Connecting Families through Community:

An English as a Second Language (ESL)
Family Literacy Research Project

CHILD’S GUIDE
Module 1
Canada

Some of the questions we will talk about are:

1. What do you know about Canada?
2. What would you like to learn about Canada?
3. Where you can find information about Canada?
4. How is Canada the same or different from your first country?
5. What do you think kids should know about Canada?
What do you know about Canada?

1. Write or draw a picture of what you know about Canada.

a) Schools in Canada

b) Weather in Canada

c) People in Canada
d) Animals in Canada

e) Games in Canada

f) ______________________

g) ______________________
What would you like to learn about Canada?

1. With a partner, talk about what you would like to learn about Canada. Write your questions below.

Some question words that might help:

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>Why?</td>
<td>How?</td>
</tr>
</tbody>
</table>

a) 

b) 

c)
2. Where could you look to find information to answer your questions?

a) 

b) 

c) 

d)
Finding Information about Canada

1. Using the resources you have, find at least 3 new things about Canada. Record your information and where you found it.

a) I found this information_________________________.

b) I found this information___________________________.

I found this information___________________________.

I found this information___________________________.

I found this information___________________________.

I found this information___________________________.
c)

I found this information________________________.
**Same and different**

Some things about Canada might be different from things in your first country.

What things are the same? What things are different?

**Let's think of some things that are:**

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Let's talk about your answers!
What do you think kids should know about Canada?

Now that you live here, you probably know a lot of things about Canada.

What do you think kids should know about Canada?

Let’s make a list of things you think would help other kids who have just come to live in Canada.

I would like to tell other kids that:

1. 
2. 
3. 
4. 
5. 
6. 

Let’s share your ideas!
Module 2
Identity

Today we are going to talk about:

1. You and your family
2. Your name
3. Things that make you special
4. How to talk to your parents about the past
5. Your dreams
Activity 1
Who am I?

On the next page:

1. **Draw** a picture of yourself doing something you enjoy.

2. **Talk** about the picture with a partner

3. **Write** about the picture
Who am I?
Activity 2
My Name

What is the meaning of your name? Where did it come from? **Write your answers below.**

Share your story with a partner.

**Write a poem** using the letters in your name as the first letters of each line. The poem should talk about you.
Activity 3
My dreams

What are your dreams for the future?

Complete the following sentences:
These prompts are too much for the children to work with. Maybe just I want and someday I will.

I hope _______________________________________
I wish _______________________________________  
I want _______________________________________
I dream _______________________________________
Someday I will __________________________________

Which is your favourite sentence?

______________________________________________________________________

Why?

______________________________________________________________________

______________________________________________________________________
Activity 4
My family stories

Do your parents (or other family members) tell you stories about the past?

What kind of stories do they tell?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Learning about your family can be interesting. It can also help you learn more about your family and about yourself.

**List some questions** you would like to ask your parents or other family members about the past.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Share** these questions and make a list of your favourites.

After the break, you will ask your parents some of these questions.
Today we are going to learn about:

1. Being Active
2. Syllable Counts
3. Word Parts
4. Context Clues
5. Picture Cues
Being Active

What activities did you do with your friends and family in your first country?

- 
- 
- 

Have you discovered any new activities since arriving to Canada? Have you tried anything new? Are there any activities that you would really like to try but haven’t yet?

<table>
<thead>
<tr>
<th>New activities you have tried:</th>
<th>Activities you would like to try:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Syllable Count

Write down some words and break them into syllables.

Let’s practice counting and using syllables. Write a haiku about your favourite activity.
### Word Parts

<table>
<thead>
<tr>
<th>Before</th>
<th>Middle</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Prefix)</td>
<td>(Root)</td>
<td>(Suffix)</td>
</tr>
</tbody>
</table>

1. The root is the main part of the word.  
   \textit{cycle}

2. Sometimes a word has a suffix or a prefix. Prefixes are added to the beginning of the word or root.  
   \textit{bi}cycle

3. Suffixes are added to the end of the word or root.  
   \textit{bicycling}
Examples of **Prefixes:**

1. Let’s **pre**view the rules of the game.
2. It was an **un**believable day at the park.
3. I **dis**agree with the referee’s call.
4. She will **re**play the winning goal in her mind.
5. That dance move seems **im**possible.

**Can you think of any others?**

Examples of **Suffixes:**

1. David is a great soccer **play**er.
2. That tennis match was unbeliev**able**!
3. Happi**ness** is summer time at the pool.
4. What a beauti**ful** beach day.
5. I love bik**ing**.

**What are some more examples?**
Reading for Understanding

Sometimes, when we read a book, we get stuck on a word we don’t know.

What do you do when you get to a word you can’t read?

When you come to a word you don’t know:

- Reread the sentences that came before the word to look for a clue about the word.
- Skip the word and continue reading to the end of the sentence and then come back to see if there were more clues about the word.
- Look at the pictures. What word could fit here?
- Try to break the word into syllables.
- Are there any word parts that can be separated?
Module 4
Learning and Schools

Today we are going to learn about:

1. How do you feel about school?
2. How are schools the same and different?
3. Who can you talk to at school?
4. Do you know your contact information?
How do you feel about school?

Choose a “face” from below that shows how you feel about school. It is okay to choose more than one face if you like.

Or, draw a new one using the blank face. Then share your answers and feelings.
Same and Different

Canadian schools might be different from schools in your home country.

How are they the same? How are they different?

1. List some things that are:

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Share your answers!
Who can you talk to at school?

Who can help you if you have a problem at school?

Write some ideas below.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Read the following situations. Who would you go to for help if this happened?

1. You are getting teased at recess by someone on the playground.
   ________________

2. You are having a lot of trouble with your homework every night.
   ________________

3. You need more help with your English.
   ________________
Contact Information

Do you know your contact information? *Try to fill in this box:*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full name:</td>
<td></td>
</tr>
<tr>
<td>Telephone number:</td>
<td></td>
</tr>
<tr>
<td>Home address:</td>
<td></td>
</tr>
<tr>
<td>Parent or guardian’s full name:</td>
<td></td>
</tr>
<tr>
<td>Emergency contact name and telephone number:</td>
<td></td>
</tr>
</tbody>
</table>

*It is important to know your contact information. Why do you think this is a good idea?*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

When you are at school or in your community, you should always be able to tell someone your contact information in case of an emergency. It might be a good idea to keep it with you on a piece of paper.
Module 5
Homework

Today we are going to talk about:

1. Homework
2. A time to do homework
3. A place to do homework
4. Homework help
1. How much time, each day, did you spend on homework in your home country?

In my home country, I spent _______________ on homework.

2. How much time, each day, do you spend on homework in Canada?

I spend _______________ on homework.

3. With a partner, talk about your answers and then share with the group.

4. Do you think homework is important? Explain your answer.

Yes, I think homework is important because

________________________________________________________________________

________________________________________________________________________.

No, I don’t think homework is important because

________________________________________________________________________

________________________________________________________________________.
A time to do homework

1. When do you do your homework?
   **I do my homework** ________________________________.
   - after school
   - after supper
   - at 7pm
   - before I go to bed

2. When is the best time to do your homework?
   **The best time to do my homework is**______________.
   - after school
   - after supper
   - at 7pm
   - before I go to bed

3. Is there anything that stops you from doing your homework?
   **Something that stops me from doing my homework**
   is____________________.
   - soccer
   - chores
   - playing with friends
   - television

4. Sometimes it is hard to get homework done because there are so many other things to do. What are some other activities that you like to do?
   **I like to** ________________________________.
   - play at the playground
   - listen to music
   - draw pictures
A place to do homework

Having a place to do your homework can be helpful. **Where do you do homework?**

__________________________________________________________

__________________________________________________________

**A homework place should:**

- be quiet
- have good lighting
- be without distractions

**Make a list of the items you need in your homework place.**

__________________________________________________________

__________________________________________________________

__________________________________________________________

- pencils
- eraser
- pens
- paper
- dictionary
- globe
- ruler
- map
Draw a picture of a good homework place on one side of the box. On the opposite side, draw a homework place that would not be good.
1. **Get some help** with your homework if you are having trouble. Ask your:
   - parent
   - brother or sister
   - friend

2. **Eat** something healthy before you do your homework.
   a. it’s easier to think when you are not hungry
   b. list some great pre-homework snacks:
      i. __________________________
      i. __________________________
      i. __________________________
      i. __________________________
      • rice
      • bread
      • cereal
      • fruit
      • nuts

3. Before you do your homework, try to **clear your head**.
   a. relax and breathe deeply
4. **Pick** the hardest thing to do first.
   a. save the easiest for last
   b. this means the more you do your homework, the easier it gets

5. Do your homework **in the same place** every day.
   a. make it routine

6. **Take breaks**.
   a. little breaks helps you clear your mind

7. If you are **feeling sad** about your homework?
   a. this might means you need help
   b. ask your teacher or parent for help

8. Turn your homework into a **good habit**.
   a. soon you won't even know you are doing it

9. **Reading** makes homework a lot easier to do.
   a. the more you read, the better you understand.

10. Its good to **get help** with your homework in your first language.
    a. It might help you understand better
Today we are going to talk about:

1. Making friends
2. Fun activities to do with friends
3. How to be a good friend
4. Best friends
5. Friendship games
Making Friends

Before you make friends, decide who you want to be your friends. People like to have friends who like to do the same activities they do.

Write down some of the things you like to do with your friends:

- play soccer
- ride bikes
- go swimming
- draw
- read
- make a craft
- cook food
- play games
- go for a walk

Let’s share our answers!
Tips on Making New Friends

1. **Smile.**
   - When you **smile**, people think you are friendly and easy to talk to.

2. **Say something nice about the person.**
   - How do you feel when someone says something nice to you?

3. **Ask questions.**
   - Who's their favourite singer?
   - Where do they live?
   - What do they do after school?

4. **Talk.**
   - Answer their questions.
   - If you don't know who your favourite singer is, or what your hobbies are, think about it.

5. **Be a friend.**
   - If you show an interest in other kids who are kind and friendly, you will make good friends.
When you meet someone:

Say:

Hi or Hello my name is _________.
How are you?
What do you like to do?

Reply:

Hello my name is ___.
I am fine.
I like to ____________.
- play soccer
- listen to music
- read books
- play with friends
  - ____________
I like to eat ____________.
- carrots
- hummus
- bread
  - ____________
I go to _________________.
I am in grade ________.
My teacher is ________.
Fun activities to do with friends

It’s fun to plan activities that you and a friend both enjoy. We are going to play a game to come up with fun ideas to do with friends.

Take this chart and go around to others in the room to get suggestions of different activities you could do with a friend in each category. Put the person’s name by the suggestion.

<table>
<thead>
<tr>
<th>Your house</th>
<th>Outside</th>
<th>Games</th>
<th>Sports</th>
<th>At School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- bake bread  -play soccer  -play a game
-listen to music  -play video games  -cook soup
-make a craft  -read cartoons  -draw
How to be a good friend

Fill in the blank with a word from the box

<table>
<thead>
<tr>
<th>listen</th>
<th>respect</th>
<th>trust</th>
<th>understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>problems</td>
<td>care</td>
<td>kind</td>
<td>fun</td>
</tr>
</tbody>
</table>

1. Good friends talk and __________________to each other.

2. Good friends have _____ together when they do activities they both enjoy.

3. Good friends try to __________________ each other's feelings.

4. Good friends help each other solve __________________.

5. Good friends are __________ when they say nice things to each other.

6. Good friends ______________each other when they are listen to how they feel.

7. Good friends can ________ each other when they tell something private.

8. Good friends __________________about each other.
My best friend

Do you have a best friend? **Tell us a little bit about them.**

My best friend’s name is: ________________________________

He or she is ____ years old.

He or she lives in ____________. (city or country)

My friend likes to ________________________________

I met my friend ________________________________

I like him or her because ________________________________

_______________________________________________________________________________

When I am with my friend, I like to ________________________________

_______________________________________________________________________________.
Draw a picture of you and your friend doing something fun together.
Friendship Games

This activity is full of fun. We are going to play three different friendship games.

**The Human Knot**
Stand in a circle and grab the hand of someone in the circle, but it cannot be the person to your right or left. Once everyone has grabbed hands, you must untangle yourself without letting go of hands.

**I'm Your Friend**
One person is chosen to be "it." The child who is "it" sits in front of the rest of the children, with their eyes closed. Someone in the group quietly walks up behind the child and says, "I'm your friend," and then returns to their seat. The child who is "it" must then guess who it was.

**Scrabble**
In this game you can build words in English or your first languages. You may play the game with a partner as a team or on your own.
Module 7
Community Safety

Today we are going to learn about:

1. Signs in Our Community
2. People in Our Community
3. Safety in Our Community
Signs in Our Community

Have you seen these signs before? Let’s talk about where you saw them and what they mean.
**People in Our Community**

There are many people in our community. Some of them are kids and some adults. They all have important responsibilities in the community.

*Let’s work together to make a list of people in our community and what they do.*

<table>
<thead>
<tr>
<th>Person</th>
<th>What they do in the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Look at the people in the pictures. Have you seen these people in your community? Who are they? What jobs do they do?
Safety in Our Community

What do these signs mean?

- When there’s an emergency, it’s important to get help quickly.
- Everyone needs to know how to call 911 and get help.
- Use 911 to call for Police, Fire or Medical help. Calling 911 in an emergency could save someone’s life.
List some times when you might have to call 911.

1. 

2. 

3. 

List some times when you do not need to call 911.

1. 


2. 


3. 


Module 8
Food and Nutrition

Today we are going to talk about:

- The Sandwich Swap
- Canada’s Food Guide
- How to follow a recipe
- Trail Mix
Canada’s Food Guide

What is your favourite food?

________________________________________________________________________

________________________________________________________________________

Do you know the names of the four food groups? Write an example of a food you like to eat from each food group.

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
What did you eat yesterday?

Let’s **count** the number of foods **in each food group** we ate yesterday!

<table>
<thead>
<tr>
<th>Name</th>
<th>Meat and Alternatives</th>
<th>Milk and Alternatives</th>
<th>Fruits and Vegetables</th>
<th>Grain Products</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Trail mix

Let’s make this recipe!

Instructions:
Get a bag.
Measure your ingredients and put them in your bag.
1 scoop of unsweetened coconut
1 scoop of cereal
1 spoonful of dried cranberries
1 spoonful of yogurt raisins

Use the tongs and add:
6 dried apple rings
6 dried apricots
Module 9
Health and Wellness I

Today we are going to talk about:

1. Body Parts
2. Body Parts Diagram
3. Sick at Home and School
## Body Parts

Draw or write body parts in your first language and English.

<table>
<thead>
<tr>
<th>Arm</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouth</td>
<td></td>
</tr>
</tbody>
</table>
Body Parts Diagram

Label the body parts:

http://img163.imageshack.us/i/humanprint.jpg/
Sick at Home and School

Write symptoms you have when you feel sick. Draw a star beside the symptoms that would make you want to stay home to get better.

<table>
<thead>
<tr>
<th>- cough</th>
<th>- cold</th>
<th>- hot or fever</th>
</tr>
</thead>
<tbody>
<tr>
<td>- stuffy nose</td>
<td>- running nose</td>
<td>- aching muscles</td>
</tr>
<tr>
<td>- pain</td>
<td>- stomach ache</td>
<td>- head ache</td>
</tr>
</tbody>
</table>
Module 10
Health and Wellness II

Today we are going to talk about:

1. The Five Senses
2. Senses Stations
3. Germs
The Five Senses

Fill in the blanks. You use your:

- eyes to _____ ears
- _____ to hear feel
- nose to _____ see
- _____ to taste smell
- skin to ____ tongue

What are your five senses?

___________________  _________________
___________________  _________________
___________________  _________________
___________________

We are going to work in stations to explore how our senses work.
Senses Activities

Seeing Station

Look at the pictures on the left, and then the ones on the right. Are they the same or different? What is different about them?

1. Circle Same or Different. Why?

2. Circle Same or Different. Why?

3. Circle Same or Different. Why?

4. Circle Same or Different. Why?
Hearing Station

Shake each container. What do you hear? Can you tell what is inside?

<table>
<thead>
<tr>
<th>Marbles</th>
<th>Paper Clips</th>
<th>Rice</th>
<th>Sand</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>5.</td>
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</tbody>
</table>
Smelling Station

What do you smell? Does the smell remind you of something? Can you tell what is in each jar/container?

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________
Tasting Station

How would you describe the taste of each station? Sweet? Salty? Sour?

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Touching Station

Close your eyes and put your hand in each bag one at a time. What do you feel? What do you think is in each bag?

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________
Germs

What are *germs*? How can they be spread?

**Why** you think Mrs. Bindergarten’s class may have become sick?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Draw** a face of what it feels like when you have a cold.
How do you feel when you have a cold?

- 
- 
- 

How does getting the flu feel different?

- 
- 
- 

What are some things that you have learned to stop spreading the cold and flu germs, and how to take care of yourself?

- 
- 
- 
- 
-