

Global Description

Phase I learners are becoming aware that print conveys meaning and that there is a connection between oral language and print. They are beginning to recognize the value that Canadian society places on Reading, Writing and Numeracy for employment purposes, reading letters from the government, etc.

Reading

A Phase I ESL Literacy learner:

- Is becoming aware that print has a variety of forms with different purposes, such as signs, bills and stories
- Is learning about the organization of books and print conventions
- Can read a bank of high frequency sight words
- Can say the names of the letters of the alphabet
- Understands that there is a letter/sound correspondence.

Writing

A Phase I ESL Literacy learner:

- Is familiar with the basic mechanics at the level of letter and word
- Can tell a very short personal story for someone else to write
- Can form most of the letters correctly
- Is learning where to write (on the line) and how to space letters and words
- Can write some sounds such as the initial consonant of a word in a dictated exercise but can't yet apply the knowledge. Therefore, he/she uses invented spelling.

Numeracy

A Phase I ESL Literacy learner is developing:

- A beginning understanding of place value, money and measurement
- An ability to perform basic mathematical operations using manipulatives.

Sociocultural and Linguistic Considerations

A Phase I ESL Literacy learner is learning:

- The importance placed on the written word in Canadian society
- That both written and oral stories are valued in Canadian society
- That learning can occur outside of the classroom, such as on field trips, etc.
- That there are many reasons for reading – instructions, prices, appointment cards
- There is a standard way of forming numbers and letters which is recognized in Canadian society
- That different cultures have different concepts of time and what constitutes being late
- That errors are considered natural when learning a second language and that correcting them aids in learning
- The consequences of not obeying signs
No smoking No parking
- The Canadian terminology and order of names
First name, middle name, family/last/surname

Learning Strategies

The Phase I ESL Literacy learner is beginning to:

- Participate in class by repeating, chanting and singing
- Focus on listening carefully
- Attend regularly and complete written work
- Use class time wisely
- Risk making mistakes in order to develop literacy skills
- Take the initiative for own learning
- Practice at home and school.

Reading Strategies

A Phase I ESL Literacy learner is beginning to:

- Bring own experience and prior knowledge to the text
- Get meaning from text through
 - i. Context
 - ii. Recognition of a small bank of sight words
 - iii. Guessing words by the first letter or the shape of word
 - iv. Pictures or other features of the text
- Re-read to aid comprehension
- Use memory strategies, such as repetition and categorizing
- Use illustrations and symbols as clues to meaning
- Read over daily work at home
- Recognize documents by colour, graphics, size, etc.

Writing Strategies

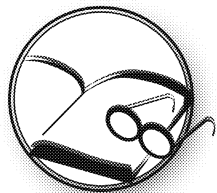
A Phase I ESL Literacy learner is beginning to:

- Look back at a model when copying and note the placement on a page or line
- Write slowly and carefully
- Count number of letters when copying a word
- Use invented spelling
- Use writing to reinforce learning
- Use a variety of sources to check work, such as teacher, classmates, model, picture dictionary.

Numeracy Strategies

A Phase I ESL Literacy learner is beginning to:

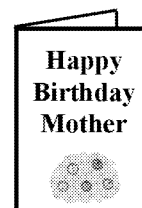
- Use manipulatives to understand a new problem
- Memorize a small set of basic facts
- Use reasoning for estimation or to determine when to use addition or subtraction.



Sample Tasks

1. **Read and understand short messages**
 - Recognize and match words on flashcards to corresponding teacher-made greeting cards
 - Participate in a reading substitution drill
Happy Birthday to my son, daughter, friend, teacher
2. **Read and understand short instructions**
 - On a worksheet - Listen and circle or write numbers, words or sentences
 - On a worksheet - Pick up / Point to / Match / Play games/ Make a collage or poster
3. **Read and understand information**
 - Read simple, teacher-made forms with varying formats with use of upper or lower case letters
 - Order the words in a sentence. Listen to the sentence. Put the words in order.
 - Order the sentences to reconstruct a story
 - Read along with story on tape
 - Review calendar vocabulary
 - Play games/match/read/order flashcards
 - Locate/circle/read aloud the days and months
 - Play games to reinforce vocabulary from the story
 - Read word groups using story vocabulary as a guide
Nan man fan ran pan can
4. **Read and interpret ideas and feelings**
 - Read a 1 – 3 sentence story and
 - Circle, underline, or cross out words according to teacher stimulus
 - Read words in isolation on flashcards
 - Reconstruct the story by matching words in the story with words on flashcards
 - Order words according to teacher stimulus on flashcards
 - Match pictures to sentences
 - Read along with story on tape
 - Make a collage or poster to show and label feelings
 - Play games to reinforce vocabulary from the story
 - Read questions and respond orally to demonstrate comprehension

Examples



Listen and Circle

1. name man am
2. family first full
3. is it I

NAME

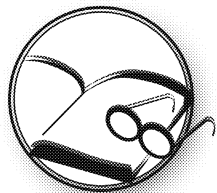
ADDRESS

PHONE NUMBER

Read

1. picture **This is Van.**
 2. picture **He is sad.**
 3. picture **He is sick.**
1. Is this Van?
 2. Is he sad?
 3. Is he sick?
 4. How is he?

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted interactional messages</p> <ul style="list-style-type: none"> Greeting Cards with accompanying visuals <i>Happy Birthday</i> Read a 1 line Happy Birthday message Read a 1 line comment from the teacher <i>Good Very Good</i> <p>2. Read and understand short instructions</p> <ul style="list-style-type: none"> Used in the classroom. <i>Circle Read Write Listen</i> Used in the neighbourhood <i>Exit Push Pull Stop</i> <p>3. Read and understand formatted and unformatted information</p> <ul style="list-style-type: none"> Simple teacher-made forms <i>Name Phone Number Address Postal Code</i> Calendar - find days and months Diagrams - floor plan of main rooms Signs – <i>MEN WOMEN</i> <p>4. Read and interpret written ideas and feelings</p> <ul style="list-style-type: none"> Emotional or physical feelings <i>sad happy mad sick tired thirsty</i> Descriptions <i>tall short thin big small long cook clean eat</i> Likes and dislikes 	<p>Name</p> <ul style="list-style-type: none"> All letters of alphabet in random order both upper and lower case <p>Understand</p> <ul style="list-style-type: none"> Purpose of capitals <ul style="list-style-type: none"> first letter in sentence proper names Ordering pattern of a form (what each part means) and where to write answers Basic sound/letter correspondence (Beginning recognition of initial/final consonants) <p>Read and understand</p> <ul style="list-style-type: none"> Own personal information (name, address, phone #, postal code) in a variety of print styles and font sizes Small bank of sight words in familiar or predictable contexts Subject pronouns – singular Possessive adjectives Verbs (to be/have) Routine verbs Articles Common nouns used in themes Question words (What, Who, Where) Prepositions Descriptive adjectives Simple comprehension questions <i>Is he sad?</i> <p>Read and understand</p> <ul style="list-style-type: none"> Text in print and print-like handwriting Pictorial signs and symbols <p>Recognize</p> <ul style="list-style-type: none"> Initial consonant sounds <ul style="list-style-type: none"> In sight words In phonetic words Initial short vowel sounds <ul style="list-style-type: none"> In sight words 	<p>Context is</p> <ul style="list-style-type: none"> Familiar to learner <ul style="list-style-type: none"> Family, information re: coming to Canada, housing Personally relevant to learner <ul style="list-style-type: none"> Personal information about school, city, and Canada <p>Text should be</p> <ul style="list-style-type: none"> Accompanied by clear, simple pictures Clear, easy to read print Uncluttered, with a lot of white space In lower case except for proper nouns and on forms Repetitive in structure, such as <ul style="list-style-type: none"> Same format of picture presentation Same simple sentence structure Up to 3 sentences with one new content word per line One sentence per line <p>Text may have</p> <ul style="list-style-type: none"> Numbered sentences for ease of reference <p>Visuals are</p> <ul style="list-style-type: none"> Large Clear Realistic Common, familiar, and relevant to learners' lives In context Sometimes in photographic format



Sample Tasks

1. **Read and understand short messages**
 - Greeting cards
 - Choose all the *Thank you* cards from a pool of store-bought greeting cards
 - Practice the words chosen from a variety of *Thank you* messages by cutting out words and placing them on a numbered grid according to oral stimulus

2. **Read and understand short instructions**
 - Read and follow short classroom instructions on worksheet
 - Underline initial or final consonant sounds
 - *Match Copy Cross out Print Draw*

3. **Read and understand information**
 - Read vocabulary cards. Pick up the one the teacher says
 - Read and match words to words or visuals
 - Read teacher-made appointment cards
 - Point to/ circle/ underline information
 - Read and answer comprehension questions orally
 - Read and circle words or minimal pairs from a story to practice initial and final consonant sounds

4. **Read and interpret ideas and feelings**
 - Read story or dialogue
 - Along with story or dialogue on tape
 - Orally on tape
 - In pairs or to a volunteer
 - Cut out and find sentence strips according to teacher model
 - Choose missing word from flashcard bank to complete sentence frames
 - Participate in interactive games by reading cue questions at the back of visuals
 - Read word groups using story vocabulary as a guide
sad mad bad had Dad
 - Underline, circle, initial or final consonant sounds in the story vocabulary
 - Use flashcards to unscramble sentences to show word order and comprehension
 - Read and answer comprehension questions orally

Examples

To the teacher: Student reads the sentence. Teacher says one word. Student underlines that word.

Listen, read and underline.

1. **Today is Tuesday.**
2. **Yesterday was Monday.**
3. **I go to school every day.**

Date _____

Last Name _____ First Name _____

Address _____

City _____

Province _____ Postal Code _____

Phonics: Listen, Read, and Circle

1.	Sam	sad	sat	sap
2.	in	it	is	if
3.	cook	look	took	book

Students place flashcards into sentence blanks.

has	headache	sick	is
backache	an	earache	a

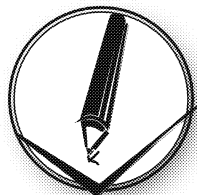
Sentence strips to complete.

He is _____.

He _____ a backache.

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand short formatted and unformatted messages</p> <ul style="list-style-type: none"> Greeting Cards <ul style="list-style-type: none"> Choose appropriate card using key word cues <i>Thank You</i> Read one line thank you message on inside of card <p>2. Read and follow short instructions</p> <ul style="list-style-type: none"> In the classroom <i>Underline Match Copy Listen Draw</i> In the neighbourhood <i>No Smoking No Parking Open Closed</i> <p>3. Read and understand short formatted and unformatted information</p> <ul style="list-style-type: none"> Simple teacher-made forms <i>Phone Number Date City Province</i> Teacher-made appointment cards Signs <p>4. Read and interpret written ideas and feelings</p> <ul style="list-style-type: none"> Emotional or physical feelings <i>upset homesick angry headache backache earache toothache stomachache</i> Descriptions of people, things and actions <i>heavy thin hot cold big little work ask talk</i> Personal preferences <i>He/She likes _____.</i> <i>I like _____ (nouns).</i> <i>I don't like _____.</i> 	<p>Name</p> <ul style="list-style-type: none"> All letters of alphabet in random order both upper and lower case <p>Understand</p> <ul style="list-style-type: none"> Ordering pattern of forms and where to write answers on an increasing number of items Proper nouns Adjective – opposites <i>hot/cold</i> Verbs in present and past Question words <i>When How Why Do/Does for Yes/No questions</i> Negatives <i>Not Can not</i> Small bank of sight words out of context Different fonts Simple comprehension questions Functional words <p>Recognize and discriminate between</p> <ul style="list-style-type: none"> Final consonant sounds <ul style="list-style-type: none"> In sight words In phonetic words <i>him his hit</i> Medial consonant sounds <ul style="list-style-type: none"> In sight words 	<p>Context is</p> <ul style="list-style-type: none"> Familiar to learner <ul style="list-style-type: none"> food, clothing, body Personally relevant to learner <ul style="list-style-type: none"> more personal information, shopping <p>Text should be</p> <ul style="list-style-type: none"> Accompanied by clear simple pictures Clear, easy to read print or large print-like handwriting Uncluttered, with a lot of white space In lower case except for proper nouns and on forms Repetitive in structure <ul style="list-style-type: none"> same format of picture presentation same simple sentence structure Up to 5 sentences with one new content word per line One sentence per line <p>Text may have</p> <ul style="list-style-type: none"> Numbered sentences for ease of reference <p>Visuals are</p> <ul style="list-style-type: none"> Large Clear Realistic Common, familiar, and relevant to learners' lives In context Sometimes in photographic format

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted short messages</p> <ul style="list-style-type: none"> Simple invitations Simple notes or letters <p>2. Read and follow short instructions</p> <ul style="list-style-type: none"> In the classroom <i>Draw a line Point to Cross out</i> In the neighbourhood <i>Ladies Men Apartment for Rent / Sale</i> <p>3. Read and understand information formatted and unformatted</p> <ul style="list-style-type: none"> Signs <i>Please come in Take a number Out of Order</i> Simple teacher-made forms <i>Date Birth date Day Month Year</i> Diagrams such as <ul style="list-style-type: none"> A simple floor plan of main rooms Labels <ul style="list-style-type: none"> Include product names using visual cues <p>4. Read and interpret written ideas and feelings</p> <ul style="list-style-type: none"> Emotional/Physical Feelings <i>Unhappy fine so-so Okay Rash fever the flu A sore _____</i> Descriptions of people, things and actions <i>Long short open closed Study read write</i> Personal preferences <i>I like ____, ____, and ____. I don't like ____, ____, or ____. I like to (verb) ____, ____, and ____. I don't like to (verb) ____, ____, or ____.</i> 	<p>Know</p> <ul style="list-style-type: none"> Where to find needed information (Find spelling of street name, postal code on I.D. cards) <p>Read and understand</p> <ul style="list-style-type: none"> New text using familiar words, context, and sound/letter correspondence Basic phrases of time and place <i>today, yesterday, tomorrow at 1:00, at home, at school</i> Ordering pattern of forms and where to write answers on forms with increasing number of items Word order in common sentences Common verbs in present, past and future <p>Read using phonics</p> <ul style="list-style-type: none"> 3 letter words with short vowel sounds in medial position <i>cat hat rat sat cat cot cut</i> 	<p>Context is</p> <ul style="list-style-type: none"> Familiar to learner <ul style="list-style-type: none"> Money, emotions, medical and dental health Personally relevant to learner <ul style="list-style-type: none"> more personal information, such as banking <p>Text should be</p> <ul style="list-style-type: none"> Accompanied by clear simple pictures In large, clear, easy to read print or large print-like handwriting Uncluttered, with a lot of white space In lower case except for proper nouns and on forms A little less repetitive in structure Up to 5 sentences in length One sentence per line <p>Text should also include a variety of pictorial styles or formats</p> <p>Visuals are</p> <ul style="list-style-type: none"> Large Clear Realistic Common, familiar, and relevant to learners' lives



Sample Tasks

1. **Convey messages**
 - Fill out an invitation with formatted personal information
 - Complete a simple cloze of a Happy Birthday message

2. **Record information**
 - Copy
 - Own personal information from a student card
 - The month, the year and the days from a calendar

3. **Present information**
 - Fill out
 - Simple, teacher-made forms
 - Simple, teacher-made journal cloze with word pool
 - Label the items in a diagram of
 - A house
 - A classroom
 - A calendar
 - Types of food
 - Body parts
 - Family Members

4. **Express written ideas and feelings**
 - Copy or write one word or phrasal answers to questions about a dialogue or survey.
 - Copy answers in complete sentences in response to a story or dialogue-related comprehension questions
 - Using a word pool, write captions under photographs or pictures to describe feelings, actions or people
 - Fill in sentence stems related to pictures of physical feelings, such as *She is cold*
She is not hot.
 - Copy words from food flyers indicating which foods the learner likes.
 - Fill in the missing initial consonant for sight words on teacher-made worksheet
 appy ad ick
 - Label feelings in a collage depicting emotions

Examples

Come to my Party

Date: _____

Time: _____

Address: _____

Phone Number: _____

Look and write your

1. Name _____
2. Student Number _____
3. Address _____
4. Telephone Number _____

Listen and Write

__ose

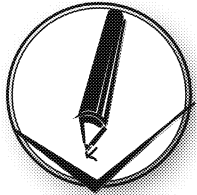
__and

foot, hand, nose

1. What is it?

2. What is it?

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages</p> <ul style="list-style-type: none"> · Complete simple teacher-made invitations using own personal information · Complete a simple cloze of a Happy Birthday message <p>2. Record formatted and unformatted information</p> <ul style="list-style-type: none"> · Copy or reproduce information from student card <p>3. Present formatted and unformatted information</p> <ul style="list-style-type: none"> · Fill out <ul style="list-style-type: none"> - Simple teacher-made forms using name, address, and phone number - Simple teacher-made journal or simple story cloze · Label familiar items related to home, school, food, body or family using a word pool · Write one word answers to simple comprehension questions <p>4. Express written ideas and feelings</p> <ul style="list-style-type: none"> · Choose and copy words, phrases or sentences as related to feelings represented in <ul style="list-style-type: none"> - Pictures/photographs - Stories/dialogues · Fill in <ul style="list-style-type: none"> - Sentence stems related to feeling or descriptions, such as <i>He is short. He is happy.</i> · Write one word answers to simple <ul style="list-style-type: none"> - Wh questions - Yes/No questions 	<p>Understand the basic mechanics of writing and begin to</p> <ul style="list-style-type: none"> · Copy from the board, model, or I.D. card · Know where to write on a page, line or in the space provided · Form upper and lower case letters with some degree of accuracy · Understand the use of space between letters and words · Form numbers and monetary symbols · Copy/write words and simple sentences · Understand the importance of accuracy <p>Begin to understand and use basic spelling conventions</p> <ul style="list-style-type: none"> · Use phonics to write initial consonant and short vowel sounds in words · Fill in the missing initial consonant or short vowel sound in rhyming word groups such as <i>_as, _as, _ad, _ad</i> · Copy or write a small bank of sight words · Copy or write word groups with varying initial consonants <p>Begin to copy</p> <ul style="list-style-type: none"> · Capital letters for names · Basic punctuation, such as period and question mark <p>Begin to write for meaning - Usually at the word level</p> <ul style="list-style-type: none"> · Simple forms · Calendars, diagrams · Sentence cloze exercises · Simple greeting cards · Simple invitations <p>Sometimes at the discourse level</p> <ul style="list-style-type: none"> · Question /answer exercises 	<p>Content is relevant, familiar and repetitive in structure</p> <p>Forms are teacher-made and boxed-in to look authentic</p> <p>Word pools are</p> <ul style="list-style-type: none"> · Used to provide correct spelling model · Ordered sequentially to correspond with learner's worksheet <p>Answers to questions are</p> <ul style="list-style-type: none"> · One word or phrase from word pool · Complete sentences copied from model <p>Teacher-made worksheets should have</p> <ul style="list-style-type: none"> · A lot of white space · Adequate space for the learner to write · Numbered sentences · Short, easily achievable writing tasks · A minimal variety of formats · Same pictures or visuals as used in reading text <p>Visuals are</p> <ul style="list-style-type: none"> · Large, clear and relevant to learners' lives · In context <p>Forms are</p> <ul style="list-style-type: none"> · Teacher-made · Boxed in to look authentic <p>Forms should have</p> <ul style="list-style-type: none"> · One content word per line



Sample Tasks

- 1. Convey messages**
 - Listen to a tape and write information on a teacher made invitation
 - Listen to a dictation and complete a one line thank you message using a word pool
Thank you for the gift.
Thank you for your help.
- 2. Record information**
Copy
 - The banking hours for specific days
 - Words from a word pool into appropriate lists, such as
Food _____ *Clothing*
 - Listen to a tape and fill in a dialogue cloze of a call to the school using a word pool given
- 3. Present information**
 - Fill out an application form including birth date, phone number, city
 - Complete a list of grocery items by filling in the missing initial or final consonant
 - Fill in initial or final consonant according to oral stimulus
 - Read a simple story and write answers to 5 comprehension questions
- 4. Express written ideas and feelings**
 - Write a shopping list of fruits that the class likes. Go on a field trip to a store, buy these items and make a fruit salad. Unscramble answers to comprehension questions about a field trip to a store. Fill sentence stems related to feelings or actions, such as
I am _____. *I am not* _____.
 - Participate in an interactive survey to practice Yes/No questions related to physical feelings, such as
Do you have a backache/headache/earache?
 - Use phonics to fill in medial or final consonants of words relating to pictures from flyers

Examples

Banking Hours

Sun.	Closed
Mon.	10:00 - 3:30
Tues.	10:00 - 3:30
Wed.	10:00 - 3:30
Thurs.	10:00 - 3:30
Fri.	10:00 - 4:30
Sat.	Closed

Look and Write

<u>Day</u>	<u>Times</u>
Sunday	_____
Wednesday	_____
Saturday	_____

Look, read and write.

sick school Mary 253 Ali

1. Hello, this is _____.
2. I am _____.
3. I cannot go to _____ today.
4. My teacher's name is _____.
5. The class room number is ____.

Read and write.

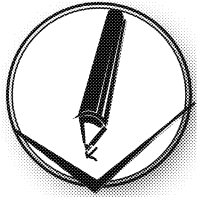
1. Where will we go?

go We Safeway to will

2. When will we go?

10 on September go We will

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted interactional messages</p> <ul style="list-style-type: none"> · Invitations – Follow oral instructions to write on a teacher-made invitation · Write a one line thank you message on teacher-made worksheets or greeting cards <p>2. Record formatted and unformatted information Copy information from teacher-made</p> <ul style="list-style-type: none"> · Appointment cards · Signs of business hours · Flyers · Work schedules · Copy words onto an appropriate list, such as <i>Food or Clothing</i> <p>3. Present formatted or unformatted information</p> <ul style="list-style-type: none"> · Fill out simple teacher-made <ul style="list-style-type: none"> - School registration forms - Application forms · Fill in a simple cloze of a phone conversation to the <ul style="list-style-type: none"> - School - Doctor's office - Workplace <p>4. Express written ideas and feelings</p> <ul style="list-style-type: none"> · Write lists of foods, sports or seasons one likes or dislikes · Fill in cloze exercises, surveys or sentence stems · Unscramble and write questions and answers to develop word order skills and show comprehension 	<p>Understand the basic mechanics of writing</p> <p>Can often</p> <ul style="list-style-type: none"> · Copy from the board, model or I.D. card · Understand letter, word or sentence placement on a page, line or space provided · Form upper and lower case letters with some degree of accuracy · Demonstrate proper spacing between letters and words · Form numerals and monetary symbols · Copy or write words and simple sentences using correct word order · Understand the importance of accuracy <p>Begin to understand and use basic spelling conventions</p> <ul style="list-style-type: none"> · Use phonics to write initial and medial consonants in words · Copy or write a bank of sight words · Fill in the missing final consonant sound in word groups of 3-letter words such as <i>ba__</i>, <i>ba__</i>, <i>ba__</i>. <p>Use</p> <ul style="list-style-type: none"> · Capital letters for names · Basic punctuation such as period and question mark <p>Begin to write for meaning at the word and discourse level</p> <ul style="list-style-type: none"> · Simple forms · Diagrams, maps · Cloze exercises · Greeting cards · Invitations · Question/answer exercises · Dictation · Lists related to likes, dislikes and descriptions of feelings 	<p>Context is relevant, familiar and repetitive in structure</p> <p>Forms are teacher-made and boxed-in to look authentic</p> <p>Word pools are used to provide correct spelling</p> <p>Answers to questions are</p> <ul style="list-style-type: none"> · One word or phrase from a word pool in random order · Scrambled sentences that need to be re-constructed by looking back at the text and then written out by learner <p>Teacher-made worksheets should have</p> <ul style="list-style-type: none"> · A lot of white space · Adequate space for the learner to write · Numbered sentences · Large, clear easy-to-read print · Visuals · A limited variety of formats and print · Up to 2-3 content words per line in forms <p>Visuals are</p> <ul style="list-style-type: none"> · Large, clear and relevant to learner · In context <p>Forms should have</p> <ul style="list-style-type: none"> · 2 - 3 content words per line



Sample Tasks

Examples

1. **Convey messages**
 - Read a dialogue or story and copy information onto an invitation card
 - Choose an appropriate short message for a greeting card with picture
Happy Birthday
With Sympathy
Thank you
Get Well Soon
 - Look at an appointment card. Read the questions and copy the short answers from the invitation.
2. **Record information**
 - Listen to a telephone message. Write as the caller spells his name and says the phone number.
3. **Present information**
 - Read along with a taped dialogue and write answers to Yes/No questions
 - Look at a flyer and answer *WH* questions about the items
4. **Express written ideas and feelings**
 - Write words on a Bingo grid to review vocabulary, such as flu, fever, rash
 - Fill in the blanks of a cloze song, chant about people, food or weather
 - Write descriptions in groups about pictures related to ailments, physical descriptions or food preferences
 - Work in groups to categorize by writing words, such as clothing, fruits or colours
 - In pairs, highlight or cross out incorrect information about a picture, story, dialogue or schedule and rewrite the sentence showing the correct information

It's a Party!

1. Where? _____
2. When? _____
3. What time? _____
4. Phone number? _____

Look, listen and write.

I like gift books the help for
much you thank very

1. _____.
2. _____.
3. _____.

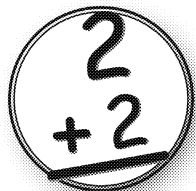
Look, read and write.

1. What is the name of the clinic?
_____.
2. Where is the clinic?
_____.
3. What time is the appointment?
_____.

Write the answers.

1. What is the name of the store?
_____.
2. How much is the shirt?
_____.
3. What colour are the shoes?
_____.

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages</p> <ul style="list-style-type: none"> Choose and fill out appropriate phrases from a word phrase pool for invitations. <p>2. Record formatted and unformatted information</p> <ul style="list-style-type: none"> Copy information from teacher-made <ul style="list-style-type: none"> Appointment cards Business hours Flyers Schedules <p>3. Present formatted and unformatted information</p> <ul style="list-style-type: none"> Fill in a cloze with word pools for <ul style="list-style-type: none"> Simple telephone messages Simple application forms Simple lists Label the items or pictures <ul style="list-style-type: none"> Prices Words Numbers Write answers to comprehension questions related to <ul style="list-style-type: none"> Flyers Advertisements Story Dialogues <p>4. Express written ideas and feelings</p> <ul style="list-style-type: none"> Write a simple sentence to include likes, dislikes or descriptive words Write word, phrase, or sentence dictation using a model from a story or word pool Fill in sentence stems in response to a taped dialogue 	<p>Understand the basic mechanics of writing</p> <p>Can usually</p> <ul style="list-style-type: none"> Copy from the board, model, or I.D. card Understand letter, word or sentence placement on a page, line or space provided Form upper and lower case letters with some degree of accuracy Demonstrate proper spacing between letters and words Form numbers and monetary symbols Copy or write words and simple sentences using correct word order Understand the importance of accuracy <p>Begin to understand and use basic spelling conventions</p> <ul style="list-style-type: none"> Use phonics to write the short vowel sound in medial position Copy a greater bank of sight words Write a number of sight words from memory Write word groups with varying initial and final consonants and varying medial short vowels <i>sat cup ten big</i> <p>Use</p> <ul style="list-style-type: none"> Capital letters for names Basic punctuation – period and question mark Abbreviations <p>Begin to write for meaning, moving from the word level to the discourse level</p> <ul style="list-style-type: none"> Forms Cloze exercises Diagrams, maps Greeting cards Question / answer exercises – <i>WH</i> and <i>YES/NO</i> 	<p>Context is relevant and familiar</p> <p>Word pools are usually provided as a model for correct spelling</p> <p>Answers to questions may be one word or phrase or a simple but complete sentence</p> <p>Teacher-made worksheets have</p> <ul style="list-style-type: none"> Less white space than in developing level Numbered sentences Large, clear and easy-to-read printing Visuals Short, easily achievable writing tasks <p>Visuals are</p> <ul style="list-style-type: none"> Large, clear and relevant to learners' lives In context <p>Forms should be</p> <ul style="list-style-type: none"> Teacher-made Boxed-in to look authentic <p>Forms should have</p> <ul style="list-style-type: none"> Up to 4 content words per line More types



Sample Tasks and Applications

1. Understand number concepts and place values

Use pennies or *Cuisennairre Rods** to show value of numbers.

Compare numbers in

- Number of children
- Length of time in Canada
- Number of family members

Learners cook and then say how they cook chicken with rice

- 3 cups of water
- 1 pinch of salt
- About 1 kg chicken legs
- 1 spoon of spice
- 1 cup of rice

Compare numbers in

- Ages
- Number of children
- Length of time in Canada
- Dice thrown

Students can arrange themselves in order for

- Height
- Length of time in Canada
- Number of family members

Students estimate

- 99¢ is about \$1.00
- 69 kg is about 70 kg
- 11 months is about 1 year

Learners estimate how long it takes to

- Come to school
- Wash the dishes
- Vacuum their home

2. Patterns and Groups

Complete the patterns

- Sunday, ____, Tuesday
- 5, 10, ____, 20

Make a pictograph to show information. What did you bring for a snack ?

Apples 

Bananas 

Sandwiches 

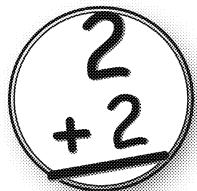
Find and identify the value of stamps or coins.

Sort stamps or coins into sets of same value.

Order stamps, coins, etc.

* **Cuisennairre Rods** is a brand name for a set of coloured blocks also used for teaching the concepts of place value. These blocks come in ten sizes. The smallest is a 1 cm cube. The next size is a 2cm x 1cm x 1cm rectangle, the next one is a 3 cm x 1cm x 1cm rectangle and so on up to the largest one which is a 10 cm x 1cm x 1 cm rectangle. Each one is a different colour. They can be used to show addition, subtraction, fractions, etc. Books are available which outline a variety of lessons and activities that can be used with *Cuisennairre Rods*.

Language Competencies	Literacy Competencies	Conditions
<p>1. Understand number concepts and place value Understand that numbers always represent something in real life</p> <ul style="list-style-type: none"> Count by 1's, 2's, 5's, and 10's to 100. Put numbers in order <ul style="list-style-type: none"> Physically Write in missing numbers (cloze) Compare numbers using more than, less than, equal to, from 1 - 99, using manipulatives such as pennies, bingo chips, men/women in class. Estimate moderate quantities and amounts such as <ul style="list-style-type: none"> Children's ages A cup of water A pinch of salt <p>2. Understand patterns and groups</p> <ul style="list-style-type: none"> Recognize and create simple patterns. <ul style="list-style-type: none"> 20, 30, 40 Mon., Tues., Wed. Setting a table Sort like objects from unlike objects. Understand that information can be expressed in different ways <ul style="list-style-type: none"> Words Bar Graph Pictograph Understand, read and create a simple graph. 	<p>Understand and use</p> <ul style="list-style-type: none"> Names of numbers Sequences The written form of numbers 0–20 Zero, one, two,... The correct written form of the numbers so that no confusion exists between <i>1</i> and <i>7</i> and <i>9</i> and <i>g</i> Comparative forms, such as <i>more</i> <i>less</i> <i>bigger</i> <i>smaller</i> <i>equal</i> <i>the same</i> Language related to estimation <ul style="list-style-type: none"> <i>about</i> <i>a little</i> <i>a little more</i> <i>a little less</i> Prepositions <i>Before</i> <i>After</i> <i>Between</i> <i>Next to</i> Vocabulary related to patterns and graphs <i>How many</i> <i>How much</i> <i>Same</i> <i>Different</i> <i>Shapes</i> <i>Graph</i> <p>Listen and follow instructions to indicate understanding.</p> <p>Say a sentence to describe the activity or Math concept</p> <ul style="list-style-type: none"> <i>7 is bigger.</i> <i>5 is smaller.</i> <i>Ali has more chocolate.</i> <i>Hasan has less chocolate.</i> <i>Mumira has no chocolate.</i> <i>It's about \$100.</i> <i>It's about 5 kg</i> 	<p>Context is immediate and relevant.</p> <p>Manipulatives are used to make math concepts such as order, sequence, comparison and estimation concrete.</p> <p>Skills are developed using a collaborative approach to work with and clarify concepts.</p> <p>The connection between numerals, words, and manipulatives are understood.</p> <ul style="list-style-type: none"> 10 people need 10 chairs <p>When the Math labels are new vocabulary, teacher guidance is always necessary.</p> <p>Estimates used are related to real life</p> <ul style="list-style-type: none"> Time Money Cooking <p>Information is accessed from real sources.</p> <ul style="list-style-type: none"> Classroom data News data <p>Reasoning, background knowledge and concrete examples are integrated with Math skills to make them more personally relevant.</p> <p>There are opportunities to use manipulatives, realia, graphs, and equations to show the same information.</p>



Sample Tasks and Applications

3. Operations

Use pennies, pencils, or jelly beans to show addition and subtraction.

Student 1: How many pennies?

Student 2: Three

Student 1: Now add two more.

Now how many?

Student 2: Five

Write the mathematical equation for what has occurred

$$3 + 2 = 5$$

Do the reverse for subtraction.

$$5 - 3 = 2$$

$$5 - 2 = 3$$

Use a demonstration educational clock to show

- ½ hour
- ¼ hour

Use 20 pennies to show

- ½ and ¼

Use a candy bar to show

- ¼, ½, and ¾

4. Time and Temperature

Use an analog clock to read time.

State time

- _____ o'clock
- _____ thirty
- _____ fifteen
- _____ forty-five

Use a digital clock to read time.

Read appointment times.

Read opening and closing times of businesses.

Fill in a calendar. Write the days and the months.

Look at one month on the calendar.

Listen to and mark specific days for

- Appointments
- Holidays
- Family birthdays

Write today's date and birth date.

Carry and read a large thermometer

- Inside the classroom
- Outside the school

Look at 4 pictures of thermometers and match them with pictures of four seasons.

Put a candy thermometer into boiling water.

Read the thermometer.

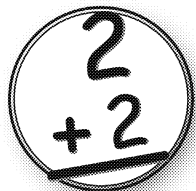
Let the water cool.

Again put the thermometer into the water and read it.

Let ice cubes melt.

Put a thermometer into snow and read it.

Language Competencies	Literacy Competencies	Conditions
<p>3. Operations Understand concept of addition and subtraction</p> <ul style="list-style-type: none"> · Show with manipulatives · Explain to another student · Perform single digit addition and subtraction without regrouping (borrowing and carrying) <p>Recognize basic fractions</p> <p>4. Time and Temperature Read and tell time to quarter-hour</p> <p>Understand and use a thermometer for different purposes</p> <ul style="list-style-type: none"> · Outside/inside temperature · Fever · Cooking and baking <p>Read the degrees on the thermometers</p> <ul style="list-style-type: none"> · F · C <p>Recognize that a windy day will make a winter temperature colder and more dangerous to the skin.</p>	<p>Understand</p> <ul style="list-style-type: none"> · Number words · Pronunciation of numbers <i>18 – 80</i> · Operational words <i>Number Total</i> <i>Add And</i> <i>Plus And</i> <i>Subtract Minus</i> <i>Take away</i> <i>Equals Answer</i> <i>Separate</i> <i>Together</i> · Simple fractions related to time <i>Time ½ past 10</i> <i>Food ¼ of a candy bar</i> <i>Money ¼ of a dollar</i> <i>Whole Part</i> · Vocabulary related to time and temperature used in concrete contexts <i>Minutes O'clock</i> <i>A quarter after</i> <i>Fifteen minutes past</i> <i>A quarter to</i> <i>Half past three</i> <i>Noon Midnight</i> <i>At 10:00 In August</i> <i>For 8 months Break time</i> <i>Yesterday Today</i> <i>Tomorrow This week</i> <i>Next year Last month</i> <i>Celsius C</i> <i>Minus Degrees</i> <i>Warm Cool</i> <i>Cold Freezing</i> <i>Wind-chill</i> <i>Boiling Melting</i> <i>Ice cubes</i> <i>High Low</i> <p>Say a sentence to describe the operation or Math concept such as</p> <ul style="list-style-type: none"> · $3 + 2 = 5$ · It's $\frac{1}{4}$ of a chocolate bar. · Class ends at 1:15. · It's -10°C 	<p>Manipulatives are used with simple addition and subtraction in order to make operations concrete.</p> <p>Understanding is made concrete and demonstrated by</p> <ul style="list-style-type: none"> · Base Ten Blocks, Cuisennairre Rods · Dice, straws · Counters such as beans, poker chips <p>Digital and analogue clocks are available for practice.</p> <p>Sociocultural discussions related to Canadian culture include</p> <ul style="list-style-type: none"> · What is considered late · When it is acceptable to be late and when it is not. · How calendars can help you plan and organize time. · Why there are different calendars for different purposes such as religious, garbage pick-up, school calendar. <p>A variety of thermometers are used in the classroom to perform different functions</p> <ul style="list-style-type: none"> · Cooking · Weather · Medical



Sample Tasks and Applications

5. Measurement

Measure and record

- Height of learners
- Height and width of various items in the classroom such as a table, a door, a binder, etc.

Use different scales to measure and record the weight of

- Books
- A sandwich
- An apple

Write equations after manipulation with measuring implements

- 3 tsp. = 1 tbsp.
- 16 tbsp. = 1 cup

Use a pictorial recipe to make some food.

Make coffee for the class

- *How much water*
- *How much coffee*

6. Money

Identify coins and bills using real or play money.

Demonstrate

- The relationship between pennies, nickels and dimes
- An understanding of the two ways of writing money value
1 ¢ is the same as \$.01

Recognize and read the ¢, \$ and . symbols

Count coffee money.

Find the price of items labeled in the classroom. Write the price next to the picture on a worksheet.

Listen to teacher or tape and circle the amount of money heard

- 39¢ \$1.39 \$3.90

Look at a simplified grocery receipt/ telephone bill,

Listen and circle the amount you hear.

From a simplified flyer copy the amount beside the question below

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Find the items and the prices.

Language Competencies	Literacy Competencies	Conditions
<p>5. Measurement Understand what and why we measure</p> <p>Understand and use measuring implements</p> <ul style="list-style-type: none"> · Rulers · Scales · Measuring spoons · Cups, etc. <p>Understand different types of measurement</p> <ul style="list-style-type: none"> · Volume (liquid, dry) · Linear measure, such as length, height, distance · Speed <p>6. Money Understand the relative value of Canadian coins and bills</p> <ul style="list-style-type: none"> · 2 dimes + 1 nickel = 1 quarter <p>Identify coins and bills</p> <p>Read a price.</p> <p>Recognize and read money symbols ¢, \$, and .</p>	<p>Understand and use</p> <ul style="list-style-type: none"> · Vocabulary related to measurement <p><i>How tall</i> <i>How much</i> <i>How many</i> <i>How long</i> <i>How wide</i> <i>kg</i> <i>g</i> <i>Tsp.</i> <i>Tbsp.</i> <i>Cup</i> <i>Spoon</i></p> <p>Identify and use</p> <p><i>Penny</i> <i>Nickel</i> <i>Dime</i> <i>Quarter</i> <i>Loonie</i> <i>Toonie</i> <i>Coin</i> <i>Bills</i></p> <p>Recognize and read money symbols ¢, \$, and .</p> <p>Pronounce money values clearly and accurately.</p> <p>Read the price of an item.</p> <p>Say a sentence to describe the activity or Math concept, such as</p> <ul style="list-style-type: none"> · <i>He is 171 cm tall.</i> · <i>The apple weighs __ grams.</i> · <i>I use 3 cups of water.</i> · <i>I use 1 cup of rice.</i> 	<p>A variety of measuring implements is used to assist the learner in clarifying concepts.</p> <p>Understanding measurement is demonstrated by following simple instructions, such as how to</p> <ul style="list-style-type: none"> · Make coffee · Measure a window <p>Concepts are developed using</p> <ul style="list-style-type: none"> · Prior knowledge · Real life concerns · Coins or play money as manipulatives <p>Student will understand where to look for the price of an item</p> <ul style="list-style-type: none"> · Store labels · Gas pumps