job – such as leader, note-taker (write down what people say).

C-6.3 Workplace Experience –Teacher Guide

Objective

- Students will be able to apply literacy skills in a workplace environment, where they will observe and ask questions.
- Students will have a better understanding of the types of jobs available in their locale, and how to find and apply for these jobs.

Overview

- This module is a guide for integrating a workplace experience into your program. It is preferable to have workplace experience occur after students have completed majority of their modules at least once. It provides a practical way for students to practise skills learned in the classroom, as well, learn how their skills can be applied to a particular job (for example: learning how important reading numbers is to work at an auto-repair shop).
- The Sample Interview, Sample Application Form, and Interest Inventory are all written in plain language. They are examples of how employers can adapt forms and interview questions to accommodate adults with FASD. The “Teacher’s Notes on Job Skills” illustrates how this can be done and gives examples that you can share with employers.

(Note: “Teacher’s Notes on Job Skills” is an instructing resource and not appropriate for students.)

- This module requires substantial preparation ahead of time, which would be best handled by someone other than the classroom teacher. Any workplace visitations must be prearranged and follow whichever regulations your organization or government has.
- *Respect confidentiality and person’s right to not disclose a physical disability in mind. In Canada, there is voluntary disclosure.*

- While this module goes into applying for work (application forms, cover letters, and job interviews), writing résumés is not taught. The level of literacy and computer skills needed to successfully create a résumé is beyond that covered in the modules. However, students may have a résumé that was created for them with help from family members or a support worker.
- If students do not have résumés, the cover letter section might not be needed.

Preparation (ahead of time)

- Adhering to your organizations regulations, contact a variety of workplaces appropriate for your students, and try to arrange tours and work experiences (job shadows). Students need to be accompanied by at least one staff member for each tour and work experience. It would be advisable to inform whomever your contact is at a business that the students are a low literacy level and have trouble understanding some terms as well as abstract language. You may have to explain how to use plain language, which is covered in "Teacher's Notes on Job Skills". (*Ideas & Strategies: Building Success for Adults with FASD*, included on disc with Regina Community Clinic's Literacy Kit, is another good resource to help you do this)
- Having students fill out the "Questions about Me" handout can assist you in matching students with the right business or right schedule.
- Asking for brochures ahead of time to go over vocabulary applicable to a particular field of work with students would be a good idea. Other option is to look at the business's website.
- There is a good chance that any workplace visitation will have to be at times convenient to the business. Just going to different workplaces will be a big change for students to handle. Be prepared to assist students if

- class schedules need to be changed to accommodate workplace experience. Have a schedule prepared so students understand that after the experience, the routine will go back to what they are comfortable. Giving students more rest time and letting them do activities that they enjoy are examples of ways to reduce stress from a change in routine.
- Keep the length of each experience similar to that of the class (generally no more than 2 hours). Use your discretion to how many workplace experiences, and how involved (tour or job shadow) each will be for individual students. One way to do this is to discuss how students are feeling after the experience. Watch for student's feeling too tired or mood swings, these could be signs of being overwhelmed.

Materials

- Wipe-board or flipchart
- Large art paper
- Dictionaries
- Blank job application forms
- "Teacher's Notes on Job Skills"
- Handouts
- Coloured markers or crayons
- Local newspaper or internet access for job listings
- "Questions about Me" handout

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm up for this lesson is a creative activity.
- Explain that students will create a name poem using good (positive) words to describe them.
- Explain that they will use each letter of their name.
- Go through the example Sandra with students (**S**mile, **A**lways polite, **N**ice, **D**resses up good, **R**eally helpful, **A**lways tries hard)
- Hand out art paper and markers for students to use.

- Some students may not be able to generate creatively and you may have to give them words to use (ask, “do you think you are ___?”).
- Provide dictionaries and assist students who struggle.
- If you have to use words students are unfamiliar with, write out meaning in words they understand to include in their word poem.
- If students are comfortable, allow them to share their poems by either reading or displaying them.

(Additional Lessons of Module)

- Choose a job position (preferably from a place students have toured or discussed) and let them ask yes or no questions (similar to “Minute Mysteries” from Problem Solving Module)

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, they used words to describe their “good qualities.”
- Explain that “good qualities” mean good or positive things that you do well. With students, create a list of “good qualities” and “bad qualities” and discuss the differences between the two.
- Explain that when employers interview someone for a job, they often ask about your good qualities.
- Explain that in this module will be about jobs for when they are ready to look for work: what different jobs are like, how to find jobs, and how to apply for jobs.
- Explain that they will also use many of the tricks they learned in other modules in this one. Such as: filling out forms, writing letters, and communication.

Sample Cues for Discussion

- Have you ever worked before? Where and what did you do?
- What type of work do you like to do? (You may need to clarify with examples: Do you like a job where you build things? Lift things? Work at a desk?)
- Do you have a résumé? Is it just on paper or on computer? How old is it?

Procedure

- Explain to students (use handout) that they will be learning what different jobs are like by going to “workplaces.” Explain that a workplace is anywhere that people work. The classroom is an instructor’s workplace.
- Explain that these visits are Workplace Experience, which is a special assignment.
- Clarify that they are not going to work, but rather to learn about the jobs at the workplace by watching and asking questions.
- You may need to create a chart to illustrate the differences between workplace experience and working, as this may be a new concept for some students. Some students may become confused and believe that they are going to learn about a job so they can do the job later. This could be quite stressful.
- Give students written notice ahead of time of any work experiences. If applicable, provide information about the business with brochures or their website. Remind students they are **learning** about the workplace to know what they do and what jobs are like there, **not** to work there.
- After each workplace experience, discuss with students how they liked it, while having them fill out the “My Workplace Experience” form in the end section of the student handout (where assignments usually are).
- Use your discretion and student feedback to decide how many workplace experiences.

- Discuss with students, how someone who wants to work would find jobs to apply for.
- Go over the different methods: signs posted, job ads, hearing from friends.
- Explain that want ads can be in newspaper and on the internet.
- If applicable, demonstrate finding job ads for your area on the computer. If there are several sites, go through each and explain any terms students might find confusing.
- Explain to students that to apply for some jobs, you need to fill in an application form and then hand it in to the employer.
- Review "Filling in Forms" module, and the steps to fill in a blank form. If a student has not done the module for a while, it might be useful to go over the entire thing.
- When you go through an application form with a section for references, discuss what "references" are and whom students think would be good choices for a reference.
- Explain that it is important to make sure references are "up to date." That means that the phone number of each person is still correct, and the person knows you are using him or her as a reference.
- Discuss with students what happens if an employer cannot contact someone's references or the references do not remember the person using them as a reference.
- Provide practise application forms from local businesses (or off the internet if there aren't any local ones available).
- Some students may become confused and think they are applying for the job on the form. Clarify that the forms are for practising in classroom and will not be used to apply for work.

- If students have résumés written, you may want to discuss applying with them. Writing an effective résumé requires writing and organization skills beyond the modules, but students have something they can edit on the computer, you can assist them updating it. You can remind students that, just like on an application form, they should not apply for a job with a résumé if they are not sure of their references being up to date.
- Explain to students that sometimes with people apply for jobs with a résumé instead of an application form, they use a “cover letter.”
- Explain that a cover letter is a special letter that is the cover for the résumé. It tells employers what job you want to apply for and why the employer should hire you.
- Review “Writing Letters” module, and the steps to write a letter. If a student has not done the module for a while, it might be useful to go over the entire thing. Reviewing “Writing a Paragraph” and “Introductions” modules might also be helpful.
- Locate a job ad from online, or create your own.
- With students, create a pretend cover letter applying for the job.
- Give students opportunity to create cover letters on their own. Stress that it is for a pretend job, they are not really applying for work.
- Explain to students that a job interview is when employers ask you questions to help them decide to give you a job.
- Explain that the ways to talk and listen well from the “Workplace Communication” module are important to do in a job interview.
- Review “Workplace Communication” module. If a student has not done the module for a while, it might be useful to go over the entire thing.
- Explain that at job interviews, an employer asks special questions to find out: their good qualities, why they want to work for employer, if they have ever done work that would help them be good at the job, and if they would be able to do the job.

- Go through the “20 Sample Interview Questions” in the end section of the student handout (where assignments usually are).
- Discuss with students why they think each question might be important for a job or what type of job the question might be important to ask someone about.
- Explain that each job interview will have different questions. If they do not understand a questions, they can say, “I don’t understand you” or “I don’t understand the question” to the employer.
- Provide opportunity for students to have mock interviews using the sample questions or create your own. Letting students interview each other is good experience, but only after someone else (teacher, aide, or employment instructor) interviews them first.
- Explain the practicing before an interview often helps people not be nervous in a job interview.

Assignments

Tasks for Practise

- There are no formal practice assignments for this module.
- “My Job Experience” sheet is filled out after each job experience. Feel free to create custom sheets for students to fill for a specific work experience.

Debriefing

- Go through each work experience with students, using the sheet they filled out as a guide.
- Check to see if students are learning about the places they visit, and if they being overwhelmed by the experience.
- Clarify that students are aware they are going to places to learn and not because they are going to be working.

Assessment

Collect handouts and monitor student participation in activities to assess learning:

- Are students aware of what the workers in places they visit do in their jobs and what types of skills are required to do that job?
- Are students able to locate job advertisements for businesses in their area?
- Are students able to apply "Filling in Form" skills to application forms?
- Are students able to apply "Writing Letters" and other writing skills to cover letters?
- Are students able to apply "Workplace Communication" skills to practise job interviews?

Further Learning

- Let students create a mock job ad and interview each other for it

Overview

- This module helps you learn about jobs.
- You will learn in the classroom and out at places where people work.



Objective

- You will know more about different jobs around your area.
- You will understand how to look for jobs and apply for them.



Handout C-6.3 Workplace Experience

Warm-up

- You will be creating a **Name Poem**.
- A **Name Poem** uses the letters in your name to create phrases to describe you.
- Only describe good things about you.

Handout C-6.3 Workplace Experience

- Here is an example **Name Poem** for the name, Sandra:

Smile

Always polite

Neat

Dresses nice

Always tries hard

- You can use dictionaries to help find words.
- Your instructor can also help you.
- You can share your **Name Poem** when you are finished.



Handout C-6.3 Workplace Experience

Notes:

- In the warm-up, you wrote words that described your **good qualities**.
- Good qualities are good things that you do well.
- Help your instructor make a list of good qualities.
- Your instructor will also make a list of bad qualities.
- Notice that good qualities and bad qualities are different.

Handout C-6.3 Workplace Experience

- To help you learn about different jobs, you will be visiting different **workplaces**.
- A workplace is anywhere that people work.
- For example, your classroom is your instructor's workplace.

Handout C-6.3 Workplace Experience

- Your visits to different workplaces are part of a special assignment called **Workplace Experience**.
- Workplace Experience is when you learn by:
 - Listening to workers talk about where they work and what their job is.
 - Watching workers at a workplace.
 - Asking questions about the workplace and what workers do there.

Handout C-6.3 Workplace Experience

- You are learning about what jobs are like at a workplace.
- You are also learning what workers need to know to be able to do their job.
- For example: reading or using numbers.
- You are not learning so you can work there.
- You will not be doing the worker's job.
- The worker may have you help them with their job.
- This is to help you understand what they do.
- This is **not** working at a job.

Handout C-6.3 Workplace Experience

- After each workplace visit, you will discuss with your instructor what you have learned.
- There is a fill in the blanks form for you to fill out to help you do this.
- The form is called, "My Workplace Experience."

Handout C-6.3 Workplace Experience

- When someone wants a job, there are different ways to find one to apply for.
- These include:
 - “Help Wanted” signs
 - Job classified advertisements
 - Hearing about jobs available from a friend
- Your instructor will show you ways to find jobs where you live.

Handout C-6.3 Workplace Experience

- To apply for some jobs, you have to fill in an application form.
- Your instructor will review the Filling in Forms module with you.
- You will practise filling in real application forms.
- These are practise forms, not to really apply for jobs.

Handout C-6.3 Workplace Experience

- On some application forms, there is a blank for **References.**
- References are people who know you well and can tell an employer why they should hire you.
- When you hand in a job application, you should make sure the phone numbers for your references are right.
- You should also make sure your references know you are using them. That way, they know an employer might call them.

Handout C-6.3 Workplace Experience

- A **cover letter** is a special letter to employers when you apply for a job using a resume.
- It is the cover of your resume, like the cover of a magazine or book.
- It tells employers what job you want to apply for and why the employer should hire you.

Handout C-6.3 Workplace Experience

- Your instructor will review the “Writing Letters” module with you.
- Your instructor will demonstrate writing a pretend cover letter with you.
- You can practice writing pretend cover letters for other jobs. Your instructor, not an employer, will read it.

Handout C-6.3 Workplace Experience

- A **job interview** is when employers ask you questions to help them decide to give you a job.
- Talking and listening well is important.
- Your instructor will review the “Workplace Communication” module with you.

Handout C-6.3 Workplace Experience

- In a job interview, an employer asks special questions to find out:
 - Your good qualities (good things you are good at).
 - Why you want to work for them.
 - If you have ever done work that would help be good at the job.
 - If you would be able to do the job.

Handout C-6.3 Workplace Experience

- Your instructor will go through “20 Sample Interview Questions” with you.
- These are sample questions.
- Employers will ask different questions in a job interview.
- If you do not understand a question you are asked, you can say, “I do not understand.”
- The employer will then say the question with different words.

Handout C-6.3 Workplace Experience

- Using the “20 Sample Interview Questions,” you will have practise interviews.
- Pretend job interviews helps you be better at real job interviews.
- People are not as nervous at job interviews if they practice first.

Handout C-6.3 Workplace Experience

My Workplace Experience

1) What is the name of the workplace you visited?

2) What type of place is it? (Restaurant? Store? Repair Shop?)

3) What was one job a worker does there?

4) What was your favourite part of the workplace?

20 Sample Interview Questions

- 1) Why do you want to work at (name the workplace)?
- 2) Do you like to work with other people?
- 3) Can you get your work finished each day, by yourself?
- 4) Can you help other people finish their work?
- 5) Do you want to work on weekends – Saturday and Sunday?
- 6) Can you work during the evenings (list the hours)?
- 7) Can you work full time? That is 8 hours a day (list the hours)?
- 8) Do you come to work on time, or are you sometimes late?
- 9) Do you know how to get to work (find out if they would walk, take the bus, ride a bike, or drive).
- 10) Do you often have to miss work? If yes, why did you miss work?

Handout C-6.3 Workplace Experience

- 11) To work here you need to wear a uniform (clothes that are for work only, show a picture of the uniform or describe it). Can you wear a uniform?
- 12) Can you work in the mornings (list the hours)?
- 13) Do you get tired easily?
- 14) Have you ever worked as a _____ before?
- 15) Do you know how to use a _____?
- 16) What would you like the most about working here?
- 17) What would you be good at doing at this job?
- 18) Would you be able to work outside?
- 19) Do you like working inside?
- 20) Can you lift and carry heavy boxes?

Sample Application Form

Application for Employment

Job You Are Applying for? _____

When You Can Start Working? _____

PERSONAL INFORMATION:

Last Name: _____

First Name: _____

Address: _____

City _____ Prov: _____

Postal Code: _____

Home Phone: _____ Cell Phone: _____

EDUCATION

What is the name of your most recent school?

What city was your school in?

How many years did you go to this school? _____

What was the last grade you completed? _____

Sample Application Form

EMPLOYMENT HISTORY:

Who was your last employer?

When did you work there?

What did you do there?

What is the employer's address? _____

City: _____

REFERENCES

1. _____

Phone Number: _____

2. _____

Phone Number: _____

3. _____

Phone Number: _____

Sample Application Form

ACKNOWLEDGEMENT and AUTHORIZATION

I know that if I don't tell the truth on this form, that I may not be interviewed for a job. I also know that if I don't tell the truth and get hired, that I might lose my job for not telling the truth on this Form. I believe that I have told you the truth.

Signature of Applicant (you)

Today's Date: _____

Sample Application Form

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Notes on Job Skills

The Need for Plain Language

Using plain language lessens workplace stress, and for people with FASD they feel more productive as they can better understand what you are asking of them. The person can only do what they understand and can only do what her or she remembers. The goal of plain language is simple. It's about communicating with a person so that he or she understands what you want them to do.

Here are some strategies you can use:

- Give information in one or two sentences.
- Use clear, simple, and concrete words.
- Check with the person for understanding.
- If necessary, repeat the information using the same words.
- Skip the use of acronyms.
- Speak calmly and slowly in a clear voice.
- Avoid the use of negatives (say 'do this' instead of 'don't')
- Use their words as much as possible.
- Pay attention to your body language (try to be relaxed).
- Be patient and use encouraging words.

The Job Interview (To Employers)

There are several things you can easily do when preparing to interview someone with FASD. Ideally, there is a supported employment worker involved with the person. The worker may bring the person in for a quick 'hello' and a quick look at the workplace a day or two before the interview.

This very brief intervention can help the person with FASD feel more comfortable when it's time for the interview because you will not be a complete stranger and the workplace will have some familiarity. Doing these two small things beforehand eases the person's anxiety about being somewhere new or meeting someone new. These simple actions can result in a better interview.

During an interview, people with FASD will do better when they are in a 'conversation' rather than a series of questions. If you can, simply have a few key questions to guide the conversation, and then listen closely. Try the following:

- Use language that allows the person to feel respected.
- Allow longer time for a response.
- Allow for a shorter interview in a quiet space with few distractions.
- Be open to the idea that the individual may need a support person in the interview with them.

Interview Questions:

When an employer is interviewing anyone, there are several answers that they are looking for: does the person understand the job, can he or she do the job, can he or she work as a team, how much help will they need, will he or she “fit in,” and so forth. Employers usually have a few minutes to figure out if the person can do the job. Given that need, most workplaces have a series of standardized interview questions that are often similar to the following example.

Let’s imagine a house cleaning company, 123Cleaners, and that these are their usual interview questions:

- Why would you like to work here?
- Have you ever worked as a _____ before?
- What duties do you think this job entails?
- Would you be able to do shift work?
- Tell me about yourself?
- Are you bondable?
- What do you like to do in your spare time?
- How do you handle stress?
- What kind of worker are you?
- How many hours a week do you prefer to work?

Now, while these questions seem straight forward, for someone with FASD they may be more confusing than we realize. How could these questions be asked using plain language?

Remember, plain language is simple. Concrete language is very clear and direct without using slang or acronyms so be specific in your questions.

Here are similar questions, this time in plain language:

- Why do you want to work at 123 Cleaners?
- When did you work as a house cleaner?
- Can you tell me some things you, as a house cleaner, would have to do?
- You need to be 'bondable.' Can you tell me what that is?
- Sometimes, 123Cleaners needs to work at night. Can you work at night? (or be specific, can you work from 7:00PM-1:00AM?)
- What do you like to do when you are not working?
 - Do you sometimes feel worried or nervous about something?
- When you work, are you always on time?

A Word about Application Forms:

People with FASD can have some problems reading for a variety of reasons: lack of education, reading disability, visual processing problems and so forth. Job application forms can appear confusing to some people. Here are some ideas to overcome some of these challenges:

- Whenever possible try to have application forms that are simple and easy to read. This is also good best practices for any workplace.
- Allow the individual to take the application home, or to have a couple of copies in case he or she makes a mistake filling it out.
- If you have time, go over the application with them...slowly.