

Course Profile

Beginning Communication in English ESL Level 1

Grade 9
Open

• *for teachers by teachers*

Units 1 and 2

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Acknowledgments

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Unit #1: Getting Acquainted

Time: 20 hours

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Development Date: April, 1999

Unit Description

In this unit students will develop the ability to use simple oral and written language for beginning communication at home, at school, and in the community. Using authentic orientation materials, students will demonstrate the ability to use simple sentence patterns and key conventions of standard English to participate in social interactions in the classroom and the community. They will begin to use reading strategies to acquire beginning English vocabulary and to adapt to key teacher expectations and school routines.

Strands and Expectations

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.

Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X, AREV.01X, AREV.02X, AREV.03X, AREV.04X, AWRV.01X, AWRV.02X, ASCV.02X.

Specific Expectations: AOR1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.04XX, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.02X, 4.03X.

ARE1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.01X.

AWR1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X.

ASC1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X.

Activity Titles (Time + Sequence)

Activity 1	About Me	2 hours
Activity 2	The Classroom	3 hours
Activity 3	The School	3 hours
Activity 4	The Family	3 hours
Activity 5	The Home	3 hours
Activity 6	The Neighbourhood	4 hours
Activity 7	Transportation	2 hours

Unit Planning Notes

In addition to the detailed teaching and learning strategies presented, a number of ongoing routines which are part of a balanced language learning program will need to be established during this first unit. These activities should include the following:

- student journal writing
- silent reading of English, first language and bilingual materials, with entries into a reading log (See Appendix 3 for a sample log.)
- reading aloud by the teacher
- listening to tapes at the class listening centre

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- keeping a personal vocabulary list or book
 - teaching relevant Canadian cultural material at appropriate times throughout the year
 - compiling a personal *career list*
 - maintaining individual portfolios of student work
 - compiling a classroom picture dictionary

Throughout this course, a number of children's picture books have been suggested as possible resources. These books have been carefully selected for quality of story and illustration, as well as for their content of mature themes appropriate for adolescent learners. In using children's literature, teachers should always be sensitive to the ways in which these materials are presented to secondary school students. When these books are introduced with the needs of adolescent learners in mind, there is much in quality children's literature which speaks to a secondary school audience. Universal human themes, diverse cultural viewpoints, simplicity and clarity of language, contextual redundancy and repetitive language patterns are just some facets of children's literature which enrich the second language learning process.

Similarly, the inclusion of the resource Great Beginnings, originally created for learners in the junior grades, has been made with the caveat that teachers will select only those sections of this document which address the language needs of adolescent ESL students, such as the calendar pages, as well as the visuals for classroom, school and community vocabulary.

A beginning level English as a Second Language class will be of a heterogenous nature. Some students will have had more exposure to English than others, as well as more educational opportunities. In addition, continuous student intake is a fact of life in many ESL programs. In order to accommodate the varying levels of beginning English proficiency in a class, it is suggested that teachers make use of complementary language practice activities found in many commercially available beginning level course texts. A list of suggested texts can be found below. Other suggestions for supporting the varying levels of language proficiency include preparing packages of materials to distribute to students as they arrive during the term or semester, keeping a class stock of visuals and word cards for students to practice vocabulary alone, in pairs or small groups, and providing opportunities for practice with English language learning software.

Many of the activities in this unit include small group work components. In a heterogeneous class of newly arrived learners from around the world, students will have had varying degrees of exposure to group work, which is a frequent teaching strategy in Ontario classrooms. Teachers will want to present a well-paced entry to the concept of working and learning in groups, and to set up these early group activities clearly and with plenty of time for students to become accustomed to the dynamics of working in a group of their peers. Thoughtful consideration will need to be given to the selection of group members for different activities, as well as to how to help students understand their roles and responsibilities in a group learning situation.

Many newly arrived ESL students will be experiencing culture shock, family separation and dislocation, at the same time as they begin to cope with attending school in a new country. The ESL teacher must be aware of and sensitive to the many changes and adaptations which immigrant and refugee students face, and must strive to create a welcoming and secure classroom environment. While it is essential that ESL students master the vocabulary for topics such as family structure and living accommodations, the teacher should remember to be sympathetic to students' possible reluctance to share personal information about their backgrounds.

Prior Knowledge Required

Most students entering ESLAO will have attended full time education in their country of origin, and thus will have the necessary first language literacy skills to be successful in a secondary school program. However, other students may not have first language literacy or may have gaps in their educational backgrounds. These students may be concurrently enrolled in ELDAO and may take longer to achieve the expectations for this beginning ESL course. Additional modifications for these new literacy learners will help facilitate their integration into the ESLAO program.

Teaching/Learning Strategies

Brainstorming/webbing, modelled writing, journal writing, cooperative learning groups, teacher read-alouds, silent reading, listening centre, graphic organizers (pie graph, bar graph, T-chart, web – see Appendix 4 for samples), Total Physical Response, field trips, language games, guest speakers, student created books, class and community surveys, information gap, jigsaw, language experience stories, mapping, classifying and categorizing, pair, group and class interaction, viewing a non-narrative video, sharing languages and cultures.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Formative Summative	Oral Class Introduction Alphabetized List	Communication Knowledge
Activity 2	Formative Summative Summative	Object Identification Classroom Diagram Cloze exercise	Knowledge Comm, Knowledge Thinking, Knowledge
Activity 3	Formative Formative Summative	School Visit Organizer Group Vocabulary Poster Agenda Listening Task	Know/Think/Com/App Know/Think/Com/App Know/Think/Com
Activity 4	Summative Formative Summative	Family T Chart Group Presentation Family Tree Worksheet	Knowledge, Thinking Know, Communication Know/Think/Com/App
Activity 5	Summative Formative Formative Summative	Personal Information Test Vocabulary Quiz Preposition Quiz Ideal Room Project	Know/Communication Know/Communication Know/Communication Know/Think/Com/App
Activity 6	Form/Summ Summative	Map Listening Quiz Community Directory Project	Know, Communication Know/Think/Com/App
Activity 7	Formative Formative Formative Summative	Oral Summary Road Sign Locations Shape Identification List Final Unit Test	Know/Communication Know/Comm/Application Know/Comm/Application Know/Comm/Thinking

Course expectations which are assessed through the assessment tools for each activity are denoted by the iconic symbol ♣ in the expectations lists for each activity.

Resources

Print

- Acosta, Joan. Canada Coast to Coast, Second Edition. Toronto: ITP Nelson, 1999.
- Acosta, Joan. Coast to Coast Reader. Vancouver: Douglas and McIntyre, 1987.
- Bailey, Cindy. Start Up Multiculturalism. Markham: Pembroke Publishing, 1991.
- Berish, Lynda and Thibaudeau, Sandra. Canadian Concepts, Books 1, and 2. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Berish, Lynda, Sandra Thibaudeau and Maria De Rosa Wilson. Grammar Connections 1. Toronto: Prentice Hall Allyn and Bacon, 1995.
- Boyd, John R., Mary Ann Boyd and Paula Kezwer. Before Book One, Canadian Edition. Toronto: Prentice Hall Allyn and Bacon, 1994.
- Carver, Tina Kasloff, Fotinos, Sandra Douglas and Clarice Cooper. A Canadian Conversation Book: English in Everyday Life, Second Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Carver, Tina Kasloff, Fotinos, Sandra Douglas and C. K. Olson. A Writing Book, English in Everyday Life: A Teacher Resource Book. New Jersey: Prentice Hall Regents, 1996.
- Chabot, John. 101 Illustrated Crossword Puzzles. Virgil, Ontario: Full Blast Productions, 1994. (Box 408, Virgil, Ontario L0S 1T0)
- Chabot, John. Thematic Activities for Beginners in English. Virgil, Ontario: Full Blast Productions.
- Curcin, Ranka and Mary Koumoulas. Canadian Concepts 1, Teacher's Manual and Resource Package. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Grennan, Maggie. The Canadian Oxford Picture Dictionary, Beginner's Workbook. Toronto: Oxford University Press, 1997.
- Lipszyc, Carol. People Express: Readings and Chants for Literacy/ESL. Toronto: Oxford University Press, 1996.
- Metropolitan Toronto School Board. (Now the Toronto District School Board) Great Beginnings: ESL in the Junior Division, Suggestions for Classroom Teachers, 1990.
- Molinsky, Steven and Bill Bliss. Side by Side, Secondary School Edition, Book 1. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Molinsky, Steven and Bill Bliss. Word by Word Picture Dictionary, Canadian Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Molinsky, Steven and Bill Bliss. Word by Word Beginning Workbook, Canadian Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Mollica, Anthony. Crossword Puzzles for Beginners. Welland, Ontario: Editions Soleil, 1988. (Box 847, Welland, Ont.)
- Nishio, Yvonne Wong. Longman ESL Literacy. Second Edition. White Plains, NY: Addison Wesley Longman, 1998.
- O'Malley, J. Michael and Lorraine Valdez Pierce. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison Wesley, 1997.
- Parnwell, E.C. and Maggie Grennan. The Canadian Oxford Picture Dictionary. Toronto: Oxford University Press, 1998.

Software

The Rosetta Stone, Fairfield Language Technologies
122 South Main Street, Harrisonburg, Virginia 22801
1-800-788-0822 for Ontario distributors

- an interactive, multi-media language practice program for beginning ESL learners, which provides activities in listening comprehension, reading, speaking and writing

Activity #1: About Me

Time: 120 minutes

Description: Through the creation of a welcoming classroom environment, students will acquire some beginning English patterns for introductions, in order to introduce themselves to each other. They will demonstrate knowledge of the English alphabet, as well as a beginning familiarity with alphabetical order.

Strands and Expectations

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.

Overall Expectations: AORV.01X❖, AORV.02X, AORV.04X, AREV.03X❖, AWRV.02X, ASCV.02X.

Specific Expectations: AOR1.03X, 1.05X, 2.02X, 2.04X, 3.03X❖, 4.03X, ARE3.01X❖, 3.03X❖, AWR2.01X, 2.05X, ASC1.02X.

Planning Notes

- Items needed for this activity: Polaroid camera, name tags, post-it notes, coloured string, pushpins, large world map.
- To order the short, non-narrative video [Alphabet](#), call the National Film Board at 1-800-267-7710.
- Strategies to help create a welcoming classroom environment include: being at the door to greet the students as they arrive; having your name printed clearly and placed prominently in the class; posting commercially available multilingual welcome posters, and having brochures about the community and support resources in English and other languages where available.
- For complementary activities on introductions and greetings from course texts, see: [Canadian Concepts 1](#), [Canadian Concepts 2](#), [Grammar Connections 1](#), [Side by Side](#), [Secondary School Edition, Book 1](#), [A Canadian Conversation Book](#), [Thematic Activities for Beginners in English](#).
- This activity includes taking Polaroid photos of all the students: teachers need to be sensitive to any student's reluctance to participate in having their picture taken.
- Teachers may want to take a few minutes to check students' timetables to determine appropriate placement for their level of English proficiency.

Prior Knowledge Required

- Knowledge of the English alphabet and ability to copy some English words and phrases. Some students may not have familiarity with the English alphabet and will need extra time and practice.

Teaching/Learning Strategies

1. After introducing yourself, draw students' attention to a visual which contains the pattern *My name is _____ . I am from _____* . Model this pattern, and encourage students to practice. Distribute a blank chart which will help students record all their classmates' names and countries of origin. Students will circulate, introduce themselves to each other, and complete the organizer.
2. Take pictures of all students with the Polaroid camera. Students will attach these photos to the large world map with string leading from their country of origin. Students will copy onto post-it

notes (or index cards) the introduction pattern, along with their name in their first language. Affix these notes or cards under the students' photos.

3. Together with the class, prepare a pie graph showing the percentage of students from each continent and post in the classroom.
4. Do some activities to allow students to demonstrate their proficiency with the English alphabet: e.g., alphabet Bingo; letter identification and matching; upper and lower case identification; flash cards; cloze exercises.
5. Show the non-narrative NFB video Alphabet. The class can engage in a variety of learning strategies such as calling out names of objects which appear in the film; creating a written list of the objects; categorizing and classifying the objects; focusing on the order of letters in the alphabet, etc.
6. Alphabetical order can be practised through various strategies such as: students line up in alphabetical order of first/last name and/or country of origin; students alphabetize name cards or lists, etc. Ordinal numbers can be introduced at this time, using either the line-ups or word lists.
7. Individually, in pairs and/or groups, students will prepare posters or friezes of their first language alphabets, share with their classmates, and post around the room.

Assessment/Evaluation Techniques

1. Oral introductions in front of the class. (Formative)
2. Alphabetization of a list of classmates' names in written form. (Summative)

Accommodations/Special Needs

- Pair students with the same first language background.
- Pair students who have less familiarity with the English alphabet with students who are more familiar with it.
- Scribe for individual students as needed.
- Alphabet practice for literacy students could include overwriting, underwriting and copying letters (as in Longman ESL Literacy or A Writing Book, English in Everyday Life) and alphabet recognition listening practice (as in Before Book One).
- More advanced students could work to create a pie graph according to initials of first names in the class, or they could alphabetize countries of origin and other word lists.

Resources

Videotapes

Alphabet, Robert Verrall, National Film Board of Canada, 6 min. 13 sec., order # 0166 044.

Activity #2: The Classroom

Time: 180 minutes

Description: Students will learn the vocabulary of classroom objects. They will practise English patterns such as simple present forms of the verb *to have*, *this is*, *what* questions and some ordinal numbers to describe their school timetable. This activity also includes consolidation of knowledge of English alphabetical order.

Strands and Expectations

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.

Overall Expectations: AORV.01X❖, AORV.02X❖, AORV.04X, AREV.03X❖, AWRV.02X, ASCV.02X.

Specific Expectations: AOR1.01X❖, 1.03X, 1.05X, 1.06X, 2.01X❖, 2.02X, 4.02X; ARE1.03X, 2.01X❖, 2.02X, 3.02X, 3.03X, 3.04X❖; AWR2.01X, 2.03X, 2.05X, 2.07X, 2.08X; ASC2.04X.

Planning Notes

- The classroom should be labelled with large word cards highlighting a variety of common classroom items and objects such as: desk, chair, chalkboard, cupboard, clock, window, computer, bulletin board, pencil sharpener, etc.
- A collection of classroom objects should be assembled on a tray in advance.
- Make an overhead transparency of a student timetable.
- Complementary activities for learning classroom vocabulary can be found in Canadian Concepts 1, Canadian Concepts 2, Great Beginnings, A Canadian Conversation Book, Canadian Oxford Picture Dictionary and Beginner's Workbook, Thematic Activities for Beginners in English.
- One of the teaching strategies in this activity is Total Physical Response. TPR is a language teaching methodology in which students physically respond to oral directions without having to answer verbally. It is particularly useful for beginning language learners.

Prior Knowledge Required

- English alphabetization skills and some familiarity with ordinal numbers

Teaching/Learning Strategies

1. Familiarize students with major classroom vocabulary items using the labelled word cards around the room, as well as drawings/pictures of classrooms such as can be found in Canadian Concepts 1, Canadian Concepts 2, or The Canadian Oxford Picture Dictionary.
2. Have students remove all the word cards around the room, and negotiate a line-up based on alphabetical order of all the classroom vocabulary on the cards. After this, students work in pairs to re-attach the word cards around the classroom.
3. Place a number of classroom articles such as a pen, pencil, eraser, ruler, binder, workbook, etc. on a tray. Model and teach vocabulary using the pattern *This is a _____*. Then do a Total Physical Response exercise in which students are asked to take various items off the tray (*Pick up a pencil.*) and then put items back. Other actions such as passing, hiding, etc., can also be done using the items (*Give Jamal the ruler.*)
4. Give each student a picture of a classroom object (e.g, from Great Beginnings). Model the pattern: *I have a _____*. *Sasha has a _____*. *What do you have?* Students circulate around the class to do an information gap activity to determine the objects everyone has. As they complete the activity, they fill in an organizer on the following model: _____ *has a* _____
_____ *has an* _____.
5. Using an overhead transparency of a student timetable, introduce vocabulary such as *period*, *subject*, *class*, etc. Model and teach ordinal numbers: *I have math first period (second, third, last)*. Do a class survey with a visual organizer: _____ *has* _____ *last period*. Days of the week can be introduced at this point.

Assessment/Evaluation Techniques

1. Orally identify objects in the classroom. (Formative)
2. Complete a diagram or picture with names of classroom objects, or match pictures to words. (Summative)
3. Complete a cloze exercise with missing grammatical structures (e.g., *have, has*), or classroom vocabulary. (Summative)

Accommodations/Special Needs

- Provide extra opportunities for practising vocabulary and structures.
- Assign a partner who speaks the same first language if possible.
- Scribe for individual students as needed.
- Literacy students underline names of classroom objects, match pictures with word cards, and sort word cards by first letter.
- Longman ESL Literacy contains a unit on the school.

Resources

1. Wick, Walter. I Spy: School Days. Toronto: Scholastic, 1995.
-an excellent picture book for a read-aloud

Activity #3: The School

Time: 180 minutes

Description: Through a tour of the school facilities, students will develop English language skills relating to school personnel and activities. They will create their first language experience story, focusing on simple sentence formation. Students will practise some simple formal greetings as they gather information from brief interactions with key school personnel.

Strands and Expectations

Strands: Oral and Visual, Reading, Writing, Social and Cultural Competence.

Overall Expectations: AORV.01X❖, AORV.02X❖, AORV.03X, AORV.04X; AREV.02X, AREV.03X❖; AWRV.01X❖, AWRV.02X; ASCV.02X❖.

Specific Expectations: AOR1.01X❖, AOR2.01X❖, 2.02X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.02X; ARE1.01X, 1.02X, 1.03X, 2.01X❖, 2.02X❖, 3.02X, 3.04X, 4.01X; AWR1.01X, 2.03X, 2.07X❖, 2.08X❖; ASC2.01X, 2.02X❖, 2.03X, 2.04X❖, 2.05X.

Planning Notes

- Items needed for this activity: overhead transparency of the school map, word cards printed with school locations, Polaroid camera, large roll of paper or taped together sheets of chart paper, markers, school agenda books.
- In advance, let all school staff know that ESLAO students will be touring the school and collecting signatures and basic information from a number of key school personnel.
- Arrange for the principal or vice-principal to visit the class. Prepare her/him for the students' beginning level of English proficiency, and for the types of questions they will be asking by submitting a list of questions brainstormed by the class in advance of the visit.

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- Complementary language activities can be found in the following course texts: Grammar Connections 1, Canadian Concepts 1, Canadian Concepts 2, Side By Side, Secondary School Edition, Book 1, Word by Word Beginning Workbook.

Prior Knowledge Required

- classroom vocabulary
- beginning introductions, simple questions, simple present of verbs *to be* and *to have*

Teaching/Learning Strategies

1. Brainstorm rooms/locations/places in the school and compile in a web or chart. Using an overhead transparency, familiarize students with the layout of their school. Distribute a blank map of the school which includes room numbers, but not room names.
2. Take the class on a tour of the school. As key locations are visited, hold up word cards with the names of the locations. Point out emergency routes and exits for fire drills, as well as other safety concerns around the school where appropriate. Make the students aware of appropriate behaviour and speech volume in different locations around the school. Have students complete the blank school map as they progress on the tour and take pictures of each other in various locations with the Polaroid camera. Back in the classroom, use a long roll of paper or vertically arranged sheets of chart paper to draw an enlarged school plan, and have students label this map and attach the photos.
3. Using the school tour, the class will generate their initial language experience story to be recorded on chart paper. Exploit the language experience story with the students using a variety of consolidating activities such as: copying the story in their journals; choral reading; vocabulary review; cloze exercises; isolating phonetics and spelling points; ordering sentence strips and cut-up sentences with pocket charts; taping the story for the classroom listening centre; categorizing according to first, second, third floor, etc.
4. Brainstorm a list of questions that the students will ask the principal/vice-principal during the guest visit. Give these questions to the administrator in advance. Host the principal or vice-principal or other key person for a guest visit.
5. Brainstorm a list of staff jobs around the school. Create a web including these jobs and some basic responsibilities and activities associated with them. Focus on the simple present tense of verbs. Students will now begin to compile a “career list” of jobs and associated activities which can be posted in the room on charts, as well as recorded in their notebooks.
6. Introduce and model some basic expressions for social interaction and greetings, such as *Hi. How are you? Nice to meet you*, etc. Roleplay for classroom practice using a jigsaw strategy with role cards for students in groups of five, and an overall organizing chart. (Appendix 1) Then in pairs, students will visit key school personnel such as administrators, the attendance secretary, caretaker, cafeteria attendant, teacher-librarian, guidance counsellor, etc. Students will complete a similar organizer while they collect information over several class periods.
7. Brainstorm a list of classroom and school rules. Post prominently. Briefly go over emergency procedures such as fire drills, exits, etc. Record and post the list. Reinforce both these texts with a variety of language practice activities such as choral reading, classifying, word matching, etc.
8. Using the school agenda book, teach vocabulary such as today, tomorrow, next week, weekend, days of the week.
9. Brainstorm reasons for being late or absent. Draft a model late/absence note for the students. Small groups of students work together to prepare sample notes based on role cards with late/absence situations.

Assessment/Evaluation Techniques

1. Fully complete visual organizer compiled through the visits to school personnel. (Formative)
2. In small groups, create an alphabet poster of vocabulary associated with the school. (This can also be done in a multilingual version). (Formative)
3. Using a blank agenda book or timetable format, students complete a teacher prepared listening exercise based on vocabulary learned. (Summative)

Accommodations/Special Needs

- Students match visuals of school personnel jobs to responsibilities or match names of school objects/locations to corresponding visuals.
- Teacher or peers scribe for individual students as necessary.
- Literacy students practise word recognition and phonics with the large word cards from the school tour.
- Begin to compile a wall chart with sentences and visuals of classroom instructions such as *Please sit down, Please close your books, Raise your hand, please.*
- Longman ESL Literacy contains a unit on the school.

Resources

1. Young, Ed. Seven Blind Mice. Toronto: Scholastic, 1992. -good read-aloud for days of the week
2. Wick, Walter. I Spy: School Days. Toronto, Scholastic, 1995.

Activity #4: The Family

Time: 180 minutes

Description: Students will learn the names of members of the family and some formal ways of addressing people. They will answer *who, how many, and yes/no questions*, and study possessive and plural forms of nouns.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X❖, AORV.02X❖, AORV.03X

Specific Expectations: AOR1.01X, AOR1.02X, AOR1.05X, AOR2.01X❖, AOR2.02X❖, AOR3.01X, AOR3.03X

Strand: Reading

Overall Expectations: AREV.01X, AREV.02X❖, AREV.03X❖

Specific Expectations: ARE1.02X❖, ARE2.01X❖, ARE2.02X, ARE2.03X, ARE3.04X❖, ARE3.05X

Strand: Writing

Overall Expectations: AWRV.01X, AWRV.02X❖

Specific Expectations: AWR1.02X, AWR2.02X❖, AWR2.03X❖, AWR2.05X, AWR2.06X, AWR2.07X, AWR2.08X

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X
Specific Expectations: ASC1.03X

Planning Notes

- While students are in the process of acquiring the fundamentals of English, teachers must recognize their diverse histories. Many of our immigrant and refugee students are experiencing family loss due to war, trauma and separation; others are reuniting with family members after a significant period of time. Teachers must be sensitive to these realities, as well as to the varieties of family structures that our students come from and to the possibility that they may be reluctant to discuss their backgrounds.
- In an effort to be as inclusive as possible, teachers can define the family as “....any large or small group of people living together for love and security.” From: The Bias Assessor: a Framework for Identifying Bias in Learning Materials, Ontario Curriculum Clearinghouse, 1998.
- Assemble a variety of visual materials that reflect a diversity of family backgrounds, ethnicities and cultures such as: photos, newspaper and magazine illustrations, books, and posters. (See resources.)
- Materials required for this activity include: a transparency projector, markers, experience paper.
- Complementary language practice activities on the family can be found in Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, A Canadian Conversation Book, Side By Side, Secondary Edition, Book 1, Word by Word Beginning Workbook, 101 Illustrated Crossword Puzzles.

Prior Knowledge Required

- Classroom and school vocabulary
- *Yes/no* questions
- Verb *to be*

Teaching/ Learning Strategies

1. Bring in a variety of visual materials showing different families. Brainstorm the vocabulary of the names of family members on the chalk board. Using a visual organizer (*T* graph), separate the family members into male or female groups. Vocabulary can be reinforced by completing exercises in beginner ESL texts as listed in the planning notes.
2. Introduce the definition of family as mentioned in the planning notes. Describe one of the families in the visuals and write a model paragraph about it on chart paper. Give small groups of students a different picture. Using the teacher’s model, the students write a paragraph describing the illustrated family. Students practise describing their illustrated family in small groups. (jigsaw)
3. On an overhead transparency, use a graphic organizer to map family members (family tree). Focus on these grammatical structures: plural and possessive forms of nouns, questions: *who, how many, yes/no*. Using a blank graphic organizer such as a family tree or chart, students copy down the information. Where comfortable, students may complete another one that reflects their family, naming the members.
4. On the chalk board, record the names of the students’ teachers and other school personnel. Brainstorm formal ways of addressing people (Mr., Ms., Miss, Mrs.). Have students survey teachers to find out their preferred forms of address, and share this information with the class. Exercises such as those found in Grammar Connections 1 will reinforce this concept.
5. Have students share the formal ways of addressing people that are used in their language and compare them to English conventions, noting similarities and differences.

Assessment/Evaluation Techniques

1. Using a *T chart* graphic organizer, students list five male and five female family members. (Summative)
2. Students give oral presentations on the illustrated family in strategy #2. (Formative)
3. Students are given a family tree of a hypothetical family, with the full names of each member. Have students answer *yes/no/how many*, and *who* questions, and demonstrate the use of the possessive and plural forms of nouns. (Summative)

Accommodations/Special Needs

- Scribe for individual students as needed.
- Literacy students match word cards to visuals and practise word recognition.
- Write an experience story based on a hypothetical family.
- Longman ESL Literacy contains a unit on the family.

Resources

- Clay, Rebecca. Ties That Bind.: Family In Community. Woodbridge: Blackbirch Press, 1996.
- Hausherr, Rosemarie. Celebrating Families. New York: Scholastic, 1997.
- Jenness, Aylette. Families: A Celebration Of Diversity, Commitment and Love. Boston: Houghton, Mifflin, 1990.
- Super, Gretchen. What Kind Of Family Do You Have? Frederick, Maryland: Twenty-First Century Books, 1991.
- Tremblay, Helene. Families of the World: The Americas and the Caribbean. New York: Farrar, Straus and Giroux, 1988.
- Tremblay, Helene. Families of the World: East Asia, Southeast Asia and the Pacific. New York: Farrar, Straus and Giroux, 1990.

Activity # 5: The Home

Time: 180 minutes

Description: Students will complete personal identification forms including mailing addresses. They will learn household vocabulary and associated verbs. Grammatical points to focus on include: *where* questions, possessive pronouns, prepositions of location, and third person singular and the negative form of the verb *to be*.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X❖, AORV.02X❖

Specific Expectations: AOR1.01X, AOR2.01X❖, AOR2.02X❖, AOR3.05X

Strand: Reading

Overall Expectations: AREV.03X❖, AREV.04X

Specific Expectations: ARE1.02X❖, ARE2.01X❖, ARE2.02X, ARE2.03X, ARE3.02X, ARE3.03X, ARE3.04X❖, ARE3.05X, ARE4.01X

Strand: Writing

Overall Expectations: AWRV.01X❖, AWRV.02X❖

Specific Expectations: AWR1.01X, AWR1.02X❖, AWR1.03X❖, AWR2.03X❖, AWR2.05X❖, AWR2.06X❖, AWR2.07X❖, AWR2.08X

Strand: Social and Cultural Competence

Overall Expectations: ASCV.02X

Specific Expectations: ASC2.05X, ASC2.06X

Planning Notes

- Students live in a wide variety of accommodations. Some may be self-conscious about their present living conditions. Teachers need to be sensitive to these feelings.
- An excellent resource for extension activities about living conditions around the world is Material World: A Global Family Portrait by Peter Menzel. The photographic essays depict the material goods belonging to families around the world. Some vocabulary of comparison and contrast can be introduced in a thoughtful way through the use of this book.
- Materials needed for this activity include: transparencies and an overhead projector, blank wallet identification cards, flash cards with a variety of addresses, postal code book, blank envelopes, pictures of furniture and appliances from a variety of sources, change of address forms from Canada Post outlets, and a 3-ring binder for the picture dictionary.
- Complementary language practice activities on the home can be found in Canadian Concepts 2, Grammar Connections 1, A Canadian Conversation Book, Word by Word Beginning Workbook, 101 Illustrated Crossword Puzzles, Canadian Oxford Picture Dictionary Beginner's Workbook.

Prior Knowledge Required

- Vocabulary relating to personal information
- Verb *to be*
- *Yes/no* questions
- Alphabetical order

Teaching/Learning Strategies

1. Using a transparency of a blank identification form, model how to complete it, using the school's address. Using a transparency from the corresponding page of the postal code book, model how to locate the school's postal code. Focus on the term: *odd/even* numbers and how buildings are numbered on streets. On a separate transparency, model how to complete a mailing address on an envelope. Refer to texts such as: A Writing Book, English in Everyday Life Book 1 for examples.
2. Group students and give out address flash cards where the postal code is missing. Using the postal code book, students find the correct postal code and complete a blank envelope with the full mailing address. Alternatively, students can access Canada Post's Internet site: www.canadapost.com.
3. Using a transparency of a blank change of address form, model how to complete it. Give students blank change of address forms. Have each student complete one.
4. Brainstorm different types of housing accommodation and the names of rooms in a home. Provide a variety of visuals to illustrate them. Teach new vocabulary using the visual materials. Use additional exercises such as: matching, cloze, flash cards to reinforce new vocabulary.

-
5. Working in groups, have students generate a list of classroom furniture. Create a master class list on the chalk board. Invite students to identify which items can also be found in the home. Using pictures introduce new furniture and appliance vocabulary. Divide the class in groups. Assign different rooms to each. Have each group create a labelled collage of drawings and illustrations on a page for the class picture dictionary. Using the pages, review new vocabulary. Later, have students place the pictures in the class binder in alphabetical order.
 6. Post the student-created pictures around the class. Using a Venn diagram, teach *same and different* by comparing the furniture and appliances between two rooms of the home.
 7. Using one picture of a room, model a descriptive paragraph, focusing on prepositions of location. Teach the conventions of writing using the modeled paragraph. Focus on: capitalization, punctuation, indenting, and other relevant writing conventions. Students should copy the teacher's modeled paragraph into their notebooks. Reinforce prepositions of location by using exercises in the suggested texts.
 8. Using magazines and illustrations, students create a visual interior arrangement of an ideal room. Students write a descriptive paragraph based on the teacher's model, and present their visual and written work to the class (or in small groups). See Appendix 2 for a rubric to assess this project.
 9. Generate a list of jobs performed in different rooms of the home. Show pictures of people performing these tasks. Using verbs such as: *cook, wash, clean, study, sleep, and iron*. Model the third person singular.

Assessment/Evaluation Techniques

1. Complete personal information forms, change of address forms and envelopes with full addresses. (Summative)
2. Quiz: Label rooms, furniture, and appliances in the home. (Formative)
3. Quiz: Complete a cloze activity on prepositions of location . (Formative)
4. Assessment of Ideal Room (see rubric in Appendix 2) (Summative)

Accommodations/Special Needs

- Scribe for individual students as needed.
- Literacy students practice word recognition and phonics with large word cards and visuals.
- Literacy students can do a group dictated story for the ideal room project, instead of an individual paragraph.
- More advanced students can write an experience story on the jobs performed in his/her home.
- Practise prepositions of location with a TPR activity: *Put the book under the desk*, etc.
- Complete a bilingual picture dictionary of items in the home.

Resources

Menzel, Peter. Material World: A Global Family Portrait. San Francisco: Sierra Club Books, 1994.

Activity # 6: The Neighbourhood

Time: 240 minutes

Description

Students will develop English language skills to describe the neighbourhood and begin to understand and give directions. They will focus on connectors/transition words and past tense verbs.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X❖, AORV.02X, AORV.03X

Specific Expectations: AOR1.03X❖, AOR1.06X, AOR2.01X❖, AOR2.04X

Strand: Reading

Overall Expectations: AREV.01X, AREV.02X, AREV.03X❖

Specific Expectations: ARE1.01X, ARE1.02X, ARE1.03X❖, ARE2.01X❖

Strand: Writing

Overall Expectations: AWRV.01X❖, AWRV.02X

Specific Expectations: AWR1.01X, AWR2.03X, AWR2.09X❖

Strand: Social and Cultural Competence

Overall Expectations: ASCV.02X❖

Specific Expectations: ASC2.01X❖, ASC2.05X

Planning Notes

- Students will complete an assignment requiring them to interview various members of the community. Prepare a letter for distribution, explaining the activity in full. Students can distribute it as they complete the assignment.
- The teacher will need to create a blank graphic organizer with these headings: address, phone number, hours of operation, activities.
- Complementary language practice activities can be found in Canadian Concepts 1, Canadian Concepts 2, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook, A Canadian Conversation Book, Side by Side, Secondary Edition, Book 1.

Prior Knowledge Required

- Verb *to be*
- Prepositions of place

Teaching/Learning Strategies

1. Brainstorm a web with students to assess prior knowledge about what they see around them as they walk to school. Categorize the vocabulary into headings such as: parks, businesses, community buildings (library, hospital, fire hall, police station, housing). Refer to: The Canadian Oxford Picture Dictionary, or A Canadian Conversation Book for excellent visuals and additional exercises. Using visuals from a variety of sources, introduce new vocabulary to add to the headings created in the brainstorming activity.

-
2. Take the students on a walk around the neighbourhood to reinforce new vocabulary, consolidate orientation to the community, and highlight safety issues. This is also an excellent opportunity to begin a discussion on environmental concerns such as littering, recycling, and respect for private and public property.
 3. Create a language experience story based on the walk. Focus on: connectors /transition words (*first, next, after, then, finally*); directions (*left and right*); simple past tense.
 4. As a class, create and label a large, simplified map of the community.
 5. Using the large class-created community map, model giving directions from one place on the map to another. Encourage students to ask questions about how to get to various locations, and elicit student responses in giving specific directions.
 6. Have students practise giving directions with a barrier/ information gap game. Provide each pair of students with partially completed maps A and B of the community. Students trade information orally about their maps, retrieving missing information from each other. At the end, students can share their maps with each other to determine accuracy.
 7. Community Directory Project: Give students an assignment to find out about stores, libraries, the post office, and community services in the neighborhood. Have paired students find specific information and record it on a teacher-prepared graphic organizer. Have students find the following information: address, telephone number, hours of operation, and two things that can be done in a given location. Compile each pair's organizer into a class community directory. Alternatively, the information could be compiled on a database or spreadsheet program by the students.

Assessment/Evaluation Techniques

1. Listening quiz: From the teacher's oral directions, students plot various locations on a labelled map. (Formative and Summative)
2. Evaluate the community directory project. (Summative)

Accommodations/Special Needs

- Pair students who speak the same first language.
- Provide scribing assistance for students with weaker literacy skills.
- Write an experience story about the community interview.
- Literacy learners practise phonics and match visuals with word cards.

Resources

Cohen, Caren Lee. *Where's the Fly?* New York: Greenwillow Books, 1996.

Jenkins, Steve. *Looking Down*. New York: Houghton Mifflin, 1995.

- two good read-alouds on the neighbourhood

Activity #7: Transportation

Time: 120 minutes

Description: Students will learn the English vocabulary for different modes of transportation, road signs, and shapes. They will discuss road safety, focusing on the grammatical structures *must/must not, can/cannot*.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X✚, AORV.02X✚, AORV.03X

Specific Expectations: AOR1.03X, AOR1.04X✚, AOR1.05X, AOR2.01X✚, AOR2.02X✚

Strand: Reading

Overall Expectations: AREV.02X✚, AREV.03X

Specific Expectations: ARE1.03X✚, ARE2.01X✚, ARE2.02X, ARE2.03X, ARE3.02X, ARE3.04X✚

Strand: Writing

Overall Expectations: AWRV.01X, AWRV.02X✚

Specific Expectations: AWR2.02X, AWR2.03X✚, AWR2.04, AWR2.06X

Strand: Social and Cultural Competence

Overall Expectations: ASCV.02X

Specific Expectations: ASC2.01X

Prior Knowledge Required

- Verb *to be*
- Simple past tense
- Prepositions of place
- Questions: *where, yes/no, how*

Planning Notes

- Materials required for this activity include: transparencies and an overhead projector, community maps, traffic signs, copies of the Ministry of Transportation's Driver Education Handbook.
- Prepare a set of road sign flash cards.
- Complementary language practice activities can be found in A Canadian Conversation Book, People Express, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook, Side by Side, Secondary Edition, Book 1.

Teaching/Learning Strategies

1. Brainstorm and web different modes of transportation and vehicles such as: cars, trucks, taxis, buses, train systems, streetcars, bicycles. Focus on verbs associated with transportation and transit vocabulary such as: *entrance, exit, front, rear, exact change, fare, coin, token, transfer, ticket, platform, turnstile, crowded, seat, driver, safe, dangerous; get on/off, pay, turn, go, drive, walk, stop*.
2. Survey students regarding their mode of transportation to school: (by car, by foot, by public transit...) Bar graph the students' responses. The community map could be used to illustrate their routes.
3. Using a T-chart, have students compare how they get to school now with how they got to school in their country of origin or last country of residence. Focus on the simple past tense.
4. Introduce a map of the city/town/region. Model directions to a specific destination. Write them down and have students copy into their notebooks. Orally and/or in writing, have students provide directions to get to a specific location by foot, public transport, etc. This can be completed in pairs or individually.

-
5. Provide students with a worksheet of a variety of common road signs. Using a matching overhead, teach the meanings of each sign. Using flash cards with each road sign, have students state what they must do when encountering the sign. Focus on: *must/mustn't*; *can/can't*.
 6. Shapes: Using the road signs, teach the different shapes: octagon, triangle, rectangle, square, circle, diamond. Have students label their road sign worksheet with shape vocabulary. The Ministry of Transportation's Driver Handbook can be used as a resource to reinforce the vocabulary.

Assessment/Evaluation Techniques

1. Oral summary about the route students take to come from home to school every day.(Formative)
2. Students locate five road signs in the community, giving their exact location (*at the corner of _____*) The teacher models an example of his/her expectations: example: *I saw a stop sign on the corner of _____ and _____*.(Formative)
3. For each shape, student gather the names of any five items with the same shape. (Formative)
4. Test based on the activities presented in the first unit. The test could contain written, oral and listening components. (Summative)

Accommodations/Special Needs

- Pair students who speak the same first language.
- Provide scribing assistance for students with weaker literacy skills.
- Develop with the students a language experience story about route taken to school.
- Focus on environmental print in the community, as a complement to signs.

Resources

Hoban, Tana. Shapes, Shapes, Shapes. New York, Greenwillow Books, 1986.
Hoban, Tana. So Many Circles, So Many Squares, New York: Greenwillow Books, 1998.
-Two excellent books of photographs to elicit talk about shapes.
Ontario Ministry of Transportation, Driver's Handbook.

APPENDIX 1: Role Cards for School Jobs/Responsibilities Jigsaw

Gurpreet Singh
 Attendance Secretary
 I work in the main office.
 I keep lists of students who are absent.
 I collect late and absence notes.

Margaret Bullock
 Caretaker
 The caretakers have their own room, but I work all over the school.
 I keep the school safe and clean.
 I repair the electricity.

Robert Chan
 Teacher-Librarian
 I work in the Resource Centre.
 I help students find books and information.
 I buy books and software for the Resource Centre.

Fatima Oporto
 Guidance Counsellor
 I work in the Student Services office.
 I help students choose their courses.
 I talk to students about their problems and concerns.

Maurice Labelle
 Vice-Principal
 I work in the main office, and all over the school.
 I make sure students follow school rules for appropriate behaviour.
 I help students settle conflicts.

Job	Name	Location of Work	Two Work Activities	Signature

APPENDIX 2

RUBRIC FOR ASSESSING THE CREATION OF AN IDEAL ROOM (ESLAO: UNIT 1 - ACTIVITY 5)

Student Prepared Visual of an Ideal Room				
Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge/ Understanding -understands design of floor plan	The student demonstrates limited understanding of design of floor plan	some understanding of design of floor plan	considerable understanding of design of floor plan	thorough understanding of design of floor plan
Thinking/ Inquiry -selects appropriate furnishings	The student demonstrates limited selection of appropriate furnishings	some selection of appropriate furnishings	considerable selection of appropriate furnishings	thorough selection of appropriate furnishings
Application -demonstrates neatness and organization of visual	The student demonstrates limited neatness and organization of visual	some neatness and organization of visual	considerable neatness and organization of visual	thorough neatness and organization of visual

APPENDIX 2 - cont'd

RUBRIC FOR ASSESSING THE CREATION OF AN IDEAL ROOM (ESLAO: UNIT 1 - ACTIVITY 5)

Written Paragraph				
Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge/ Understanding -uses appropriate home furnishing vocabulary -uses prepositions of location correctly	The student demonstrates limited use of appropriate vocabulary limited use of location prepositions	some use of appropriate vocabulary some use of location prepositions	considerable use of appropriate vocabulary considerable use of location prepositions	thorough use of appropriate vocabulary thorough use of location prepositions
Thinking/ Inquiry -content of paragraph reflects the visual	The student demonstrates limited content reflecting visual	some content reflecting visual	considerable content reflecting visual	thorough content reflecting visual
Communication -uses writing conventions: capitals, periods, spelling, present tense of verb <i>to be</i>	The student demonstrates limited use of writing conventions	some use of writing conventions	considerable use of writing conventions	thorough use of writing conventions
Application -uses sentence structure to reflect teacher modelled paragraph in new context	The student demonstrates limited sentence structure reflecting model	some sentence structure reflecting model	considerable sentence structure reflecting model	thorough sentence structure reflecting model

APPENDIX 2 - cont'd

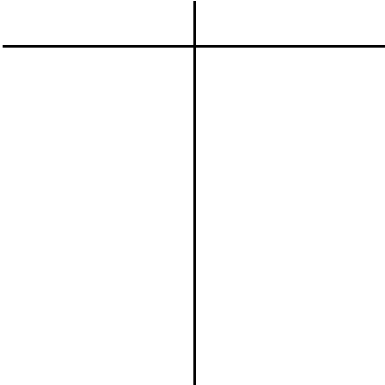
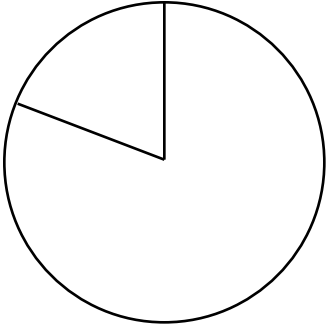
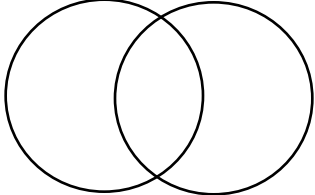
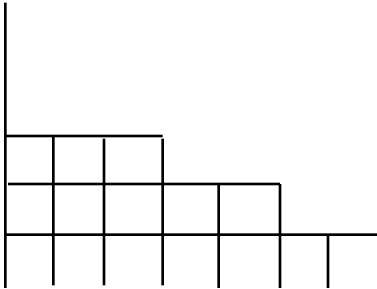
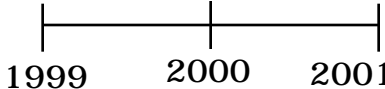
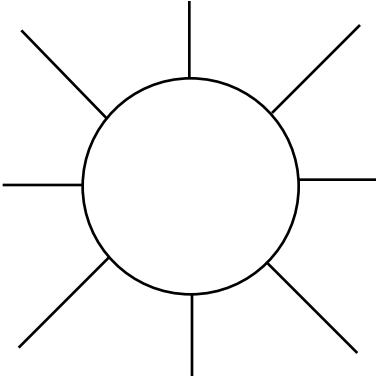
RUBRIC FOR ASSESSING THE CREATION OF AN IDEAL ROOM (ESLAO: UNIT 1 - ACTIVITY 5)

Oral Presentation				
Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge/ Understanding -uses appropriate home furnishing vocabulary -uses prepositions of location correctly	The student demonstrates limited use of appropriate vocabulary limited use of location prepositions	some use of appropriate vocabulary some use of location prepositions	considerable use of appropriate vocabulary considerable use of location prepositions	thorough use of appropriate vocabulary thorough use of location prepositions
Communication -uses oral language to describe the written/visual	The student demonstrates limited use of oral language to describe the written/visual	some use of oral language to describe the written/visual	considerable use of oral language to describe the written/visual	thorough use of oral language to describe the written/visual
Application -uses present tense of the verb <i>to be</i>	The student demonstrates limited use of present tense of the verb <i>to be</i>	some use of present tense of the verb <i>to be</i>	considerable use of present tense of the verb <i>to be</i>	thorough use of present tense of the verb <i>to be</i>

APPENDIX 3: Reading Log

Title	Author	Date Started	Date Finished	About this Book

APPENDIX 4: Graphic Organizers

<p style="text-align: center;">T Chart</p> 	<p style="text-align: center;">Pie Graph</p> 	<p style="text-align: center;">Venn Diagram</p> 
<p style="text-align: center;">Bar Graph</p> 	<p style="text-align: center;">Time Line</p> 	<p style="text-align: center;">Web</p> 

Unit #2: A Time For All Seasons

Time: 20 hours

Unit Developers: Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor.

Development Date: April, 1999

Unit Description

In this unit, students will acquire essential English language structures to describe the passage of time, the seasons, and celebrations in Canada. Students will be able to locate and extract information in reference materials and from media works. Through studying Canada's common customs and holidays, students will demonstrate the ability to use simple English sentences in oral and written communication, including personal likes and dislikes.

Strands and Expectations:

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X, AORV.02X, AORV.04X

Specific Expectations: AOR1.01X, AOR1.02X, AOR1.04X, AOR1.05X, AOR2.01X, AOR2.02X, AOR2.03X, AOR3.06X, AOR4.01X, AOR4.03X

Strand: Reading

Overall Expectations: AREV.01X, AREV.02X, AREV.03X, AREV.04X

Specific Expectations: ARE1.04X, ARE2.01X, ARE3.04X, ARE3.05X, ARE4.02X

Strand: Writing

Overall Expectations: AWRV.01X, AWRV.02X

Specific Expectations: AWR1.01X, AWR1.02X, AWR1.04X, AWR2.01X, AWR2.04X, AWR2.05X, AWR2.06X, AWR2.07X

Strand: Social and Cultural Competence

Overall Expectations: ASCV.01X, ASCV.02X

Specific Expectations: ASC1.01X, ASC1.03X, ASC2.04X, ASC2.05X, ASC2.07X

Activity Titles (Time + Sequence)

Activity 1	What is the Date?	4 hours
Activity 2	What Time is It?	3 hours
Activity 3	Weather and Seasons	4 hours
Activity 4	The International Weather Scene	3 hours
Activity 5	What are you Wearing?	2 hours
Activity 6	Celebrations	4 hours

Prior Knowledge Required

- knowledge of the English alphabet and ability to copy English words and phrases
- familiarity with the school and school routine
- an initial vocabulary of words related to identity, the classroom, the school, the family, the home and some methods of transportation
- awareness of the question and answer language pattern and a beginning comprehension of simple verb tenses and personal pronouns

Unit Planning Notes

Most students will have mastered the critical skills required for this unit such as telling time, filling in a calendar, and discussing celebrations in their first language. To enhance cognitive development students should be given opportunities to use their first language and then explain their ideas in English. In this unit, using their first language, students will make a birthday or greeting card, write about a celebration in their country of origin and contribute to the creation of a picture dictionary of clothing. To make the picture dictionary more meaningful for the students, arrangements could be made ahead of time to have representatives from the class present this book to a much younger class at a nearby elementary school.

Teachers will wish to make arrangements for the class to have access to computers; students will be creating spread sheets and entering information from the Internet into selected fields.

For practice in listening to other voices, teachers may wish to ask friends or colleagues to tape scripted weather reports. In the resources there are listed many picture and simple story books. These books are available at many public libraries. Reading stories to beginning language learners is an important teaching strategy to foster literacy skills in English.

Teaching and Learning Strategies

Think/Pair/Share, language experience stories, worksheets (fill in the blanks, matching, word search, cloze, scrambled words, modelling language patterns), small group work, use of overhead projector, guided writing, pre reading and post reading exercises, guest visits, audio tapes, visual materials, information technology, word processing, Internet searches, activity centres, teacher read-alouds, silent reading, viewing videos, community surveys, making a collage, language games, student created books, journals, sharing languages and cultures.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Formative Summative	Class Birthday Chart Vocabulary Quiz	Comm/Application Knowledge
Activity 2	Formative Summative	Dictation Morning Routine Time Vocabulary Quiz	Know/Thinking Knowledge
Activity 3	Formative Summative	Seasons Collage Dates/Time/Weather Test	Think/Comm/App Know/Thinking
Activity 4	Summative Formative Summative	Postcard Task Computer Skills Mastery Weather Spread Sheet	Know/Think/Comm/App Know/Think/App Know/Think/App
Activity 5	Summative Summative Formative	Multilingual Book Pages Clothing Poster Self-Evaluation of Group Work Skills	Know/Think/Comm Know/Comm/App Comm/Thinking
Activity 6	Formative Summative	First Language Paragraph Graphic Organizer	Know/Comm Know/Think/Comm/App

Expectations which are assessed through the assessment tools for each activity are denoted by the iconic symbol ✚ in the activity expectation lists.

Resources

- Acosta, Joan. Canada, Coast to Coast, Second Edition. Toronto: ITP Nelson Canada, 1999.
- Acosta, Joan. Coast to Coast Reader. Vancouver: Douglas and McIntyre, 1987.
- Bailey, Cindy. Start up Multiculturalism. Markham: Pembroke Press, 1991.
- Berish, Lynda, and Thibaudeau, Sandra. Canadian Concepts Books 1 and 2. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Berish, Lynda; Thibandeau, Sandra; and Wilson, Maria De Rosa. Grammar Connections 1. Toronto: Prentice Hall Regents, 1995.
- Carver, Tina Kasloff; Fotinos, Sandra Douglas; and Cooper, Clarice. A Canadian Conversation Book One. 2nd ed. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Carver, Tina Kasloff; Fotinos, Sandra Douglas; and Olson, C.K. A Writing Book, English in Everyday Life. New Jersey: Prentice Hall Regent 1998.
- Chabot, John. 101 Illustrated Crossword Puzzles. Virgil, Ontario: Full Blast Productions, 1994.
(These materials are reproducible)
- Chabot, John. Thematic Activities for Beginners in English. Virgil, Ontario: Full Blast Productions.
- Grennan, Maggie. The Canadian Oxford Picture Dictionary, Beginner's Workbook, Toronto: Oxford University Press, 1997.
- Hadfield, Jill. Elementary Communication Games. England: Addison Wesley Longman, 1984.
- Langevin, D., Macchia, J.P., Ladner, T., and Offenhim, S. When's the Next Holiday? 2nd ed. Toronto: Canadian Resources for ESL, 1996. (These materials are reproducible)
- Lipszyc, Carol. People Express. Don Mills: Oxford University Press, 1996.
- Metropolitan Toronto School Board. Great Beginnings: ESL in the Junior Division, Suggestions for Classroom Teachers, 1990. (Now the Toronto District School Board)
- Molinsky, Steven, and Bliss, Bill. Line By Line Book 1. Toronto: Prentice Hall, 1983.
- Molinsky, Steven, and Bliss, Bill. Side by Side Secondary School Edition, Book 1. Toronto: Prentice Hall, 1997.
- Nishio, Yvonne Wong. Longman ESL Literacy, Second Edition. White Plains, NY: Addison Wesley Longman, 1998.

O'Malley, J. Michael and Lorraine Valdez Pierce. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison Wesley, 1997.

Parnwell, E.C. and Grennan, Maggie. The Canadian Oxford Picture Dictionary, New York: Oxford University Press, 1998.

Multicultural Calendars

Multicultural Calendar. Creative Cultural Communications, 99 Harbour Square, Suite 2108, Toronto, M5J 2H2. (Website : www.multiculturalcalendar.com)

Multifaith Calendar Distributed by Unity Arts, 1-800-465-3287

Video

Seasons. Dan Gibson Productions. Solitudes, 1131A Leslie Street, Suite 500, Toronto, M3C 3L8. (416 510-2800).

Websites

www.multiculturalcalendar.com

[HHTTP://www.oise.utoronto.ca/~aweinrib/sle/esl.html](http://www.oise.utoronto.ca/~aweinrib/sle/esl.html). This website provides links to ESL professional development sites while offering interesting activities for students. Highlights include: Canadian Language Benchmark Literacy Assessments, Centre for Canadian Language Benchmarks, Computer Resources for ESL, TESL Ontario, TESL Canada, and Dave's ESL Cafe.

Activity #1: What is the date?

Time: 240 minutes

Description: The calendar, personal and national celebrations will be the vehicles for English language development in this activity. Students will practise simple questions and answers. They will create a birthday or greeting card for a friend using their first language. They will read short passages and be introduced to two national holidays in Canada. The grammatical focus will be reviewing the question and answer pattern and learning to use the simple past of the verb *to be*.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X❖, AORV.02X❖,

Specific Expectations: AOR1.01X, AOR1.02X, AOR1.04X❖, AOR1.05X, AOR2.01X, AOR2.02X, AOR3.06X

Strand: Reading

Overall Expectations: AREV.01X❖

Specific Expectations: ARE3.05X❖

Strand: Writing

Overall Expectations: AWRV.02X❖

Specific Expectations: AWR1.02X, AWR1.04X❖, AWR2.01X, AWR2.05X❖, AWR2.06X, AWR2.07X

Strand: Social and Cultural Competence

Overall Expectations: ASCV.01X❖

Specific Expectations: ASC1.01X❖, ASC1.03X❖

Planning Notes

- Materials required for this activity include a calendar, student agendas, a template of a calendar month on an overhead, an overhead projector, flash cards, construction paper, markers and a draw program on a computer.
- Prepare a set of flash cards of the names of the months.
- Complementary language practice activities can be found in Canadian Concepts 1, Grammar Connections 1, A Canadian Conversation Book, Elementary Communication Games, Great Beginnings, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook.
- This activity includes reference to students' birthdays. Occasionally, some students may be uncomfortable with revealing or talking about their birthdays. In some cultures, the concept of celebrating a birthday is viewed differently. Teachers will need to be aware of and sensitive to these possibilities.

Prior Knowledge Required

- names of the days of the week and numbers
- simple sentences and questions using the verb *to be*
- reading headings and filling in a chart

Teaching/Learning Strategies

1. Provide students with a blank master of a calendar month. Using an overhead fill in the names of days of the week, number the squares consecutively and place the name of the month at the top. Review the names of the days of the week and review numbers for students who are still not familiar with this vocabulary. Teach the names of the twelve months. Select listening and speaking activities from a selection of beginner ESL texts to practice this vocabulary. Also introduce the words, *yesterday*, *today* and *tomorrow* and teach the simple past of the verb *to be*. Model: *Yesterday was Tuesday. Friday I was sick.* etc. Students will do a short vocabulary quiz to show their mastery of the vocabulary of the calendar.
2. Using a calendar for the year, record students' birth dates. Review the ordinal numbers taught during orientation to the timetable and teach the rest of the ordinal numbers to thirty-first. Have students form sentences stating their month and day of birth. In small groups have students complete a chart listing the names and birth dates of each member in the group in calendar order, January to December. Model the question forms: *When is your birthday?* and *How old are you?* This chart will be assessed for accuracy and completeness. Students might write a simple journal entry describing their last birthday celebration. Once again, be aware of cultural differences in valuing the celebration of birthdays.
3. To reinforce the continuing validity of the students' first languages, have students make a birthday or other type of greeting card for a fellow student or friend. If there is a computer in the room, some students might like to use a draw program to complete this task.
4. Using the concept of personal birthdays, present the concept of a national birthday. Give students a short passage about Canada's birthday; such a passage can be found in beginner ESL reading texts. (Refer to Unit 4, Canada Coast to Coast Read the passage aloud while the students follow silently. Ask students to identify words they do not understand and try to infer the meaning from the text. Have the class read the passage together and then ask for individual volunteers. Next, ask specific concrete questions about the passage such as : *When did Canada become a country? How many colonies joined together to form Canada?* etc. After the students have read the passage several times and can answer the content questions accurately, convert the passage to a cloze activity to reinforce vocabulary.
5. See Appendix #1: **Queen Victoria's Birthday**. This passage may be used to reinforce the reading strategies taught through Canada's Birthday. To convert this to a cloze exercise take out key words and provide students with a list of vocabulary to choose from. The passage could also be used as a quiz.

Assessment/ Evaluation Techniques

1. Chart listing names and birth dates for completeness and accuracy (Formative)
2. Vocabulary quiz relating to reading passages (Summative)

Accommodations/Special Needs

- have a supply of picture dictionaries to assist visual learners
- scribe for individual students as necessary
- underwriting, overwriting, copying words for literacy students
- tape **Canada's Birthday** and **Queen Victoria's Birthday** passages for listening centre
- Appendix 1 may be used for either remediation or enrichment
- students might wish to make monthly templates on the classroom computer
- Longman ESL Literacy, Unit 4 contains literacy activities based on the calendar.

Resources

Acosta, Joan. Canada, Coast to Coast, Toronto: ITP Nelson Canada, 1999

Activity #2 : What Time is It?

Time: 180 minutes

Description: Students will learn to express time in English; they will learn language associated with daily routines and write a teacher-directed paragraph. Students will be guided through stages such as finding appropriate words, writing sentences and then linking them to produce a complete text. They will also practice listening to times or schedules in recorded messages. The grammatical focus will be reviewing the third person singular form of common verbs.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X, AORV.02X❖, AORV.04X

Specific Expectations: AOR1.04X, AOR1.05X❖, AOR2.01X, AOR2.02X

Strand: Reading

Overall Expectations: AREV.02X❖

Specific Expectations: ARE1.04X❖, ARE2.01X

Strand: Writing

Overall Expectations: AWRV.02X❖

Specific Expectations: AWR1.01X, AWR1.02X❖, AWR2.01X, AWR2.05X, AWR2.06X, AWR2.07X

Strand: Social and Cultural Competence

Overall Expectations: ASCV.02X

Specific Expectations: ASC2.04X

Planning Notes

- It is possible to purchase a rubber stamp of a blank clock face from suppliers of educational materials.
- To reinforce listening skills, students will be calling locations which offer a prerecorded message. Many cities now have access to *Talking Yellow Pages* which provide a wealth of amusing or practical information. However, any source that would have a prerecorded message may be used. Choose a site, phone ahead and transcribe the message. Make a modified cloze exercise based on this script. Select other sites for students to call.
- Complementary language practice activities on telling time can be found in Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, A Canadian Conversation Book, Elementary Communication Games, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook.

-
- Materials required for this activity include a clock or a demonstration clock with movable hands (a reproducible one is available in [Longman ESL Literacy](#)), a variety of pictures of people performing daily tasks in the home, file cards, multiple drawings of clock faces, telephone books or newspapers which list places in the community. Pictures used for the daily routine task should represent the cultural diversity of Canadian society.

Prior Knowledge Required

- knowledge of numbers in English
- recognize verbs used in daily routines

Teaching/Learning Strategies

1. Teach students how to tell time in English including time vocabulary: *o'clock, morning, noon, afternoon, evening, night, midnight, dawn, alarm clock, wake up, sleep*, etc. Using a variety of oral and written activities and language games from beginner ESL texts, have students practice this vocabulary. To assess acquisition of time vocabulary, give a short quiz matching times to pictures, telling the time on clock faces, etc.
2. Move on to daily routines and reintroduce simple action verbs, present tense, which were used in Unit 1, Activity #5. Divide students into small groups and have students match pictures to written sentences; then students write the sentences in the correct order. Cloze passages, fill in the blanks, matching times in column A with appropriate verbs in column B; there are many ways to practise these skills.
3. Read [The Day of Ahmed's Secret](#) aloud to the class. Discuss how each day he had a set routine. Brainstorm the morning routine of the students. Teacher will record the routines on the board in point form. Have students number the entries in chronological order. Demonstrate a time line visual, using the steps in the morning routine. Students then compose sentences in the third person using the points on the board. The class then puts the sentences in paragraph form using such words as *first, next, after, then, finally*, to establish chronological order. Students then copy the paragraph into their notebooks and prepare for a short dictation of a routine. This will be written in the next class.
4. Once students are familiar with telling time, discuss Daylight Savings Time, Standard Time and time zones. Students can practise this concept by playing games devised by the teacher or using exercises found in beginner ESL texts. An excellent story book to read to students at this time is [Nine O'clock Lullaby](#) by Marilyn Singer. This book depicts what various people are doing at one moment in real time across the time zones of the globe.
5. Introduce this next strategy by reading a transcribed phone message to the class. Then distribute the modified cloze exercise of the transcribed message. After students have listened to the message read again and have them complete the cloze exercise. Choose one site in the Talking Yellow Pages section of the telephone book under Entertainment. Explain to the students how to use the phone to reach the site and ask students to listen for the specific starting times of a film or television program, etc. Have all students phone the same site and compare information in class the next day. To practice this listening activity, students could phone different sites during the next week or so. Information gathered may be added to the Community Directory begun in Unit 1, Activity # 6.

Assessment / Evaluation Techniques

- dictation of passage describing morning routine of a student (Formative)
- quiz on time vocabulary (Summative)

Accommodations/Special Needs

- as enrichment, students could call other locations in the community to discover opening and closing hours, times of theatre showings etc.
- scribe personal routines of students who are not yet able to write in English
- tape the two story books for practice at the listening centre
- literacy learners could complete a teacher made pattern book with the pattern *At seven o'clock I...At nine o'clock I...*
- Longman ESL Literacy, Unit 3, contains literacy activities related to numbers and telling time.

Resources

Anno, Mitsumasa, et al. All in a Day. New York: Philomel Books, 1986. Another good read aloud.
Heide, Florence, and Gilliland, Judith. The Day of Ahmed's Secret. New York: Lothrop, Lee and Shepard Books.
Singer, Marilyn. Nine O'clock Lullaby. Harper Trophy, 1991.

Activity #3: Weather and Seasons

Time: 240 minutes

Description: Students will focus on weather as a vehicle for English language learning. They will view a video, practise listening to weather announcements from the radio and gather information from a short televised weather report. They will learn to transfer and record information on a graph. They will review the material at activity centres to prepare for a major class test. The grammatical focus will be teaching present continuous verbs and adjectives associated with weather and seasons.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X, AORV.02X❖, AORV.04X❖

Specific Expectations: AOR1.05X, AOR2.01X❖, AOR2.02X, AOR4.01X❖, AOR4.03X

Strand: Reading

Overall Expectations: AREV.04X❖

Specific Expectations: ARE1.04X, ARE2.01X, ARE4.02X❖

Strand: Writing

Overall Expectations: AWRV.01X❖

Specific Expectations: AWR1.04X❖

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X❖
Specific Expectations: ASC2.05X❖

Planning Notes

- Preview a video such as Seasons which depicts the four seasons in Canada and has very little narration.
- Prepare several audio tapes of weather forecasts. To help students get used to listening to a variety of voices, ask colleagues or friends to tape one or two of these.
- Arrange to have access to a television to view the weather forecasts for several days.
- The materials required for this activity include a template of a temperature grid, a selection of pictures depicting the four seasons, and a collection of graphics depicting weather terminology such as *sunny*, *partly cloudy*, etc. These can be obtained from newspaper weather maps.
- An outdoor thermometer could be a useful aid in this activity.
- Complementary language practice activities on weather and seasons can be found in Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, Great Beginnings, 101 Illustrated Crossword Puzzles, Word by Word Beginning Workbook, Oxford Canadian Picture Dictionary Beginner's Workbook, A Canadian Conversation Book.

Prior Knowledge Required

- vocabulary associated with telling time and daily routines
- mastery of the vocabulary of numbers

Teaching/Learning Strategies

1. Prepare students for a video showing how the weather in Canada changes during the year. Introduce the concept of seasons. Watch a video showing the four seasons in Canada. Divide the class in four groups and have each group create and label a collage of their drawings and illustrations on one page depicting a season for the picture dictionary. Provide samples of collages from other subject areas to model expectations for the students.
2. Teach the vocabulary and graphics associated with weather and seasons: *temperature*, *sunny*, *cloudy*, *snow*, *rainfall*, *partly sunny*, *winds*, *windchill*, *freezing*, *Fahrenheit*, *Celsius*, *degrees*, etc. Have students match graphics to adjectives describing the weather. Such exercises are found in many beginning level ESL texts. For the next week or two record the daily temperature on a classroom graph. Students should have their own copy in their notebooks. Also record the daily weather on a calendar each day.
3. Using prerecorded audio tapes of weather reports, have students practise answering questions based on these presentations. View a televised weather report with students; elicit key information orally after the report. The following day provide students with a chart to be completed while they watch the program again.
4. To practise the vocabulary and skills in this section of the unit and to prepare for a test, have students complete the following six activities at centres set up around the classroom:
 - answer questions based on audio-recorded weather reports
 - complete a cloze exercise on a passage of writing about the weather
 - accurately record ten temperatures on a grid
 - draw faces on clocks to record listed times
 - match weather graphics to appropriate vocabulary
 - place sentences about a daily routine in order
5. The day before the actual test, give a mock test to the class. Review the kinds of questions that will be included and provide samples of all questions and what the assessment criteria will be.

Accommodations/Special Needs

- for more advanced students, rotate a globe to explain how seasons are determined and teach scientific terms such as: *equinox, winter and summer solstice*
- in small groups, have students write and tape a weather forecast for the next day
- have a written script of the prerecorded audio tapes at the listening centre
- use a beginner literacy text such as *People Express*, Unit 7 to reinforce language structures

Assessment / Evaluation Techniques

1. Test on dates, time and weather (Summative)
2. Seasons collage (Formative)

Resources

Dillon, Leo and Diane. *To Everything There is a Season*. Toronto: The Blue Sky Press (a division of Scholastic), 1998. An illustrated read-aloud of the biblical verse.

Lipszyc, Carol. *People Express*. Don Mills: Oxford University Press, 1996.

Rucki, Ani. *When the Earth Wakes*. Toronto: Scholastic, 1998. A simple and poetic passage through the seasons.

Video

Seasons. Dan Gibson Productions. Solitudes, 1131A Leslie Street, Suite 500, Toronto, M3C 3L8. (416 510-2800).

Activity #4: The International Weather Scene

Time: 240 minutes

Description: Students will learn to describe the weather, read weather maps and locate information in lists. They will become familiar with terms such as *air quality, UV readings and precipitation*. They will write a short message about the weather to a friend in another country and begin to edit their own compositions.

Using a spreadsheet students will record information located on the Internet. Students will also begin a list of careers associated with weather. The grammatical focus will be reviewing adjectives, learning to use the comparative and superlative forms of adjectives and beginning to learn to use the future tense.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.04X❖

Specific Expectations: AOR1.04X, AOR2.02X❖, AOR2.03X❖, AOR4.01X❖

Strand: Reading

Overall Expectations: AREV.04X❖

Specific Expectations: ARE4.04X❖

Strand: Writing

Overall Expectations: AWRV.01X❖

Specific Expectations: AWR1.02X❖, AWR1.04X, AWR2.05X❖

Strand: Social and Cultural Competence

Overall Expectations: ASCV.01X❖, ASCV.02X

Specific Expectations: ASC1.03X❖, ASC2.02X

Planning Notes

- Make arrangements to use computers with access to the Internet during this activity; since specific web sites tend to change from day to day, check a source such as the periodical Classroom Connect or use a search engine to locate a site before starting the lesson.
- Become familiar with making spreadsheets using three or four fields.
- Materials required for this activity include file cards for recording short messages, a copy of an international weather report (such as that found in a national paper), copies of Appendix 2. Composition Checklist and a spreadsheet program.
- Complementary language practice activities on weather and seasons are the same as in planning notes for Activity #3.

Prior Knowledge Required

- vocabulary of weather, numbers and temperatures

Teaching/Learning Strategies

1. Photocopy an international weather map and a list of temperatures in major cities around the world. Teach the vocabulary of the headings on the weather report, e.g. *precipitation, almanac, UV readings, air quality*, etc. Review listening skills *What is the temperature in _____?* Introduce comparatives and superlatives: *Where is the hottest place? Which is hotter? Model answers, hotter than and colder than.*
2. Give class a word search, crossword puzzle or other language game using weather vocabulary. Students will add to their Career List, begun in Unit 1, Activity #3, occupations pertaining to weather such as cartographer, meteorologist, announcer, forecaster, snowplow operator, Hydro repair person, etc.
3. Using file cards, have students write a postcard to a friend describing the weather to-day. This card should then be addressed fully and correctly, using the skills learned in Unit 1, Activity #5. After the teacher models the text of a postcard, students must write a paragraph in complete sentences to describe the weather to their friends. This description should include their personal opinion of the weather. Before handing their postcards to the teacher, students should use the Composition checklist to edit their work. See Appendix 2.
4. Introduce the future tense of the verb *to be*. Model: *The temperature in Halifax will be* Give students a worksheet with questions such as: *What will the temperature be in Halifax on Monday?* A possible journal topic may be a prediction of what the weather will be the next day.
5. Select one of the Weather web sites and begin by researching the temperatures in Canada and moving on to temperatures in students' countries of origin. Using a spreadsheet, set up fields for city, days of the week, average /mean temperature or other additional details. Students must record information in the correct field for several days.

Assessment / Evaluation Techniques

1. Assessment of postcard task. See rubric in Appendix 3. (Summative)
2. Mastery of spread sheet and skills associated with online literacy. (Formative)
3. Assess spreadsheet (Summative)

Accommodations/Special Needs

- Students who are more computer literate should assist students with limited computer skills.
- Scribe for individual students as needed.
- For literacy students, bring in samples of written postcards to use as models.
- Literacy students can practice word recognition with large word cards and visuals.

Resources

Internet Sites

Weather Website: www.theweathernetwork.com

Activity #5: What Are You Wearing?

Time: 120 minutes

Description: Students will develop language structures pertaining to clothing, especially seasonal clothing. They will become familiar with seasonal clothing safety issues such as frostbite, sunstroke, etc. Students will create a multilingual picture book and will practise descriptive writing. The grammatical focus will be on learning descriptive adjectives associated with clothing, and reviewing present continuous verbs.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.02X❖

Specific Expectations: AOR1.04X❖, AOR1.05X, AOR2.01X

Strand: Reading

Overall Expectations: AREV.02X

Specific Expectations: ARE2.01X

Strand: Writing

Overall Expectations: AWRV.01X❖, AWRV.02X

Specific Expectations: AWR1.02X❖, AWR2.07X❖

Strand: Social and Cultural Competence

Overall Expectations: ASCV.01X, ASCV.02X❖

Specific Expectations: ASC1.02X❖, ASC2.07X❖

Planning Notes

- Materials required for this activity include: a Polaroid camera, clothing advertisements and catalogues, a scrap book, glue sticks and coloured pens.
- Some students may want to draw a picture of themselves rather than have their picture taken.
- Complementary language practice activities on clothing can be found in Canadian Concepts 1, Canadian Concepts 2, A Canadian Conversation Book, 101 Illustrated Crossword Puzzles, Word by Word Beginning Workbook, Oxford Canadian Picture Dictionary Beginners Workbook.
- A simple clothing related reading selection is in Canada, Coast to Coast, Unit 27: *Teens Love These T-Shirts*.

Prior Knowledge Required

- Use of present continuous
- Question and answer patterns
- Comparative and superlative forms of adjectives

Teaching/Learning Strategies

1. Have students make a multilingual clothing picture book. On each page there should be a picture of an article of clothing, its English name, and corresponding name(s) in the students' first languages. This book could be a gift for the local elementary school.
2. Using the Polaroid camera take a picture of the students in the room. Discuss descriptive words such as: *colours, textures, materials* etc. Use a matching exercise to reinforce descriptive adjectives, e.g. *big, small, dark, light*. Have each student compose a paragraph entitled: *I Am Wearing...* When complete these paragraphs should be shared with writing partners. Collect the pictures, shuffle them and redistribute among the class. This time students will write a new paragraph in the third person, describing what a classmate is wearing. When everyone is finished writing, students can make a poster which includes their own photograph or illustration, their paragraph and their classmate's paragraph.
3. Using two pictures, one of summer clothing and the other of winter attire, introduce the concepts of: *sunstroke and frostbite*. Have students label the necessary clothing and other items e.g. *sun hats, sunglasses, sun screen, sandals, gloves, scarves, boots* etc. to prevent these measures. Use exercises such as: *Who Wears What at Work*, and add professions to the list of careers.
4. Divide students into small groups and provide a supposed budget of \$100.00 to purchase winter clothing. The group must decide by negotiating on one set list of clothes. Before the activity begins, model polite forms of disagreement and the language of negotiation. For example: *I think. . . , Could we. . . , How about. . . ?* Students may also be reminded of the comparative and superlative forms of adjectives. Have students evaluate their performance by filling in a checklist of criteria that have been established beforehand in a class discussion. (See Appendix 4)

Assessment / Evaluation Techniques

1. Pages in the multilingual picture book. (Summative)
2. Posters: *I Am Wearing. . .* (Summative)
3. Student evaluation of negotiating and group work skills. (Formative) (See Appendix 4)

Accommodation/Special Needs

- Do information gap activities and games to reinforce learning of clothing vocabulary such as a “Concentration” game with word cards of various clothing items.
- Do a TPR listening activity where students colour in line drawings of clothing items with different colours according to the teacher’s or a partner’s instructions.
- Scribe for individual students as needed.
- Literacy students practise word recognition with word cards and visuals.
- Create a “living Venn diagram” on the floor with 2 hula hoops. Students place visuals of actual items of clothing in the circles by classifying according to winter/summer, male/female, and other distinctions.

Resources

Duvall, Jill D. Ms. Moja Makes Beautiful Clothes. New York: Children’s Press, 1997. Read aloud.

Feder, Jane. Table, Chair, Bear: A Book in Many Languages. Boston: Houghton Mifflin, 1995.

Colourful example of a multilingual picture book.

Gilman, Phoebe. Something from Nothing. Toronto: Scholastic, 1992. Patterned read aloud.

Hoban, Tana. Colors Everywhere. New York: Greenwillow Books, 1995. Read aloud.

Lipszyc, Carol. People Express. Don Mills: Oxford University Press, 1996. Unit 10.

Activity #6: Celebrations

Time: 240 minutes

Description: In this activity students will learn about Canadian celebrations and share information about celebrations in their countries of origin. They will review the language of time and dates. They will write in their first language and explain their writing in English. Additional time will be spent on this activity throughout the year as holidays occur.

Strands and Expectations

Strand: Oral and Visual Communication

Overall Expectations: AORV.01X❖

Specific Expectations: AOR1.04X❖, AOR1.05X

Strand: Reading

Overall Expectations: AREV.03X❖

Specific Expectations: ARE3.02X❖

Strand: Writing

Overall Expectations: AWRV.01X❖

Specific Expectations: AWR1.02X❖

Strand: Social and Cultural Competence

Overall Expectations: ASCV.01X❖

Specific Expectations: ASC1.01X❖, ASC1.03X❖

Planning Notes

- Materials required for this activity include: having a calendar to record annual Canadian celebrations, multicultural calendars and translation dictionaries. The [Multifaith Calendar](#), is available from **Unity Arts**, phone: 1-800-465-3287
- Collect and display resources relating to holidays and celebrations around the world. (See resources.)
- A month by month generic calendar template can be found in [Great Beginnings](#).
- Complementary language practice activities can be found in [Canadian Concepts 1](#), [Canadian Concepts 2](#), [A Canadian Conversation Book](#), [When's The Next Holiday?](#)

Prior Knowledge Required

- Vocabulary of time and dates
- Familiarity with paragraph format

Teaching/Learning Strategies

1. Mark Canadian celebrations on the calendar beginning with New Year's Day and ending with Boxing Day. Include non statutory holidays such as June 21: First Nations Day, October 31: Hallowe'en, etc. Choose the next approaching holiday and discuss: *date, symbols, clothes, customs, special foods, gifts* etc. that may be a part of this celebration. With the class develop a graphic organizer using these headings which students may then use with other celebrations.
2. Using a variety of exercises such as those found in beginner ESL texts, have students list holiday names, match pictures to dates, and discuss in pairs the specific features of a number of Canadian holidays. Have students volunteer how national birthdays are celebrated in their country of origin or select the Canadian New Year and ask how and when the new year is celebrated around the world. Remember to ask what year is currently being celebrated. Record this information on a class poster.
3. Post multicultural calendars on the wall and allow students time to look at them. Ask students to select a special day which is celebrated in their country. Give students two blank graphic organizers. Have them complete the organizer for the celebration of their choice in their first language. Using this organizer students can write a paragraph about the celebration in their first language. Let them know they will be asked to explain this celebration the next day in English. They will fill in a second graphic organizer using English words this time. Assess the composition written in the first language simply as done or not done.
4. In pairs, using the graphic organizer, have students explain their selected celebrations to each other. After they have explained to their partners ask for volunteers to explain their celebrations to the whole class.

Assessment / Evaluation Techniques

- Passage written in first language (Summative)
- Graphic organizer (Summative)

Accommodations/Special Needs

- Pair students who speak the same language.
- Provide scribing assistance as required.
- The inclusion of a written first language description of a national holiday will validate students' experience.

-
- Encourage the use of translation dictionaries to tell about their holidays in English.
 - Collect and display visual resources depicting celebrations in other cultures.
 - Students may wish to bring pictures or other materials associated with their celebration to show the class.

Resources

Chandler, Clare. Festivals: Harvest. Wayland Publishers, East Sussex, England, 1997. (Other titles in this series by various authors include Carnival, Chinese New Year, Christmas, Divali, Easter, Id-ul-Fitr, Passover.)

Jackson, Alison. I Know an Old Lady Who Swallowed a Pie. New York: Dutton Children's Books, 1995. Patterned read aloud for the Thanksgiving holiday or any feasting occasion.

Kadodwala, Dilip. A World of Holidays: Divali. Austin, Texas: Steck-Vaughn, 1998.

(Other titles in this series by various authors include: All Saints, All Souls and Halloween; Carnival; Chinese New Year; Christmas; Easter; Hanukkah; Holi, Id-ul-Fitr; Passover; Thanksgiving.)

Kindersley, Barnabas, and Kindersley, Anabel. Celebrations! Bolton, Ontario: Fenn Publishing and UNICEF, 1997.

Langevin, D.; Macchia, J.P.; Ladner, T.; and Offenhim, S. When's the Next Holiday? 2nd ed. Toronto: Canadian Resources for ESL, 1996.

Parry, Caroline. Let's Celebrate. Toronto: Kids Can Press, 1987.

Viesti, Joe and Hall, Diane. Celebrate in South Asia. N.Y.: Lothrop, Lee and Shepard, 1996.

Multicultural Calendar: Creative Cultural Communications 99 Harbour Square, Suite 2108, Toronto, Ontario. M5J 2H2.

Multifaith Calendar, Unity Arts, 1-800-465-3287

Websites www.multiculturalcalendar.com

Appendix #1

ESLAO: Unit #2, Activity 1: What is the Date?

Queen Victoria's Birthday

Before 1867 there were four colonies in Canada. Queen Victoria was the queen of Great Britain and the four colonies. Her birthday was May 24th. People in Britain and Canada celebrated her birthday.

In 1901 this celebration became a national holiday. Today we celebrate this holiday on the first Monday before May 25th. Many places in Ontario have fireworks, picnics and parades. This holiday is the first long weekend of the summer season.

1. Who was the Queen of Great Britain and the four colonies?
2. When was her birthday?
3. When do Canadians celebrate her birthday now?
4. How do Canadians celebrate this holiday?

Modified Cloze Passage:

Queen Victoria's Birthday

Before 1867 there were _____ colonies in Canada. Queen Victoria was the queen of _____ and the four colonies. Her birthday was May _____. People in Britain and Canada celebrated her birthday.

In 1901 this celebration became a national _____. Today we celebrate this holiday on the first _____ before May 25th. Many places in Ontario have fireworks, picnics and parades. This holiday is the _____ long weekend of the summer season.

Words: first, holiday, four, 24th, Monday, Great Britain

Appendix 2

ESLAO: Unit #2, Activity 4: The International Weather Scene

Composition Checklist

a) Mechanics

- Capitalizes letters correctly
- Uses appropriate punctuation
- Spells words without errors
- Uses correct verb forms
- Writes address completely in the correct form

b) Form

- Indents first word of paragraph
- Uses margins
- Uses appropriate capital letters
- Writes one sentence after another
- Spaces correctly between words
- Writes legibly

c) Content

- Includes content appropriate to the topic
- Uses vocabulary about weather
- Expresses personal opinion

Appendix 3

ESLAO: Unit #2, Activity 4 - International Weather

RUBRIC FOR ASSESSING POST CARD TO A FRIEND				
Categories	50-59%	60-69%	70-79%	80-100%
Knowledge/ Understanding -uses vocabulary associated with the weather: seasons, precipitation, temperature	The student demonstrates: limited use of weather vocabulary	some use of weather vocabulary	considerable use of weather vocabulary	thorough use of weather vocabulary
Thinking/ Inquiry -expresses personal opinion on weather	The student demonstrates: limited expression of personal opinion	some expression of personal opinion	considerable expression of personal opinion	thorough expression of personal opinion
Communication -uses correct form of addressing mail -uses writing conventions: simple present tense, periods, capitals, spelling, indents	The student demonstrates: limited use of correct form of addressing mail limited use of writing conventions	some use of correct form of addressing mail some use of writing conventions	considerable use of correct form of addressing mail considerable use of writing conventions	thorough use of correct form of addressing mail thorough use of writing conventions
Application -addresses postcard completely and accurately -applies understanding of topic to content of postcard	The student demonstrates: limited completion and accuracy with address limited understanding of topic to content of postcard	some completion and accuracy with address some understanding of topic to content of postcard	considerable completion and accuracy with address considerable understanding of topic to content of postcard	thorough completion and accuracy with address thorough understanding of topic to content of postcard

Appendix 4

ESLAO: Unit #2, Activity 5: What Are You Wearing?

Student Evaluation: Group Working Skills

Name: _____ Today's Date: _____

Names of Students in the Group: _____

How often did you do the following things in your group today?

Circle the word *yes*, *no* or *sometimes* for each:

Task	Personal Opinion			Comment
1. I listened to others in my group.	A Lot	Never	Sometimes	
2. I asked for information.	A Lot	Never	Sometimes	
3. I gave information.	A Lot	Never	Sometimes	
4. I gave my opinion politely.	A Lot	Never	Sometimes	
5. I disagreed with others politely.	A Lot	Never	Sometimes	

Complete these sentences:

1. I like to work in groups because: _____

_____.

2. I can _____.

3. I want to improve _____.

4. I need help with _____.