

Global Description

Phase II learners are developing expectations around print: i.e. that print is organized in a way that aids comprehension.

Reading

A Phase II ESL Literacy learner:

- Can use pictures, words and context to predict meaning
- Can use some sight words/phrases, letter-sound correspondence and word families to read text
- Cannot yet decode automatically.

Writing

A Phase II ESL Literacy learner:

- Is becoming more familiar with the mechanics of writing at the level of words and sentences
- Is not yet accurate or consistent in structure or spelling
- Can write a few simple sentences or phrases about self, family or highly familiar information
- Can locate and copy factual information from simple text, directories and schedules.

Numeracy

A Phase II ESL Literacy learner is developing:

- A better understanding of place value, money, time and measurement
- A knowledge of numbers up to 1,000
- An understanding of basic operations, fractions and decimals
- An ability to draw logical conclusions from mathematical situations using manipulatives and verbal skills to explain thinking.

Sociocultural and Linguistic Considerations

A Phase II ESL Literacy learner is developing an understanding of:

- Instructions that are found at school, at home, on the job, and on medicine labels
- The maps and directories that Canadians use to get information
- The reasons for writing lists (day-timers, calendars)
- The value that Canadians place on being on time (even 5 or 10 minutes late is a problem at work)
- Saving money by buying sale items, using coupons, and buying second-hand items
- The common symbols in the home and in public that are used to give specific directions and/or warnings
- Everyday behaviours of Canadians which may be different than their own, such as: banking procedures, credit checks, relationships with police, charging for missed appointments, excuses for absenteeism that are acceptable in Canadian work places
- Questions or statements that are appropriate or not
- Cultural images, symbols, and traditions such as holidays, history, and citizenship.

Learning Strategies

A Phase II ESL Literacy learner can:

- Use some metacognitive, comprehension, compensation strategies to carry out a language activity
- Listen and tell the teacher if help is needed
- Recognize and use formulaic phrases and patterns
- Risk making mistakes in order to develop literacy skills
- Take initiative for own learning
- Collaborate with peers and with more proficient users of the target language.

Reading Strategies

A Phase II ESL Literacy learner usually can:

- Relate new information in the text to prior knowledge – compare and contrast
- Use a variety of strategies to monitor and aid comprehension, such as
 - i. Re-read the text to understand and remember better
 - ii. Categorize new words into organizational pieces
 - iii. Think if or how the new word is similar to a word in L1 (cognates)
- Use oral language strengths to assist in making good guesses and increase comprehension
- Determine which words or phrases are new in order to highlight them
- Use a picture dictionary when necessary.

Writing Strategies

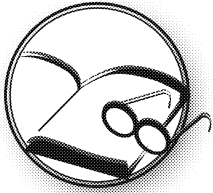
A Phase II ESL Literacy learner usually can:

- Use organizational strategies when filling out forms, such as:
 - i. Pick up 2 copies of a form – one for practice, one to copy
 - ii. Plan for space needed for copying
 - iii. Do practice form in pencil first, in pen second
 - iv. Look back at a model for assistance
 - v. Keep documents in wallet for reference
- Look up spelling of unknown words in notebook or dictionary.

Numeracy Strategies

A Phase II ESL Literacy learner usually can:

- Explain a concept or equation to another learner
- Use estimation to determine if the answer is plausible
- Understand and apply deductive and inductive reasoning, proportional reasoning, and spatial and visual reasoning to problems at the Phase II level.



Sample Tasks

1. **Read and understand short messages**
 - Invitations
Follow oral instructions to circle, find or underline information on an invitation.
Who it is from? When? Where? What time?
 - Greeting cards
Read key words on a variety of greeting cards

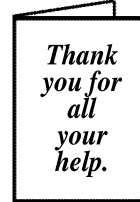
2. **Read and understand short instructions**
 - Such as
Write the date.
Answer the questions.
Match the picture with the correct word/sentence.
Circle the word.
Draw a line.
Find and underline the word.
Do not walk (enter, smoke).
Push, Pull,
Teacher's Meeting
Danger

3. **Read and understand information**
 - Personal information forms
 - Coupons - Follow oral instructions to circle name of product, amount saved, expiry date
 - Short information text on signs
Teacher's Meeting, Danger
 - Simple, teacher - constructed menus
 - Simplified work schedule – Identify, circle or copy information presented in table format
 - Appointment cards – Read information given on a card and demonstrate understanding by answering oral questions about information
 - A simplified cash register receipt, bill, list, prescription, ad, flyer, or doctor's instructions, to determine relevant information. Cut out and find answers in response to teacher's questions.

4. **Read and understand written ideas and feelings**
 - Read a 5 - 8 sentence story or dialogue and
 - Cut out and find sentence strips from the story in response to teacher questions
 - Circle or highlight words according to teacher instructions about vocabulary, verb tenses, parts of speech, or phonetic sounds
 - Read and answer orally
 - *Wh* and *Yes/No* comprehension questions and *Yes/No* statements about story information
 - Read and order words to reconstruct story sentences one at a time.

Examples

Look at the cards. Circle the word or words your teacher says:
Get Well Thank You Help



Name _____
First Last

Address _____
No. Street Postal Code

Phone Number _____

City _____

Province _____

S.I.N. _____

Mr. Ed Johnson
HAS AN APPOINTMENT WITH
DR. TURNER

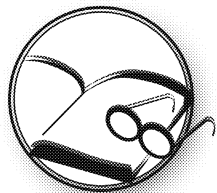
June 14 at 2:15

River West Dental Centre
 612 Main Street
 London, Ontario
 Phone: 955-4444

Answer questions orally.

What time is your appointment?
 Where is your appointment?
 Who is your appointment with?

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted short messages</p> <ul style="list-style-type: none"> Simple invitations Two-line messages on teacher-made greeting cards <p>2. Read and understand short instructions</p> <ul style="list-style-type: none"> In the classroom <i>Answer the questions.</i> <i>Match the picture and the words.</i> In the neighbourhood <i>No Smoking</i> <i>No Trespassing</i> <p>3. Read and understand formatted and unformatted information text</p> <ul style="list-style-type: none"> Simplified forms Receipts Coupons Lists Signs <i>Danger</i> Information presented in table format such as bus schedules, work schedules, menus Simplified memos and notices Appointment or business cards <p>4. Read and interpret written ideas and feelings</p> <ul style="list-style-type: none"> Emotional/physical feelings or descriptions <i>He feels dizzy.</i> <i>My leg was sore.</i> <i>My legs aren't sore.</i> <i>He doesn't feel happy.</i> <i>He feels frustrated.</i> Personal preferences <i>I like to cook.</i> <i>I love to go fishing.</i> <i>I like pizza a lot/a little.</i> <i>He liked to read a lot/a little.</i> <i>His favourite fruit is apples.</i> <i>I prefer coffee.</i> Personal needs and wants <i>He needs a job.</i> <i>They will need to study.</i> <i>She wants to buy a computer.</i> 	<p>Understand</p> <ul style="list-style-type: none"> Text using context/idea, sight words, phonetic clues Basic print conventions such as upper / lower case and sentences The purpose of capital letters and simple punctuation such as periods and apostrophes in contractions And distinguish between vowels and consonants <p>Read and understand</p> <ul style="list-style-type: none"> High frequency words and phrases in meaningful context Basic frequency adverbs <i>Always, sometimes, never</i> Basic thought groups/ prepositional phrases of time and place <i>In the morning, at school</i> Ellipses - Personal titles <i>Mr., Mrs.</i> - Imperatives <i>Don't enter.</i> Isolated words from text <p>Recognize, read and understand organizational patterns and purpose of text</p> <ul style="list-style-type: none"> Where to find specific information <i>Amount Due</i> Whether or not writing is necessary Where to write required information Name _____ Last Name _____ <p>Know where to find needed information</p> <ul style="list-style-type: none"> Spelling of street, country <p>Read words using phonics</p> <ul style="list-style-type: none"> Initial and final consonant blends <i>br, dr, fl, gl, sm, sp, st, ng, nk</i> Initial and final consonant digraphs <i>sh, ch, th, tch</i> Final consonant combinations <i>ff, ss, ck</i> 	<p>Context is familiar and personally relevant.</p> <p>Pre-reading discussion or scaffolding is necessary in order to activate background knowledge and to present any cultural knowledge needed to understand the text</p> <p>Text should be</p> <ul style="list-style-type: none"> Clear and easy-to-read in print or print-like handwriting Upper and lower case print Short with up to 8 sentences One sentence per line <p>Text may also include</p> <ul style="list-style-type: none"> Clear simple pictures Repetitive sentence structure Numbered sentences for ease of reference <p>Text may be</p> <ul style="list-style-type: none"> Teacher-made Teacher-adapted Dictated by learner



Sample Tasks

1. **Read and understand short messages**
 - A variety of phone messages and accompanying questions
 - Greeting cards – Choose appropriate card for given occasion
 - A teacher-made memo – Read and demonstrate understanding by answering questions (orally or written).

2. **Read and understand instructions**

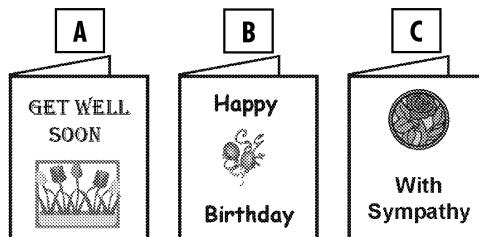
*Circle/Underline the correct answer.
Write the correct answer on the line.
Please wipe your feet.
Deposit money here.
Pay cashier at front.
Please remove your boots.
Employees only.
Keep out.*

3. **Read and understand information**
 - A personal information form
 - A cash register receipt - Follow oral instructions to find a list of items, the PST & GST, subtotal and total
 - Flyers - Find information on flyer
Potatoes - \$3.49 - 10 lb. bag
 - A simple enlarged map - Find relevant information

4. **Read and understand written ideas and feelings**
 - Read a story or dialogue of up to 9 sentences and circle the correct multiple choice answer
 - Read a simple chart and fill in the blanks
 - Read and answer questions about the information in the chart
 - Participate in an interactive class survey, read the questions and
 - Collect information
 - Read and report
 - Read sentences describing situations that evoke feelings. Choose the feeling that best fits with the situation.
 - Match pictures and feeling words.

Examples

Read the sentences. Choose the card to match the sentences.



- ___ 1. Your friend is twenty-five years old today.
- ___ 2. Your friend is very sick.
- ___ 3. Your friend's mother died.

Memo

To: All Students and Teachers
 From: Mr. Brown, Principal
 Re: School on Thursday

There will be a Teachers' Meeting on Thursday, January 24th from 12:00 to 2:00. School will start at 2:15.

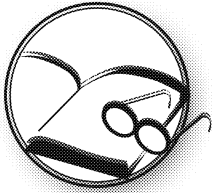
1. Who is the meeting for?
2. When will the meeting start and finish?
3. What time will school start?

Choose the feeling that goes with the sentence.

1. His wife is going to have their baby today.
He feels _____.
2. He bought a new computer but it doesn't work.
He feels _____.
3. He misses his country.
He feels _____.

homesick frustrated nervous

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted messages</p> <ul style="list-style-type: none"> Phone messages <i>Please call Bob at 243-9867.</i> Greeting cards <i>Happy 5th Birthday</i> <i>Sorry You're Sick</i> <p>2. Read and understand one line instructions</p> <ul style="list-style-type: none"> In the classroom <i>Circle the correct answer.</i> <i>Write the correct answer on the line.</i> In the neighbourhood <i>Report to receptionist.</i> <i>Please wipe your feet.</i> <i>Deposit money here.</i> <i>Employees only</i> <p>3. Read and understand formatted and unformatted information</p> <ul style="list-style-type: none"> Simple maps Simple directories Flyers More complex teacher-made personal information forms Cash register receipts <p>4. Read and interpret written ideas and feelings</p> <ul style="list-style-type: none"> Emotional/physical feelings and descriptions <i>He doesn't feel happy.</i> <i>I miss my mother.</i> <i>I think about my friends.</i> <i>She's depressed.</i> <i>She's nervous.</i> <i>She's frustrated.</i> <i>She doesn't care.</i> <i>I'm not interested.</i> <i>That's interesting.</i> <i>That's wonderful.</i> <i>What a surprise!</i> Personal Preferences <i>I prefer tea.</i> <i>I like tea better than coffee.</i> <i>I don't like to vacuum.</i> <i>I'd rather wash the floor.</i> Personal Needs <i>She didn't need milk.</i> <i>They don't need to work.</i> 	<p>Understand</p> <ul style="list-style-type: none"> The gist of the text Basic print conventions of sentences The use of simple punctuation such as commas and apostrophes (in contractions and possessives) Organizational pattern of the alphabet as used in the dictionary <p>Read and understand</p> <ul style="list-style-type: none"> High frequency words and phrases in meaningful contexts Isolated words from text Thought groups/prepositional phrases <i>Around 4:00 two years ago</i> <i>At (to) the hospital</i> <i>On the corner</i> Where to find needed information such as medical or S.I.N. number Word families according to meaning <i>teach, teacher, teaching</i> Compound words <i>backpack grandfather</i> <p>Recognize, read, and understand organizational patterns and purpose of text</p> <ul style="list-style-type: none"> Where to find specific information What information is relevant Where to write required information <p>Read and understand ellipses</p> <ul style="list-style-type: none"> Omissions <i>Closed for holiday</i> Imperative <i>Pay cashier at front.</i> <p>Read words using phonics</p> <ul style="list-style-type: none"> Two syllable words with short vowel sounds <i>address rabbit</i> Words with long vowel sounds that have the <i>silent e</i> Final suffixes – <i>tion, sion</i> <i>station</i> 	<p>Context is familiar and personally relevant.</p> <p>Pre-reading discussion or scaffolding is necessary in order to activate background knowledge and to present any cultural knowledge needed to understand the text.</p> <p>Text should be</p> <ul style="list-style-type: none"> Clear and easy to read in print or print-like handwriting In large size print In upper and lower case print Short – up to 9 lines or items <p>Text may also include</p> <ul style="list-style-type: none"> Clear, simple pictures Some wrap-around print



Sample Tasks

- 1. Read and understand messages**
 Read and understand

 - Personal written notes on greeting cards
 - Simple authentic notices and memos – Read and answer questions

- 2. Read and understand instructions**
 Read and understand a wider variety of one step instructions

*Write the missing word on the line.
 Put these words in alphabetical order.
 DON'T WRITE IN THIS SPACE
 OFFICE USE ONLY
 Please wait to be seated.
 Please go to room 234 on the second floor.*

- 3. Read and understand information**

 - A table of contents - Find topics in index of picture dictionary
 - A directory for a clinic or office building
 - Products – Read labels on common products
 - A personal information form
 - Traffic ticket - Find reason for ticket, amount if paid immediately and if not
 - Work schedule – Find information about times and days of work

- 4. Read and understand written ideas and feelings**

 - Read a 10 -12 sentence story or dialogue and
 - Indicate by T or F whether statements about the story or dialogue are true or false
 - Practice vocabulary by completing a cloze exercise
 - Work in groups. Read sentences of compliments. Think about the classmates in the room. Write names beside each compliment. Make sure that all of the classmates have their names written beside one compliment.

*You have a very nice smile.
 You are really helpful to others.
 You can spell English really well.
 You tell a good story.*

 Read the compliments to the other students.
 - Read compliments included in:
 - A letter of reference
 - An employee evaluation
 - A thank you letter
 - A child's report card

Examples

Read the work schedule below. Write a short answer to each question.

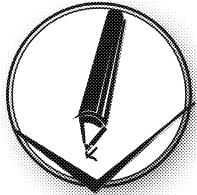
Work Schedule May 15 - 19				
Day Shift - 7 AM-3 PM				
Mon.	Tues.	Wed.	Thurs.	Mon.
Wai Nam	Wai Nam	Wai Nam	Carlos	Carlos
Sara	Maryan	Maryan	Sara	Sara
Afternoon Shift - 3 PM-11 PM				
Maryan	Sara	Sara	Wai Nam	Wai Nam
Carlos	Carlos	Carlos	Maryan	Maryan

1. Is this the schedule for May 8-12 or May 15-19? _____
2. When is the day shift? _____
3. Does the afternoon shift start at 2 PM? _____
4. Which shift does Maryan work on Tuesday? _____
5. Who works with Sara on Wednesday? _____

Manjit Gill was sick yesterday. He went to the doctor. Read the dialogue.

Doctor: Good Morning, Mr. Gill.
 How are you?
 Manjit: I'm really sick.
 Doctor: How long have you been sick?
 Manjit: Three days.
 Doctor: What's the matter?
 Manjit: My throat hurts.
 Doctor: Do you have pain in your chest?
 Manjit: No, I don't, but my ears are sore.
 Doctor: Well. Let's have a look. Your throat is inflamed and you have an ear infection. You need medication and rest.

Language Competencies	Literacy Competencies	Conditions
<p>1. Read and understand formatted and unformatted messages</p> <ul style="list-style-type: none"> More complex notes and greeting cards <i>I hope you have a wonderful birthday.</i> <i>Happy Birthday to a Wonderful Daughter</i> Simple memos and notices <i>Water will be turned off on Monday from 9:30 to 1:30</i> <p>2. Read and understand up to 4-step instructions</p> <p><i>Write the missing word on the line.</i> <i>Put the directions in order.</i> <i>Which sentence is correct?</i> <i>Circle A or B.</i> <i>Put these words into alphabetical order.</i> <i>Please wait to be seated.</i></p> <p>3. Read and understand formatted and unformatted instructions</p> <ul style="list-style-type: none"> Table of contents Labels on products Names of sections of newspaper Longer and more varied application forms Simple work schedules <p>4. Read and interpret written ideas and feelings.</p> <ul style="list-style-type: none"> Emotional/physical feelings or descriptions <i>He feels embarrassed/lonely/worried/confused/anxious.</i> <i>I don't feel comfortable.</i> <i>She looks like her mother.</i> <i>It looks like it's going to rain.</i> <i>You look like you're not feeling well.</i> Compliments Personal preferences <i>I like eating more than cooking.</i> <i>I enjoyed the African music.</i> Personal needs <i>I really need English.</i> <i>I don't really need new shoes.</i> Personal Opinions <i>You should try this medicine.</i> 	<p>Understand</p> <ul style="list-style-type: none"> That written text conveys meaning Basic print conventions of sentences and paragraphs Basic English word order (Subject – verb – object) That a paragraph contains a group of sentences based on an idea or point of view Organizational pattern of alphabetical order used in indexes and directories Simple punctuation including quotation marks <p>Read and understand</p> <ul style="list-style-type: none"> High frequency words and phrases in and out of context Basic phrases of time <i>The day before yesterday</i> <i>From 2:00 to 3:30</i> <i>2:00 – 3:00</i> Thought groups/ prepositional phrases <i>From Winnipeg to Toronto</i> Main idea of text and be able to locate specific information about people, places, and events <p>Read and understand organizational patterns and purpose of text</p> <ul style="list-style-type: none"> Where to find specific information <i>Best before Aug 4</i> What information is relevant Whether or not writing is necessary Where to write required information Which type of form this is (classification) – for a want ad, car, or apartment <p>Compare and contrast words with</p> <ul style="list-style-type: none"> Long and short vowel sounds <i>cap cape</i> “r” controlled vowels in single syllable words <i>ar, or, ir, ur, er</i> Multi-syllabic words <i>computer, weather, mirror</i> 	<p>Context is personally relevant.</p> <p>Pre-reading discussion or scaffolding is necessary in order to activate background knowledge and to present any cultural knowledge needed to understand the text.</p> <p>Learner demonstrates a higher degree of mastery, ease and independence with materials presented at the Phase II level.</p> <p>There is a wider variety of text to read</p> <p>Text should be</p> <ul style="list-style-type: none"> Clear and uncluttered Up to 10 lines or items No more than 4-step instructions <p>Text may also include</p> <ul style="list-style-type: none"> A variety of fonts Wrap-around print <p>Text may be</p> <ul style="list-style-type: none"> Teacher-made Teacher-adapted Learner-written. <p>Learners</p> <ul style="list-style-type: none"> Can work more independently with material at Phase II level Are beginning to use listening and speaking strengths to aid in comprehension Are using prior knowledge, context, and word attack skills to get meaning from text May become easily frustrated if text is too long or not personally relevant



Sample Tasks

- 1. Convey messages**
 - Choose, copy or write information on
 - A phone conversation dialogue to prepare for an absence from school or work, stating teacher's name, classroom number and reason for absence
 - Greeting cards: A one or two word message on an appropriate card expressing thanks, congratulations, condolences, or get well wishes and sign name
 - A simplified or teacher-made memo: Complete a cloze explaining date and reason for absence from school or work

- 2. Record information**
 - Copy information from
 - A directory – 3 – 4 items
 - Yellow pages – 3 – 4 items
 - Work schedules
Copy a week's work schedule for one worker
 - Garage sale announcement
Copy short announcement
 - An appointment card
Copy doctor's name, patient's name, date, time, address and phone number
 - Look at pictures of people or rooms.
Read sentences about the picture. Copy each sentence under the picture it describes.

- 3. Present information**
 - Fill out
 - A simplified application and registration form for summer school, doctor's office
 - Simplified bank forms-such as cheques, withdrawals, deposit slips
 - Sequence a group of pictures of a daily routine. Then, find the sentence (cut up or written on board) that matches with the activity and copy the sentence beside the correct picture.
 - Describe home in 2 to 3 sentences.
Include a floor plan or diagram.



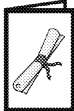
- 4. Express written ideas and feelings**
 - Write a menu for a class party making a list of what needs to be bought. Take into account learner's food preferences.
 - Write to newcomers telling them what they need for winter in this climate.

Examples

Choose the correct sentence from the board to go with the card picture. Write it on your card. Sign your name.

**Congratulations Happy Birthday
Hope you feel better soon.**

Write the correct sentence on the line.

1.  _____
2.  _____
3.  _____

B. Smith	24 Isabel	774-2367
J. Munoz	123 William	567-8574
L. Wong	#3-69 Maple	678-9031

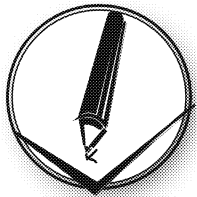
Copy the above addresses and phone numbers.

NAME	ADDRESS	PHONE
L. Wong	_____	_____
B. Smith	_____	_____
J. Munoz	_____	_____

Complete the journal entry using the word list you have written with your teacher.

Today is a _____ day. It is very _____. I need to wear my _____. It is a good day to _____ and _____.

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages</p> <ul style="list-style-type: none"> Choose, copy or write an appropriate short message for <ul style="list-style-type: none"> <i>Greeting cards</i> <i>Happy Birthday</i> <i>With Sympathy</i> <i>Thank you</i> <i>Get Well</i> A memo or notice <p>2. Record formatted and unformatted information</p> <ul style="list-style-type: none"> Copy information from <ul style="list-style-type: none"> Advertisements (3-5 items) Table of Contents Directories Work schedules <p>3. Present formatted and unformatted information</p> <ul style="list-style-type: none"> Fill out <ul style="list-style-type: none"> Simplified registration or application forms for school, doctor, or library Simplified bank forms Match or write sentences with corresponding pictures Write about personal situations Match or write sentences with corresponding pictures <p>4. Express written ideas and feelings</p> <ul style="list-style-type: none"> Descriptions <ul style="list-style-type: none"> <i>She has black hair.</i> <i>She is about 20 years old.</i> Preferences <ul style="list-style-type: none"> <i>Do you want to meet on Monday?</i> <i>I don't need to buy apples.</i> <i>She likes to bake cakes.</i> <i>I think winters are too long.</i> Personal needs <ul style="list-style-type: none"> <i>You need to wear a warm coat in winter.</i> 	<p>Copy</p> <ul style="list-style-type: none"> Dates, money, time Numerals or written form of numbers Abbreviations with period <i>Mr., Mrs.</i> <i>Dr., St., Ave.</i> Relevant and important words from informational text Upper and lower case letters Days and month in order From blackboard <p>Use</p> <ul style="list-style-type: none"> Appropriate space between words Checkmarks, circles, and X's as instructed Capitals appropriately with proper names and to begin sentences Time references correctly Today, yesterday, tomorrow Correct form of punctuation period, question mark Phonics to write short vowels in initial and medial position Sight words Invented spelling <p>Spell personal information correctly or know where to reference</p> <p>Print</p> <ul style="list-style-type: none"> On line and in spaces Begin to print accurately, legibly and consistently <p>Demonstrate understanding of</p> <ul style="list-style-type: none"> Purpose, and layout of various forms Where to write information Need for short answer on forms Different types of sentences Statements, questions <p>Take sentence dictations Sign name on appropriate line Print address and return address in appropriate place on envelope</p>	<p>Context is relevant and familiar.</p> <p>Written work often relates to pictures and realia.</p> <p>The text that is provided for writing task is short, simplified and usually teacher-made.</p> <p>A great deal of teacher guidance or scaffolding is necessary Learners can complete a writing task if a model for writing is provided such as</p> <ul style="list-style-type: none"> Student I.D. for forms Words, phrases or sentences on blackboard or overhead A sample story that provides a format to follow A formulaic or well-known phrase



Sample Tasks

1. Convey messages
 - Plan a party to invite friends. Fill in an invitation with appropriate information. Expand to other situations
 - Fill in a simple letter cloze to a caretaker stating a problem and requesting service.
 - Brainstorm with teacher for appropriate 3 - 4 word phrases to express thanks, condolences, and sympathy and get well wishes. Teacher writes phrases on board. Learners copy one and sign card in appropriate place.

2. Record information

From

 - A menu – Use the same format as the menu to record items and prices
 - A simplified flyer – Use the same format as the flyer to record items and prices
 - An advertisement – Copy relevant information such as company name, address, items wanted and price

3. Present information

Fill out

 - a simplified teacher-made form for school registration
 - A deposit slip and withdrawal slip
 - Brainstorm with teacher to describe learners' living rooms. Teacher writes sentences on board. Learners copy 3-4 sentences which best describe their own living rooms.

4. Express written ideas and feelings
 - Write a simple note to a volunteer expressing appreciation for their help.
 - From a list of 15 spring/fall cleaning chores write your own list of tasks you prefer to do. Write another list for your partner/spouse to do. Write a short note to partner/spouse about his list.
I'll do these things.
Maybe you'd like to...
I should... You should... He should...
Why don't you...? Why doesn't he ?
 - Start with a feeling word and write word groups/families from dictation
cold mold fold told sold
care share fare stare bare
homesick homework housework
relax relaxing relaxed relaxation

Examples

It's a Baby Shower!
PLEASE JOIN US

For _____

Date _____

Time _____

Place _____

Given By _____

ITEM	PRICE
1 litre of milk	\$0.78
2 bags of chips	\$1.65
Bread	\$1.58
2 Bottles of Coke	\$2.50

Copy the above information on the lines.

ITEM	PRICE
_____	_____
_____	_____
_____	_____
_____	_____

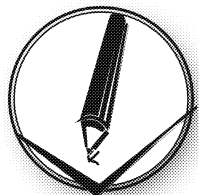
From a list of 15 spring/fall cleaning chores, complete a chart with tasks you would prefer or rather not do.

Spring Cleaning

I'd prefer to...	I'd rather not...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- clean the garage
- clean the oven
- wash the windows
- rake the yard
- clean out closets

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages Fill in</p> <ul style="list-style-type: none"> Simple invitations Simple letters Simple notes to teacher explaining absence Greeting cards with 3 – 4 word phrases <p>2. Record formatted and unformatted information Copy relevant information from</p> <ul style="list-style-type: none"> Signs and menus Flyers <p>3. Present formatted and unformatted information Fill out</p> <ul style="list-style-type: none"> Simplified forms such as Video rental Catalogue Cheques and deposit slips including <i>who, when, how much, signature</i> <p>4. Express written ideas and feelings Write</p> <ul style="list-style-type: none"> Descriptions guided by teacher describing a person, place or thing <i>She's in a good mood. I'm looking forward to ...</i> Compliments <i>Thank you Helen for being so kind and helpful.</i> Preferences <i>I'd rather not clean the garage. I have to wash the windows.</i> Personal needs <i>I need to pay the utility bills. I don't need more than \$50 for the weekend. If I had more money, I'd.. If I had a million dollars, I'd..</i> 	<p>Copy clearly and accurately</p> <ul style="list-style-type: none"> Letters, words, sentences Numeric and written numbers Relevant important words from informational/business text Upper and lower case letters Days and months From board Dates, money, time Abbreviations with a period- <i>Ph. #, Dr., Tues., Sept.</i> <p>Change uppercase to lower case and vice versa</p> <p>Use</p> <ul style="list-style-type: none"> Appropriate spacing between words Time references correctly <i>Next, last, this, now</i> Chronological order Correct form of punctuation - period, comma, question marks, exclamation marks Phonics to write words with long vowels with the final –e ending Sight words, and invented spelling Capital letters appropriately <p>Spell personal information correctly or know where to reference</p> <p>Print</p> <ul style="list-style-type: none"> On line and in spaces N/A when question is not applicable Answers to simple questions Address and return address on envelope Often accurately, legibly and consistently <p>Sign name on card in appropriate location</p> <p>Demonstrate understanding of</p> <ul style="list-style-type: none"> Purpose, layout, and sections of various forms Where to write information in a variety of formats Need for short answers on forms <p>Distinguish between types of sentences</p> <ul style="list-style-type: none"> Statement Question Exclamation 	<p>Context is relevant and familiar</p> <p>Written word often relates to pictures and realia</p> <p>The text that is provided for writing task is short, often simplified or teacher-made</p> <p>Forms have smaller line space, less white space, and more items than initial level (8 – 12)</p> <p>Write 3 - 4 sentences to present information or express ideas and feelings.</p> <p>A great deal of teacher guidance or scaffolding is necessary</p> <p>Learners can complete a writing task only if a model for writing is provided such as</p> <ul style="list-style-type: none"> Student I.D. for forms Words, phrases or sentences on blackboard or overhead A sample story that provides the format to follow Formulaic or well-known phrase



Sample Tasks

1. **Convey messages**
 - Write a short note explaining an absence
2. **Record information**

Record relevant information from

 - A school notice
3. **Present information**
 - Compare 2 flyers from different supermarkets. Fill in a teacher-made chart comparing the prices of 4 items that are for sale in both stores
 - From a monthly memo record dates and information regarding appointments and events onto a personal calendar or into a daytimer.
 - Fill out simple teacher-made emergency forms
 - Fill out authentic withdrawal and deposit slips
 - Look at a picture of a family and fill in a cloze
4. **Express written ideas and feelings**
 - Have learners bring in pictures of their families if appropriate. Talk about them and then write descriptions.
This is my daughter.
She looks like her father.
My second daughter looks like me.
 - Compare products, such as appliances, cars, snack foods and then fill in a comparison chart
 - Write the do's and don'ts for a job interview in response to picture cues.
You should arrive early.
You shouldn't chew gum.

Examples

Brainstorm to form a list of acceptable reasons for a student to be absent from school. Write a letter to the teacher. Use the reminder list to help you with the letter.

Remember to use:

- ✓ Today's date
- ✓ Teacher's name
- ✓ Time/Date of absence
- ✓ Reason
- ✓ Signature

A student might write:

November 15, 2000

Dear Mrs. Simonson,

My son, José, was absent from school on Friday, November 12, because he had a dental appointment.

**Sincerely,
Mrs. C. Garcia**

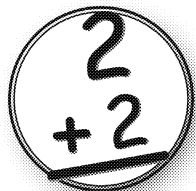
Look at the flyers. Find the food named. Fill in the chart to compare the prices at two supermarkets.

Item	Price at Food World	Price at IGB
_____	_____	_____
_____	_____	_____
_____	_____	_____

Following a brainstorming session or a discussion based on pictures, write some advice for a friend who is going for a job interview. Include advice for before, during, and after the interview.

- Before the interview you should _____
- Before the interview you shouldn't _____
- During the interview you should _____
- During the interview you shouldn't _____
- After the interview you should _____
- After the interview you shouldn't _____

Language Competencies	Literacy Competencies	Conditions
<p>1. Convey formatted and unformatted messages Write</p> <ul style="list-style-type: none"> Short personal notes expressing: Thanks, congratulations, condolences, invitations Letters expressing personal situations Memos or notes such as a short note explaining reason for absences of learner or their children <p>2. Record formatted and unformatted information Copy relevant information from</p> <ul style="list-style-type: none"> School notices Flyers Simple recipes Lists of items <p>3. Present formatted and unformatted information On</p> <ul style="list-style-type: none"> A wider variety of simple forms with more items Library card Emergency form A wider variety of simple bank forms including withdrawal, deposit and transfer forms from different banks A cheque based upon information found on a bill <p>4. Express written ideas and feelings Write</p> <ul style="list-style-type: none"> Descriptions of a person or a room in a house Personal needs <i>She has to see the dentist on the third.</i> Preferences <i>They enjoy dancing more than anything.</i> Personal Opinions <i>I think you should rest in bed and drink plenty of liquids.</i> 	<p>Print clearly and accurately</p> <ul style="list-style-type: none"> Dates <i>2/15/00, 15/02/00, Feb. 15, 2000</i> Money <i>25¢</i> Time <i>3:00, 3 o'clock, three o'clock</i> Abbreviations with a period <p>Demonstrate understanding of</p> <ul style="list-style-type: none"> Purpose, layout and sections of various forms Where to write information in a variety of formats Need for short answers on forms <p>Distinguish between types of sentences</p> <ul style="list-style-type: none"> Statement/Question/Exclamation <p>Use</p> <ul style="list-style-type: none"> Time references – <i>before, after</i> Chronological order Correct form of punctuation Period, comma, question mark, exclamation mark Phonics to write words with short and long vowels Compare and contrast Introduce vowel blends such as <i>ee, ea</i> Invented spelling <p>Print short message on card in appropriate location</p> <p>Complete</p> <ul style="list-style-type: none"> Fragments of short text with personal information An envelope with address and return address appropriately <p>Fill out forms</p> <ul style="list-style-type: none"> Using print rather than handwriting Using pen not pencil By printing accurately, legibly and consistently Completely, using N/A for inapplicable information Truthfully <p>Understand that</p> <ul style="list-style-type: none"> Signatures are usually in cursive writing form Words are not usually hyphenated Each small square on a form requires one number or letter 	<p>Context is relevant and familiar</p> <p>Stimulus for writing should include</p> <ul style="list-style-type: none"> Some teacher-made materials as well as some simple realia such as flyers, work or transportation schedules, withdrawal and deposit slips, greeting cards <p>Stimulus for writing may include</p> <ul style="list-style-type: none"> Personal information forms with smaller line space, less white space and more items than at developing level Learners are beginning to write more freely. The process of free writing needs a great deal of teacher guidance at this stage. <p>Teacher guidance takes the form of</p> <ul style="list-style-type: none"> Brainstorming with class Activating prior knowledge Providing models or examples Providing interesting and relevant themes to write about <p>Learners will understand these competencies and be able to apply them sometimes, but will often need reminders. Competency levels are not often consistent from day to day</p>



Sample Tasks and Applications

1. Number Concepts

- Count the number of
 - Words in a sentence by 1's
 - Chairs in the room by 1's
 - Shoes in the classroom by 2's
 - Minutes in an hour by 5's
 - Quarters in \$5.00 by 25's
- Make a chart to show place value for ones' and tens' place

<u>TENS</u>	<u>ONES</u>	=	
	5	=	5
5	9	=	59
7	5	=	75
- Group candies (M&M's) from a box according to colour. Count each colour and record the information on a place value chart.
- Use dimes to count money by 10s. Because money is used everyday and for the most part people understand change, play money or real pennies make excellent starting manipulatives for understanding place value.
- Read orally the number or number sentence. Copy the number or number sentence. Listen and write the number sentence in written form.

Read the word sentence and write it in numerals

twelve means 12

Twelve plus thirteen equals twenty-five

$12 + 13 = 25$
- Read and complete:

2, _____, 6, _____, 10

25, 30, _____, 40, 45 _____
- Game: Student A thinks of a number. He writes the number on a card and gives it to the teacher. The others take turns guessing the number. After each guess the student says

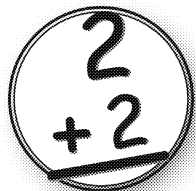
No, my number is bigger/smaller than _____.
- Write cheques using numbers and number words
- Estimate how long it takes to
 - Shop for groceries
 - Send a letter to your country
 - Brush your teeth
- Estimate
 - Your monthly food bill
 - Your monthly phone bill
 - The cost to fill up your car with gas

2. Patterns and Groups

- Use triangle pattern blocks and put together into a big triangle. Count the triangles
- Use triangle pattern blocks to make squares and rectangles
- Look at flags from learners' countries. Recognize various shapes on the flags. Count the shapes and talk about the patterns
- Brainstorm for common objects in the community that have a specific shape such as windows, rectangles, squares
 - Traffic lights – circles
 - Yield signs – triangles
- Which one doesn't belong? Use word lists or realia

pig cow tree horse
- How does this group go together?
 - Wheel, brake and seat are all parts of a bicycle.
- Have categories listed and have students write words under the appropriate heading.
- Learners work in groups to think of ways in which they are all the same
 - We are parents.*
 - We are immigrants.*
 - We study English.*
- Bring in a variety of gift wraps or fabric pieces. Discuss shapes and repetitive designs and patterns. There is a thin red stripe, a wide white stripe and a thick red stripe, then the pattern repeats.

Language Competencies	Literacy Competencies	Conditions
<p>1. Number Concepts and Place Values Understand counting and sequencing of whole numbers</p> <ul style="list-style-type: none"> Count forward by 1's, 2's, 5's, 10's, 25's, and 100's to 1000 Demonstrate the concept of place value by reading a 2 digit number and explaining the value of each digit by saying <ul style="list-style-type: none"> <i>The digit 5 in the number 59 means 50 and in the number 75 it means 5</i> <i>In 59 there are 9 ones and 5 tens</i> Or by using manipulatives, such as Base ten Blocks or Cuisenaire Rods to visually represent numbers 1 – 500. Sequence and compare numbers and other concepts Read, write and show an understanding of numbers in written form 1 – 100 <i>One, two, fourteen,.....</i> Round off numbers Estimate and compare quantities and amounts. Use reasoning required to do estimation <ul style="list-style-type: none"> Inductive, deductive, spatial and visual <p>2. Patterns and Groups. Understand that numbers can be represented in a variety of ways. Make mathematical connections.</p> <ul style="list-style-type: none"> Recognize and create more complex patterns Recognize, create and label groups of items Read and construct simple bar graphs 	<p>Understand</p> <ul style="list-style-type: none"> Counting systems and procedures Count by _____ Cardinal numbers <i>One, two, three,.....</i> Ordinal numbers <i>First, second, third...</i> Accurate pronunciation of numbers <i>313, 330</i> <i>298, 299</i> <i>seventh, eighth</i> Vocabulary related to place value. <i>Ones, tens, hundreds</i> Words and symbols related to theme such as <i>Number Numeral</i> <i>Number sentence</i> <i>Number word{s}</i> <i>Written form Sequence</i> <i>Next Between</i> <i>Going up by _____s</i> <i>Going down by _____s</i> <i>Bigger Smaller</i> <i>More than Less than</i> <i>Greater than</i> <i>> <</i> <i>Round off Nearest</i> <i>Goes up Goes down</i> <i>Sort</i> <i>Weigh</i> <i>Estimate Estimation</i> <i>Too much Too little</i> <i>Not enough</i> <i>Pattern Label</i> <i>Circle Square</i> <i>Rectangle</i> <i>Parts of a _____</i> <i>In this group</i> <i>In that group</i> <i>Which group</i> <i>Bar graph</i> <i>Fill in</i> Collocations <i>That's about right.</i> <i>Is that enough?</i> <i>A little more A little less</i> <i>Go together</i> <i>Belong together</i> <i>A little bit</i> <p>Say a sentence to describe the activity or Math concept.</p>	<p>Context is immediate and relevant.</p> <p>Manipulatives are used to assist in the development of understanding. They do not have to be blocks that may seem childish. They can be anything that the learner can touch and explore from a piece of paper to chairs in the classroom.</p> <p>Count using</p> <ul style="list-style-type: none"> Money for reference and understanding Memory Connections – Look for patterns <p>Use logic to see how Math is used in</p> <ul style="list-style-type: none"> Routine tasks Students' own lives Measurement Shopping <p>Information is accessed from real sources.</p> <p>Lack of proficiency in English may impact on concept transference from L1. Therefore, when Math labels are new vocabulary, teacher guidance is always necessary.</p> <p>Learners often don't recognize the skills they have that can be built upon or transferred to solve mathematical problems. To build learner confidence, learners need opportunities to share/discuss Math-related prior experiences.</p> <ul style="list-style-type: none"> A learner may feel afraid of Math and not realize that he/she is using it every day. <p>Collaborative opportunities also develop learner confidence. Collaborate to construce bar graphs using teacher prepared sectioned paper to fill in data. Use of logic and reasoning is encouraged.</p>



Sample Tasks and Applications

3. Operations

- Use manipulatives or games, such as Give and Take
Take two coffee cans. Put any number of straws (e.g. 11) into the left can and none into the right can.
Learners write the equation.
 $11 + 0 = 11$
Then move the straws from the left to the right can.
Learners write the equation.
 $0 + 11 = 11$
Then learners show how to put the same operation on a calculator.
Finally, give a variety of everyday word problems for learners to solve using problem solving steps:
 - i. Listen to or read the problem carefully.
 - ii. Look for relevant data and Math words.
 - iii. Write a number sentence.
 - iv. Perform the operation and solve the problem (addition or subtraction)

- Use manipulatives to show multiplication and division concepts.
Use chairs in the classroom.
2 rows of 10 is written $2 \times 10 = 20$
4 rows of 5 is written $4 \times 5 = 20$
From this concept apply the operations using real life examples *3 newspapers at \$.75 each.* $3 \times 75 = \$2.25$.

- Use pattern blocks to come up with equivalent fractions. Manipulate money to change the fractions into decimals. Write number sentences
 $5 \text{ dimes} + 3 \text{ dimes} = 8 \text{ dimes}$
 $.50 + .30 = .80$
 $50/100 + 30/100 = 80/100$

4. Time and Temperature

- Use an analog clock with gears to show time. Talk about 2 ways of telling time.
 - Before the hour, and
 - After or past the hour

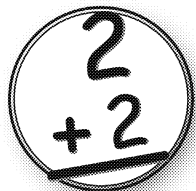
- Read a digital clock

- Use a calendar to
 - Write in appointments
 - Find family birthdays
 - Find holidays

- Complete sequences
 - June, _____, August
 - February, March, _____

- Fill in the date on forms according to instructions

Language Competencies	Literacy Competencies	Conditions																																												
<p>3. Operations Understand and use simple addition, subtraction and place value</p> <ul style="list-style-type: none"> Understand and solve <ul style="list-style-type: none"> Double digit addition and subtraction without regrouping <ul style="list-style-type: none"> $23 + 51 = 74$ $57 - 34 = 23$ Double digit addition and subtraction word problems without regrouping A more difficult addition or subtraction problem using a calculator Write a Math equation <ul style="list-style-type: none"> Horizontally in numerals and words <ul style="list-style-type: none"> $13 + 31 = 44$ <i>thirteen plus thirty-one equals forty-four</i> Vertically showing place value $\begin{array}{r} 13 \\ +31 \\ \hline 44 \end{array}$ Understand and show relationships between <ul style="list-style-type: none"> Addition and subtraction Addition and multiplication Subtraction and division Multiplication and division <ul style="list-style-type: none"> $3 \times 4 = 12$ $3 + 3 + 3 + 3 = 12$ $12 - 3 - 3 - 3 - 3 = 0$ $12 \div 3 = 4$ Understand concept of <ul style="list-style-type: none"> Fractions Decimals Whole number equivalents <ul style="list-style-type: none"> $4/4 = 1$ Solve simple problems with fractions and decimals <p>4. Time and Temperature</p> <ul style="list-style-type: none"> Tell/read time to the minute. Read, write and order months, days and years Write the date in word format or in numbers Write the date in number format Match temperature words to areas on the thermometer 	<p>Understand</p> <ul style="list-style-type: none"> The question in a word problem by looking for the key words and relevant data <ul style="list-style-type: none"> <i>How many male students are in the class?</i> <i>Mary had 65 ¢ in her pocket. She bought coffee for 25¢. How much money is left?</i> And begin to use the vocabulary for +, -, x, and ÷ such as <table border="0"> <tr> <td><i>Addition</i></td> <td><i>Subtraction</i></td> </tr> <tr> <td><i>Multiplication</i></td> <td><i>Division</i></td> </tr> <tr> <td><i>How many</i></td> <td><i>How much</i></td> </tr> <tr> <td><i>Word problem</i></td> <td><i>Equation</i></td> </tr> <tr> <td><i>Number sentence</i></td> <td></td> </tr> <tr> <td><i>Difference</i></td> <td><i>Statement</i></td> </tr> <tr> <td><i>Is left</i></td> <td><i>In all</i></td> </tr> <tr> <td><i>Minus</i></td> <td><i>Plus</i></td> </tr> <tr> <td><i>Sum</i></td> <td><i>Total</i></td> </tr> <tr> <td><i>Symbol</i></td> <td><i>Times</i></td> </tr> <tr> <td><i>Multiply</i></td> <td></td> </tr> <tr> <td><i>Divide into groups of ____.</i></td> <td></td> </tr> <tr> <td>$1/8$</td> <td><i>one eighth</i></td> </tr> <tr> <td><i>Fractions</i></td> <td><i>Decimals</i></td> </tr> <tr> <td><i>Part</i></td> <td><i>Piece</i></td> </tr> <tr> <td><i>Whole number</i></td> <td><i>Whole</i></td> </tr> <tr> <td><i>Top number</i></td> <td><i>Bottom number</i></td> </tr> </table> Collocations <ul style="list-style-type: none"> <i>A quarter of the ____</i> <i>3 over 8</i> <i>All of it</i> <i>The whole thing</i> <i>What do you need to complete __?</i> And pronounce accurately <ul style="list-style-type: none"> $1/4$ <i>one-quarter one fourth</i> $.10$ <i>point one one tenth</i> <p>Understand and begin to use the words related to time and temperature</p> <ul style="list-style-type: none"> Prepositions with time <ul style="list-style-type: none"> <i>at for on around in about</i> Temperature words <table border="0"> <tr> <td><i>Normal</i></td> <td></td> </tr> <tr> <td><i>Weather</i></td> <td><i>Frost</i></td> </tr> <tr> <td><i>Icy</i></td> <td><i>Slippery</i></td> </tr> <tr> <td><i>Chilly</i></td> <td><i>Mild</i></td> </tr> <tr> <td><i>Melting</i></td> <td><i>Freezing</i></td> </tr> </table> <p>Say a sentence to describe an operation or Math concept such as: <i>We can multiply to find the answer.</i></p>	<i>Addition</i>	<i>Subtraction</i>	<i>Multiplication</i>	<i>Division</i>	<i>How many</i>	<i>How much</i>	<i>Word problem</i>	<i>Equation</i>	<i>Number sentence</i>		<i>Difference</i>	<i>Statement</i>	<i>Is left</i>	<i>In all</i>	<i>Minus</i>	<i>Plus</i>	<i>Sum</i>	<i>Total</i>	<i>Symbol</i>	<i>Times</i>	<i>Multiply</i>		<i>Divide into groups of ____.</i>		$1/8$	<i>one eighth</i>	<i>Fractions</i>	<i>Decimals</i>	<i>Part</i>	<i>Piece</i>	<i>Whole number</i>	<i>Whole</i>	<i>Top number</i>	<i>Bottom number</i>	<i>Normal</i>		<i>Weather</i>	<i>Frost</i>	<i>Icy</i>	<i>Slippery</i>	<i>Chilly</i>	<i>Mild</i>	<i>Melting</i>	<i>Freezing</i>	<p>To solve a problem use basic facts, manipulatives and/or a calculator to find and check the answer</p> <p>Understanding of concepts is emphasized and evaluated before learner is asked to perform operations individually</p> <p>Demonstrate understanding of multiplication, division, fractions and decimals by</p> <ul style="list-style-type: none"> Showing with manipulatives Explaining to another student Identifying Labelling <p>Learners start to follow step-by-step problem solving</p> <ul style="list-style-type: none"> Understand the question Find the data Choose the operation Find the answer Check the answer <p>Manipulatives used for fractions can be</p> <ul style="list-style-type: none"> Pattern blocks Groups of beans, pennies, or play money Graph paper Teacher-made visuals for students to divide into groups <p>$\otimes \otimes \otimes \otimes \quad \otimes \otimes \otimes \otimes \quad \otimes \otimes \otimes \otimes$ $4/12 = 1/3$</p> <p>All Math examples relate to everyday situations.</p> <p>Learner experiences a variety of formats or types of</p> <ul style="list-style-type: none"> Clocks (analog, digital) Calendars Schedules Thermometers <p>Teacher-made worksheets to follow manipulative activities are</p> <ul style="list-style-type: none"> Clear With short concise instructions Uncluttered, with white space
<i>Addition</i>	<i>Subtraction</i>																																													
<i>Multiplication</i>	<i>Division</i>																																													
<i>How many</i>	<i>How much</i>																																													
<i>Word problem</i>	<i>Equation</i>																																													
<i>Number sentence</i>																																														
<i>Difference</i>	<i>Statement</i>																																													
<i>Is left</i>	<i>In all</i>																																													
<i>Minus</i>	<i>Plus</i>																																													
<i>Sum</i>	<i>Total</i>																																													
<i>Symbol</i>	<i>Times</i>																																													
<i>Multiply</i>																																														
<i>Divide into groups of ____.</i>																																														
$1/8$	<i>one eighth</i>																																													
<i>Fractions</i>	<i>Decimals</i>																																													
<i>Part</i>	<i>Piece</i>																																													
<i>Whole number</i>	<i>Whole</i>																																													
<i>Top number</i>	<i>Bottom number</i>																																													
<i>Normal</i>																																														
<i>Weather</i>	<i>Frost</i>																																													
<i>Icy</i>	<i>Slippery</i>																																													
<i>Chilly</i>	<i>Mild</i>																																													
<i>Melting</i>	<i>Freezing</i>																																													



Sample Tasks and Applications

5. Measurement

- Measure length, width, and thickness if applicable.
- Measure papers, envelopes, photos, books, and desktops.
- Group objects according to shapes, size, etc. whenever possible.
- Discuss when it is appropriate to round off the measurement and when it is necessary to have an exact measurement, such as
 - Round off
 - Litres of paint for a room
 - Topsoil for the garden
 - Popcorn to pop
 - Exact measurement for
 - Window blinds
 - Door frame
- Have learners find other items at home or at school to measure and record, such as a TV screen.
- Bake cookies or make soup (Cookies need exact measurement but soup measurement can be estimated).

6. Money

- Count the money after one day of selling coffee. Write down the amount of money. Write down several number sentences showing the amount of money made.
- Estimate the items you can buy for 10 dollars.
- Play simple money games, such as Monopoly, with play money.
- Role-play shopping at a store and count out change from a \$20 bill to a customer.
 - I need some change for the bus.*
 - Do you have change for a five?*
- Fill out and calculate cheques, bank deposits and withdrawal slips.
- Use pictures from magazines, etc. to role-play a garage sale. Learners practice asking questions about the object and bargain.
 - How old is this toaster?*
 - Does it work?*
 - Where is the plug?*
 - Would you take \$3.50?*
 - How about \$3.25?*

Language Competencies	Literacy Competencies	Conditions
<p>5. Measurement Understand</p> <ul style="list-style-type: none"> The purpose and use of measurement Linear measurement and use of ruler and tape measure Weight and use of a variety of scales Volume and use of liquid/dry measuring implements <p>Understand the metric system of measurement. Recognize connection between the metric system and decimals</p> <ul style="list-style-type: none"> When precision in measurement is necessary in the workplace and at home When rounding off or changing the measurement is appropriate. (Measurements have to be exact in baking and following building codes) And when there is leeway to be more creative (adding spices or vegetables into soup). <p>6. Money</p> <ul style="list-style-type: none"> Count large amounts of coins and bills Make change. When counting money, start from the large denominations to the small. When counting change, start from the small denominations to the large. Recognize and count different stamp denominations Check over receipt items and totals using a calculator Write a cheque Use a debit card in a secure manner Understand services such as money orders, bank drafts, parcel insurance, long distance rates, and ambulance rates. <ol style="list-style-type: none"> What they are Why they are important How to buy the service 	<p>Understand</p> <ul style="list-style-type: none"> And begin to use measurement words related to the themes Metre – m Centimetre – cm Millimetre – mm Ruler Tape measure Metre stick <i>How long, How deep, How wide...</i> Weight <i>Kilogram – kg</i> <i>Gram – g</i> <i>Litre – l</i> <i>Millilitre – ml</i> <i>Cup</i> <i>Tablespoon – tbsp. or T</i> <i>Teaspoon – tsp. or t</i> <i>Full</i> <i>Half full</i> <i>Empty</i> <i>Nearly empty</i> Understand words related to money <i>Change</i> <i>Cent sign ¢</i> <i>Cost</i> <i>Profit</i> <i>Decimal point .</i> <i>Dollar sign \$</i> <i>Cash or charge</i> <i>Credit</i> <i>Credit card</i> <i>Debit card</i> <i>P.I.N. number</i> <i>I.D.</i> <i>Picture I.D.</i> <i>Money order</i> <i>Bank draft</i> <i>Insure a parcel</i> <i>Return address</i> <i>Long distance</i> <i>Compare prices</i> <i>Rates</i> <i>Per minute</i> <i>Per gram</i> <i>Tax</i> <i>Tip</i> <p>Say a sentence to describe activity or Math concept <i>A door measurement needs to be exact.</i> <i>The window is __cm long and __cm wide.</i> <i>Do you have change for a five?</i></p>	<p>More complex usage of everyday measurement. More independent usage. After practising collaboratively learners will demonstrate accurate usage of a variety of measuring implements. Pre-teaching activates prior knowledge. Mathematical connections are related to everyday experiences and lifeskills. Learners demonstrate problem solving by using measurement such as buying an area rug or table cloth.</p> <p>When problem solving numbers are large, a calculator is used to perform operations, check accuracy and make estimates.</p> <p>Use prior knowledge of money to count in English.</p> <p>Review questions needed in English to ask the proper questions in order to access services.</p> <p>Concepts are developed using</p> <ul style="list-style-type: none"> Prior knowledge Real life concerns Vocabulary building Comparisons of a socio-cultural nature, such as debit cards and long distance telephone rates which may be a new experience <p>Services such as money orders, bank drafts, parcel insurance, long distance rates are at an awareness and development stage. Concepts are difficult but learners are using these services and often falling victim to them.</p> <p>Use collaboration and calculators with difficult computations.</p>