

Course Profile

Beginning Literacy ELD Level 1

Grade 9

Open

• *for teachers by teachers*

Units 1 and 2

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of the document.

©Queen's Printer for Ontario

Acknowledgments

Public District School Board Writing Team - English Literacy Development

Lead Board

Toronto District School Board

Course Profile Writing Team

Jane Campbell
Hazel Excell
Denise Gordon
Jane Hill
Elaine Iannuzziello
Paula Markus (Team Leader)
Eleanor Minuk
Jane Sims
Ero Siouga
Betty Ann Taylor

Unit #1: Orientation to School Life

Time: 25 hours

Unit Developer(s): 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 introductory unit, students will begin to respond appropriately to oral instructions and information in a classroom setting and adapt to some key teacher expectations and school routines. Students will begin to understand some facts and concepts about printed texts such as school maps, school calendars, agenda books, and timetables, and will use basic patterns of standard Canadian English in several simple forms of writing.

Strands & Expectations:

Strand: Oral and Visual Communication

Overall Expectations: AORV.01L, AORV.02L, AORV.03L

Specific Expectations: AOR1.01L, AOR1.02L, AOR1.03L, AOR1.04L, AOR1.05L

Strand: Reading

Overall Expectations: AREV.01L, AREV.02L, AREV.03L

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

Strand: Writing

Overall Expectations: AWRV.01L

Specific Expectations: AWR1.01L, AWR1.02L

Strand: Social and Cultural Competence

Overall Expectations: ASCV.02L

Specific Expectations: ASC2.01L, ASC2.02L, ASC2.03L, ASEC.04L, ASC2.05L, ASC2.06L, ASC2.07L, ASC2.08L

Activity Titles (Time and Sequence)

Activity 1	Personal Information	2 hours
Activity 2	School Tools: Introduction to the Student Agenda Book and the Timetable	3 hours
Activity 3	School Maps and a Tour of the Plant	3 hours
Activity 4	Tell It! Write It! (Language Experience Story)	3 hours
Activity 5	Getting to Know More About You: Making Name Cards	2 hours
Activity 6	Creating a Personal Picture Dictionary	3 hours
Activity 7	School Routines: Learning Classroom and School Rules	5 hours
Activity 8	Unit project: Student Booklets	4 hours

Prior Knowledge Required

Teachers should make no assumptions about previous learning. Students placed in this course may have had no previous formal schooling at all. Furthermore, students will arrive with varying degrees of oral fluency. Some may be reluctant to speak and will begin to speak only after they have started to settle into the school. In all likelihood, students will not display for teachers their full oral ability at the start of the year. Activities are designed to enable teachers to assess, on an ongoing basis, the skill levels and previous knowledge of their students.

Orientation activities would be expanded or contracted depending on whether students were newly arrived or were repeating the course to complete the expectations and earn a credit. The focus of the orientation would be different in the second semester of a semestered school where students had already been reading the timetable and attending classes.

Unit Planning Notes

Before introducing the unit, teachers should try to anticipate what students will need to know about the school. This knowledge differs from school to school. Teachers need to decide, in cooperation with the Guidance department, how best to inform the rest of the staff about who is in the ELDAO program and what their skill levels are. All classroom teachers will need to consider how to begin to help the students meet the content expectations of their subjects.

The spectrum of behaviour in an ELD class may be broader than might be seen in most high school classes. These students may have had little or no school experience and may not be familiar with commonly accepted appropriate school behaviours like classroom routines. They may be unfamiliar with the many instructional strategies practised in Ontario classrooms and they may not have had the opportunity to develop the range of learning styles necessary to deal with these diverse teaching strategies. Some ELD students may seem very passive while others may seem quite the opposite. In addition, behaviours will change as students pass through the various stages of cultural adjustment and literacy development.

Current performance of students must be seen as an indicator of previous school experience and exposure to English, not as an indicator of ability. Some students, especially those with minimal oral fluency, may require additional time to achieve the course expectations and may only begin to acquire English literacy skills after they have started to settle in at school.

Teachers must observe students as they learn new information that is closely linked to what they already know, in a variety of settings, and over a span of time. Teachers may begin to suspect that a student has a learning problem when the student cannot progress in learning something new, even with repeated trials.

All students come to the classroom with valuable life experiences. Teachers will have to build upon the knowledge and skills with which students arrive; they must never criticize the students or make judgments about their past. In all likelihood, once students begin to see how much they have to learn to catch up to their peers, they will become self-conscious, frustrated or anxious. For these students, it is imperative that the classroom be a safe and supportive environment where they will be able to take the kinds of risks necessary to their progress in learning.

Students in the ELDAO class benefit from the security of a classroom in which routines are understood and expectations clearly articulated. In this unit, suggestions will be made about daily classroom practices that are useful.

Students in this course are very far behind their peers in reading facility. They have a lot of "catching-up" to do in this acceleration course. Provide time over the course of the unit for students to use the computer to reinforce literacy skills. Practice and drill will have to be done each and every day by the student at home to ensure that rapid progress will occur. Teachers need to develop homework activities that reinforce skills and knowledge taught in the classroom. At this stage of reading, repetition is key. Schools need to find innovative ways to involve community members and families to support and assist ELDAO students both inside and outside the classroom.

Many of the students may never have kept the kind of notebook that classroom teachers have come to expect. Early on, students will need to begin to see how the notebook is a reflection of the work done in class. There must be many opportunities given to refer back to previous work and to review work done. Evaluation of the notebook will be critical. As well, students need to be introduced to portfolios. Even at this early stage of literacy development, portfolios offer students a glimpse of the process of writing. Portfolios allow students to see various stages of work in progress and help them begin to recognize quality work. If students work closely with their teachers to develop various forms of portfolio assessment, they will learn to evaluate their own work and the work of others.

At the beginning of the course, it will be critical to introduce short forms of literature on the topic of the alphabet and on orientation to school life. These stories and books should be read as part of the class routine. Teachers may use the stories as springboards for individual lessons or language experience stories. Picture books must be selected with care and introduced tactfully with adolescents. Older students can attend to details and subtle layers of meaning that younger children cannot appreciate.

Teachers will use a variety of teaching strategies with the Experience Chart Stories: read the stories aloud to help enlarge the students' repertoire of sight words; employ a wide range of activities to help students focus on individual sounds and words in different contexts (e.g., teacher written stories using the known words); cover up key words to develop the students' skills in prediction; make up cloze exercises from the stories to encourage students to gather meaning from context; teach word families to help students establish patterns that will assist them in decoding new words; teach spelling to help students understand that there is a standard way to print a word. For students at this level, experience chart stories are the main texts. Teachers will need to refer back to them many times and use them for reading lessons, spelling activities and oral reading practice.

Students enter our school system throughout the year. Continuous intake implies that orientation will be ongoing. New students will have to be made aware of school rules, routines, and expectations. Students who have been in the class will be able to conduct much of the orientation for newer students. They will be able to explain such details as the workings of the timetable, how and where to purchase equipment, and will be able to give tours of the school. New issues will arise as the year progresses, for example: how to prepare for and write exams, how to choose appropriate courses for the following year and how to sign up for various teams. The teacher should continue to work on

orientation throughout the year with more recent arrivals to Canada, as well as with students who have been here since the start of the course to ease the long process of adjustment to school.

The ELDAO teacher needs to work closely with the Home Form teacher and the Teacher Advisor. They should regularly confer about successful strategies that help students adjust, and share observations on students' progress. ELD teachers will want to reinforce skills and knowledge introduced by the Home Form teacher and the Teacher Advisor since students will gain a deeper understanding of these over time.

"Orientation to School Life" is the first unit in the ELDAO course. Therefore, it should be seen as the beginning of a series of ongoing activities that will continue throughout the entire ELD course, regardless of the content of any particular unit. Examples of classroom activities will be given in greater detail at the start of the unit; explanations are less detailed as the unit progresses.

Teaching/Learning Strategies

The following strategies are included in the unit: Discussion, read aloud, graphic organizer (Venn diagram, timetable, map, chart, display of photos, hand print, pictograph, list), cueing systems, games, review, modeling, patterned writing, guided reading, school tour, paired/group work, guest speaker, brainstorm, computer program, prediction, far point/near point copying, picture dictionaries, word cloze, word families, overwrite/underwrite, compare/contrast, tracking, project/student created books, flash cards, portfolio, and teacher observation.

Assessment/Evaluation Techniques

In the first months of the course, it is extremely difficult to evaluate all of the levels of achievement. That being said, much assessment continues to be diagnostic throughout the course because students who have missed school often have different but valuable life experiences that they bring to class.

Activity	Type	Tool	Categories
Activity 1	Diagnostic Summative Formative	Worksheet Worksheet Following School Rules	Communication/knowledge Comm/Knowledge/Application Application/Knowledge
Activity 2	Summative Formative Formative	Agenda Book Timetable Explanation Timetable paragraph	Comm/Knowledge/Application Comm/Knowledge/Application Know, Communication, Application
Activity 3	Summative	School Map	Comm/App/Thinking/Knowledge
Activity 4	Summative Formative	Modified Cloze Reading Skills	Comm/Knowledge/Thinking Communication
Activity 5	Summative	Name Card/Hand Picture	Comm/Knowledge/Thinking
Activity 6	Summative	Picture Dictionary	Comm/Thinking/Knowledge
Activity 7	Summative	Chart	Knowledge/Thinking
Activity 8	Formative Summative	Making Booklet Booklet	Comm/App/Knowledge/Think Comm/App/Knowledge/Think

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

Teachers will need to have a full range of consumable supplies in the classroom. Some students may require the kinds of supplies that are typically found in elementary classrooms. If fine motor skills are underdeveloped, provide appropriate writing implements and lined notebooks to assist in letter formation. Word processing programs will be of great assistance to students whose handwriting is difficult to read. Students may need to learn how to cut and glue.

Activity #1: Personal Information

Time: 120 minutes

Description

This is an ongoing activity that will be started at the beginning of the unit. Students will learn to communicate their personal information and will develop proficiency in identifying categories of personal information. In addition they will learn the full name and address of the school.

Strands & Expectations

Oral and Visual Communication: AORV.01L✚, AORV.02L; AOR1.02L, AOR1.03L, AOR1.04L✚, AOR1.05L

Reading: AREV.01L, AREV.02L, AREV.03L; ARE1.03L, ARE1.05L, ARE2.04L

Writing: AWRV.01L✚; AWR1.01L✚, AWR1.02L

Social and Cultural Competence: ASCV.02L✚; ASC2.05L✚, ASC2.06L, ASC2.08L

Planning Notes

- The teacher will need to have completed the index card with all the student's information on it.
- There are many commercially prepared materials to teach printing and handwriting once previous language knowledge of students has been determined. All students in the class will need instruction on printing and cursive writing.
- Begin to collect business cards from local businesses and from school personnel.
- **Materials Needed:** Index cards, experience chart paper, markers, multiple copies of teacher prepared worksheet, business cards.

Teaching/Learning Strategies

1. Provide a brief opportunity for teacher and teacher's introductions
2. Provide each student with a completed index card that has the student's name, student's number, home phone, address, city, postal code, province and birthday on it. Review with students multiple titles for information e.g., given name is the same as first name; last name, family name, and surname are all the same. Introduce the notion of middle name as well as initials. Students should keep these index cards in their pockets. They will need the information on these cards for other classes and for everyday experiences that will require their identification.

Discuss in which everyday situations personal information should be shared and in which situations personal information should not be shared. Include a category for situations that are not clear-cut, and discuss factors that students would need to consider in such situations. Record students' answers in a Venn Diagram.

-
3. Distribute a worksheet that has the same categories of information as those on the index cards. Have students copy the information they are able to onto the worksheet. Use their responses as a diagnostic evaluation tool to determine familiarity with print and with numbers. Model for students how English writing runs from left to right and top to bottom.

Use the worksheet many times in a variety of ways to reinforce reading and writing skills. Some examples of activities based on the worksheet are: say the names of each of the categories to the students. Have them circle the category name on their sheet, then say aloud the information that they know and feel comfortable repeating in front of the class. (For example, some students may not want to repeat their phone number or address, in front of the class.) Mix up the order of the categories as you say them and ask students to point to the category that you called out. As they learn more about print, ask them to find a word on the sheet that begins with a particular letter.

Over the next few weeks of the unit, students should be able to complete at least parts of the worksheet from memory.

Later in the unit, add the name and complete address of the school.

4. Another day, hand out various business cards. In pairs, students ask their partner for various kinds of information printed on the card, like first name, last name, initial, etc. from the card they have. If you have multiple copies of different business cards, students could play a form of "Go Fish" with the cards.
5. Begin to teach handwriting. Handwriting instruction will need to continue throughout the unit. Determine level of familiarity with numbers by checking which of the numbers the students can read. Over the course of the unit, ensure that students can recognize the numbers from 1 to 100. Introduce the spellings of numbers from 1-20. Devise a series of games to be played over the next few weeks that review the sequence of numbers and the names of the numbers.

Assessment/Evaluation Techniques

1. Observation of handwriting, knowledge of numbers and word recognition of numbers from 1-100 (Diagnostic)
2. Completed Personal Information Worksheet (Summative)
3. Ongoing teacher observation of the extent to which the student is learning and following basic school routines (Formative)

Accommodations/Special Needs

Students will use the index card with all their information only as long as is necessary. Some may require it for only a short time, while others may continue to use it even at the end of the unit. Pre-verbal ESL students will benefit from observing the classroom routines even though they are unable to participate at the same level as other students. They will begin to understand routines and behaviours and witness the model of literacy activities directed by the teacher. It will be appropriate, at certain times, to pair students with partners who speak the same first language.

Activity #2: School Tools: Introduction to the Student Agenda Book and the Timetable

Time: 180 minutes

Description

Students will use the Student Agenda book, begin to understand and follow their timetables, and obtain a lock and locker. These activities form the beginnings of the traditional school orientation process and serve to prepare students for the tour of the school. (See Activity #3)

Strands & Expectations

Oral and Visual Communication: AORV.02L✚; AOR1.02L, AOR1.03L, AOR1.04L✚

Reading: AREV.01L, AREV.02L; ARE1.03L, ARE1.05L, ARE2.03L, ARE2.04L, ARE2.05L

Writing: AWRV.01L✚, AWRV.02L; AWR1.01L✚, AWR1.02L, AWR2.01L, AWR2.02L✚

Social and Cultural Competence: ASCV.02L; ASC2.03L, ASC2.04L, ASC2.05L, ASC2.07L

Planning Notes

- Get a copy of each student's timetable and keep it in a binder in the classroom. Place a copy of your timetable in the binder as well. This binder is for the teacher's use only.
- Many of the pages of the Agenda book will be overwhelming to the students until they are beginning to read. Adaptations and modifications will need to be made to help them deal with the information contained in it.
- Materials Needed: Experience chart paper and markers, glue, stapler, scissors, a copy of the Student Agenda book to use as a teacher's reference, multiple copies of blank timetables. If your school does not use Agenda books, you will need to have multiple copies of a workbook that will be used in the place of the Agenda book.

Prior Learning

- Familiarity with personal information forms

Teaching/Learning Strategies

1. Introduce the Student Agenda book. If your school does not have one, then create one for each student using a notebook. Point out to students the top and bottom and front and back of the book.

Have students copy their names and addresses onto the first page of the Agenda book. Use their ability in copying this and all other preliminary activities as a diagnostic tool as a basis for determining the extent of their prior exposure to print.

Review the days of the week and the months of the year. Over the next few weeks consolidate this content using a variety of matching games and activities.

Draw attention to the calendar in the Agenda book and to any lists of special days or activities in both the school and community.

Show students where the map of the school and other critical pages are located in the book.

-
2. Ask students to look at their timetables. Show them where on the page they can find their personal information, and have them match this information to the information on their index cards. If the information does not match or if there are errors in the information, determine the correct information and notify the office.

See if any of the students can tell you the numbers on the page. Many students may have had more experience with numbers than letters.

Show students how the timetable of your school works. Ensure that students glue or staple a copy of their timetable in their Agenda book so that others can direct them to their classes until they are able to read the timetable themselves. Try to find common classrooms in the students' timetables. Your timetable master binder will be helpful here.

Share your timetable with the students. On experience chart paper, model sentences about your own timetable. Vary the way you present information about when you are in your classroom. Use phrases like *Period 1, Then at 10:00, Day 4*, and so on. Read the sentences out to the class. Model the directionality of print. Circle or highlight key time phrases and words. Provide students with a blank timetable and ask them to record your timetable onto the blank, using the information in the paragraphs.

On Experience chart paper, prepare sentences based on your model for students to complete using the information from their own timetables.

If they are able, have students follow your model to make up their own sentences about their timetables.

Over the next few weeks of the unit, return to the timetable and reinforce the names of teachers and room numbers.

3. Ensure that each student has a lock and a locker. Tell students that they should not share their combination with other students, and discuss the reasons. Remind them that school personnel may ask for their combination, and that they will have to comply. Review your school's practice about what should and should not be kept in the locker and the appropriate times to go to the locker.

Check that each student knows how to open and close the lock. If any do not, you will need to teach the use of the lock individually and in private.

Assessment/Evaluation Techniques

1. Assess page 1 of the Agenda Books. (Summative)
2. Have students orally explain their timetable. (Formative)
3. Evaluate their paragraphs (based on your model) for handwriting and content. (Formative)

Accommodations/Special Needs

- Some students may need a two-number combination lock or a keyed lock.

Activity #3: School Maps and a Tour of the Plant

Time: 180 minutes

Description

Students will be introduced to maps. They will make a map of the classroom and then use a map of the school in their tour. Students will meet key school personnel and be introduced to their respective roles. They will begin to be aware of print in the school environment.

Strands & Expectations

Oral and Visual Communication: AORV.02L; AOR1.02L, AOR1.03L, AOR1.04L

Reading: AREV.01L❖, AREV.02L❖; ARE1.04L, ARE1.05L❖, ARE2.01L, ARE2.04L❖

Writing: AWRV.01L, AWR1.01L, AWR1.02L

Social and Cultural Competence: ASCV.02L❖; ASC2.01L❖, ASC2.02L, ASC2.05L

Planning Notes

- Map reading and mapmaking will probably be new concepts for students in this course. Post various maps around the room and make reference to the atlases as you discuss map reading and mapmaking. If you observe that students did not fully understand these abstract concepts during the tour, create games as a way to teach and reinforce mapping skills. Vary the game to meet the specific needs of your students.
- Try to coordinate the mapping activities with the Geography teacher. Do a walk-about in the school and copy exactly the wording of such signs as, "Exit," "Fire Alarm Pull Here," "No Smoking on School Property," etc. Copy these words and expressions on flashcards.
- In advance of the tour, let school personnel know approximately what time you will be visiting them to ensure that they will be available to greet the students.
- **Materials Needed:** atlases and wall maps, flashcards, masking tape, labels for parts of the room, experience chart paper and markers, multiple copies of an enlarged school map, scissors and glue, a page and a worksheet that have all the words students have seen on the signs, a computer draw program.

Prior Knowledge Required

- Familiarity with the contents of the Agenda Book.
- Ability to follow the timetable with assistance and to begin to recognize room numbers around the school.

Teaching/Learning Strategies

1. Teach students about the concept of maps. Scale is not critical at this point.

Have labels ready naming parts of the room such as *door, desk, window*, etc. Ask students to place the labels around the room.

Make a labeled floor plan (map) of the classroom together. Show students how to make a simplified map legend.

-
2. Use the map of the school in the Agenda Book or give students a simplified labeled map of the school if the one in the Agenda Book is too complex.

Teach words and expressions found on signs in the school. Using the flash cards, explain the functions of each and devise a game or worksheet to reinforce this vocabulary.

Take students on a walking tour. Make a running commentary using expressions such as *Let's go along this hall...down this corridor...the library is opposite the office*. Expressions of this nature may be unfamiliar to many of the students and will also serve to reinforce the abstract notion of maps.

Point out common signs, such as EXIT, WASHROOM, LIBRARY, OFFICE and GYM. Have students note the correspondence to the labels on the map.

Indicate all the important locations. Try to include some of the "behind-the-scenes" locations such as the caretakers' office, the kitchen, the boiler room, etc. which are always of great interest to students.

If your school has books on tape, show students how to access these materials from the library.

Be sure to tell students about lunchtime practices and routines like bringing or buying lunches and where students can and cannot eat around the school.

3. On returning to the class, provide students with an enlarged copy of the map and a page that has all the words they have seen on the signs. Students cut out the words on the paper and glue them directly on top of the label on the map.

Use the map in a variety of ways to reinforce map skills, familiarity with the school layout and reading. For example, provide students with a map that does not have the labels. Have them tell you the parts of the school and then label them. In pairs and using the maps, have students direct each other through the school and identify where they end up. Put a copy of the map on the wall, deal out the labels and, in teams, have students put the labels in the correct spots. Ask one student to decide on a location on the map. Others have to find the location by the student's telling classmates whether their guesses are warm, colder, etc. Students can play a kind of 20 questions about a secret location. Students can make up a board game using the map as the board and questions about the information in the unit as the cards.

Use a draw program for the computer to let students make simple maps. Pair up students who have some facility with the computer with those who do not. Invite students outside the program to assist. Students in higher levels of ELD or ESL are also valuable resources.

Have students look around the community on their way home to identify signs. Next day, ask students to report which places had signs and where the signs were located. If possible, they can describe the signs or draw them on the board. An activity of this nature helps students begin to notice environmental print. Complete this homework activity often over the course of the unit to encourage students to explore their surroundings.

4. Invite members of the Admin. Team, the Guidance Head, Chief Caretaker, Administrative Assistant and Student Council president into the classroom to give a short talk about their respective roles in the school. Ask visitors to present business cards when they arrive.

In advance of the class visit, have students brainstorm a list of possible questions they could ask, and then assign each student at least one question to ask one of the visitors. Encourage questions

that elicit a quantitative response, for example, the number of teachers, secretaries and students in the school.

Make a chart showing the quantitative information that students garnered from the interview.

Assessment/Evaluation Techniques

1. Accurately label 10 places on a school map. (Summative)

Activity #4: Tell It! Write It! (Language Experience Story)

Time: 180 minutes

Description

Students will create a language experience story with the teacher about the school tour. This story and all others will form the bulk of the initial reading material for the class.

Strands & Expectations

Oral and Visual Communication: AORV.01L; AOR1.01L, AOR1.02L

Reading: AREV.01L, AREV.02L✚, AREV.03L; ARE1.02L, ARE1.04L, ARE1.05L, ARE2.03L, ARE2.04L, ARE2.05L, ARE3.02L✚

Writing: AWRV.01L, AWRV.02L✚; AWR1.01L, AWR1.02L✚

Social and Cultural Competence: ASCV.02L; ASC2.05L, ASC2.05L, ASC2.08L

Planning Notes

- The reading exercises are designed to help students begin to understand that reading is a *meaning-making activity*.
- Post this and all other experience chart stories in a central location in your room. Every day, when students enter the room, they are to go to a chart story and read it over, either with a partner or by themselves. As your bank of chart stories grows, students will have a greater selection of stories to choose from and a wider bank of sight words to reinforce.
- Materials Needed: Experience chart paper, markers, flashcards.

Prior Knowledge Required

- Knowledge of the school plant and experience of the tour

Teaching/Learning Strategies

1. Discuss the school tour and use the ideas to help students dictate a language experience story about the tour, describing where they went, what they saw and what they did. Repeat orally the words as you write them and ensure that what you have written is what the students intended.

Point to the words as you say them; read the story out loud in its entirety a few times.

Ask students to identify words that you have already studied and any other words that they may know. This is the start of their sight vocabulary; be sure to work on words such as *the*, *and*, *a/an* as well as the names of parts of the school.

Copy words they know onto flashcards. Play a recall game with the cards for the first few minutes of lessons. Copy and use more words as students learn them.

Work through the experience story in a variety of ways so that students will begin to predict the words that will follow. After several readings, cover up key words and have students predict the word that is under your hand. Before uncovering the word, read the rest of the sentence. Ask the students whether the word they have predicted makes sense based on the context of the sentence. Uncover the word and check whether predictions are correct. There will be lots of student talk in this and other reading activities as students begin to work through text; students at this stage may find it difficult to read silently.

Reread the passage to the class. Ask students to read aloud the passage together several times, like a choral reading.

Students copy the experience story into their notebook.

Assessment/Evaluation Techniques

1. Teacher observation of reading skills. (Diagnostic)
2. Modified cloze of Language Experience Chart story. Either use the flashcards with a modified cloze that has been rewritten on experience chart paper or provide students with a copy of a modified cloze that has the word list at the bottom of the page. (Summative)

Accommodations/Special Needs

Some students will have difficulty copying the story from the chart paper. They may require a hard copy of the story beside them when they copy it.

Observe students to see whether far point copying or near point copying is problematic.

Some students may require a copy of the story to trace (over-writing), while others may require a computer typed version of the story, double-spaced in a large font for underwriting.

Activity #5: Getting to Know More About You: Making Name Cards

Time: 120 minutes

Description

Students will make name signs and decorate them with pictures of themselves and with words that describe their personality.

Strands & Expectations

Oral and Visual Communication: AORV.01L; AOR1.01L, AOR1.04L

Reading: AREV.01L; ARE1.05L, ARE2.04L

Writing: AWRV.01L✚; AWR1.01L, AWR1.02L✚

Social and Cultural Competence: ASCV.02L✚; ASC2.05L, ASC2.06L✚, ASC2.07L, ASC2.08L✚

Planning Notes

- Polaroid has a camera program. Check to see if the program is in place in your school. They offer discounts on the purchase of Polaroid cameras and have many excellent ideas about how to use the cameras in your classroom.
- Keep in mind that some students might not be comfortable having their pictures taken.
- A pictograph is a precursor to a graph. In a pictograph one symbol represents one object or person. If you use squares in your pictograph, you could attach the squares. Then your pictograph becomes a bar graph.
- When students participate in the creation of rubrics, they can begin to understand how teachers evaluate their work.
- Check to see which of the students are in ESLAO to determine the extent to which they were able to participate in the "About Me" activity (Activity #1 of ESLAO, Unit 1).
- Materials Needed: Polaroid camera and film, construction paper, markers, crayons, scissors, and stickers or other items for decoration, experience chart paper and markers.

Prior Knowledge Required

- Ability to print names using upper and lower case letters.

Teaching/Learning Strategies

1. Take a picture of each of the students with a Polaroid camera. Alternatively, students may draw a small picture of themselves.

Have students make up name cards. Students print their given name and family name, and capitalize the first letter of their names. Attach the picture to the name card. Students decorate their cards.

2. Brainstorm words that describe personalities. As a demonstration, have students select 5 words that describe you. Then ask students to choose 5 words that describe themselves. Have students trace or draw their hand on a piece of construction paper and write a different word onto each of the fingers on their paper. Attach the hand to the name card.

In pairs, have students talk about themselves and explain why the words they have chosen describe them well. Students then present their partner to the class.

Invite students to tell you how they got their names. If you feel comfortable enough to do so, share in the activity with your students.

Next day, have students come into the class and find their own name card. Students copy their names on the blackboard and practise saying and printing the names of other students in the class.

Develop with the students, a rubric to evaluate the name cards and hand drawing.

Name cards should become a part of the students' portfolio.

Another day, revisit the names by creating a pictograph of an aspect of information that pertains to the lives of the students. For example, if you have a good mix of boys and girls, you could create a pictograph to show numbers of boys and girls. You could make a pictograph of the years of birth. Students copy the pictograph into their notebooks.

Assessment/Evaluation Techniques

1. Evaluate the name card and hand picture. (Summative)
2. Diagnostic assessment of handwriting will be replaced by formative assessment and summative evaluation of handwriting as the course progresses.

Accommodation/Special Needs

If there are students in your class who do not yet know how to print their names, make up a second set of name plates that have broken lines. Students can trace out their names using the broken lines as a guide. Have them copy over their names several times on the second name plate and, if ready, begin to write their own names on unlined paper, as well as the names of each of the other students in the class. In partners, students trace each other's names. A different set of rubrics could be used for students in the class with special needs.

Activity #6: Creating a Personal Picture Dictionary

Time: 180 minutes

Description

Students will make up their own dictionary using the words that they encounter in this first unit. Activity #6 is an ongoing activity since students will return to their Personal Picture Dictionary to enter new listings and to enhance their repertoire of sight words.

Strands & Expectations

Oral and Visual Communication: AORV.02L, AORV.03L; AOR1.04L

Reading: AREV.01L, AREV.02L, AREV.03L❖; ARE1.03L, ARE1.04L, ARE1.05L, ARE2.04L❖; ARE3.01L❖, ARE3.02L, ARE3.04L❖

Writing: AWRV.01L❖; AWR1.01L, AWR1.02L❖, AWR2.03L

Social and Cultural Competence: ASCV.02L❖; ASC2.05L❖, ASC2.06L, ASC2.07L, ASC2.08L❖

Planning Notes

- Use the authentic vocabulary found around the school. Students need to be able to recognize and read the print in their school environment.
Collect a variety of magazines for the classroom. Ensure that the pictures in the magazines represent a rich diversity of ethnic groups. Screen for bias.
- Read aloud a different alphabet book for the start of each of the lessons in the activity. (See activity resources.) Draw attention to interesting design features that students could replicate in their own dictionary.
- Materials needed: spiral notebooks (sketch books) that have at least 50 blank pages; art supplies.

Prior Knowledge Required

- Recognition of the alphabet, emerging sound-symbol correspondence
- Ability to match words

Teaching/Learning Strategies

1. Introduce a variety of picture dictionaries to the class.

Have students create their own personal picture dictionaries, with a different letter for each page. Teach the alphabet using vocabulary from the school for each letter; e.g., **a** is for auditorium, **b** is for book, etc.

Direct students to find pictures in magazines or to draw pictures that illustrate each of the entries listed in the book. At this stage of the students' literacy development, most words chosen will be concrete nouns. Give plenty of opportunities throughout the unit for students to practise reading the words.

2. Review the names of key places in the school and signs, etc. introduced in Activity #3. Allow students to add them to their personal picture dictionaries. Students will add more words about places in the school and items in the classroom as they arise.

A few days after you have introduced the activity, develop a rubric with the students to help them understand the criteria for evaluation.

3. Develop a variety of activities with the personal picture dictionary once you have diagnosed the students' gaps. For example, have students put words from their sight vocabulary in alphabetical order. Leave out parts of the words and have students fill in the blanks. Later, teach simple spelling rules using the vocabulary. Introduce word families from the listings.

Assessment/Evaluation Techniques

1. Observe students as they work through the book during the unit. Students may struggle with the whole concept of a dictionary at the start, but should become quite comfortable with it over time. (Formative)
2. Collect and assess the picture dictionaries using the rubric developed with the students. (Summative)

Accommodations/Special Needs

- Students who have difficulty copying the entries from other pages may need to cut and paste a teacher-made label into their dictionaries. These students could overwrite the label until they are able to print their own.
- For those students who are able, encourage use of a regular dictionary. Some students may not need pictures for every entry. Others may have many more pictures than words on each page.

Resources

Agard, John. Calypso Alphabet. New York: Henry Holt, 1989.

Bruchac, Joseph. Many Nations: An Alphabet of Native America. Mahwah, New Jersey: BridgeWater Paperback. ISBN #0-8167-4460-2

Bannatyne-Cugnet, Jo and Moore, Yvette. Prairie Alphabet. Plattsburgh, New York: Tundra Books, 1992.

Das, Prodepta. I Is for India. London: Frances Lincoln Ltd., 1996.

Onyefulu, Ifeoma. A Is for Africa. London: Frances Lincoln Ltd., 1995.

Sanders, Marilyn. What's Your Name? From Ariel to Zoe. New York: A Holiday House Book, 1995.

Activity #7: School Routines: Learning Classroom and School Rules

Time: 300 minutes

Description

Students will become familiar with class rules, school rules and board regulations. They will be introduced to the yearbook and to school teams.

Strands & Expectations

Oral and Visual Communication: AORV.01L, AORV.02L_, AOR1.01L, AOR1.02L, AOR1.03L✚

Reading: AREV.01L, AREV.02L, ARV.03L; ARE1.04L, ARE2.03L, ARE2.04L, ARE2.05L, ARE3.02L

Writing: AWRV.01L✚, AWR1.01L✚, AWR1.02L

Social and Cultural Competence: ASCV. 02L✚; ASC2.04L✚, ASC2.05L, ASC2.06L, ASC2.07L, ASC2.08L

Planning Notes

- Once the rules for class have been established, post these in the classroom. Refer to them as necessary, and add any others that have been omitted. As well, post the school and board rules.
- Consult your school's Code of Behaviour and refer to the Student Agenda Book to establish the school rules.
- Prepare a list of simply worded key school rules on experience chart paper.
- Collect old yearbooks from your school library.
- It may seem obvious to encourage the students in ELDAO to join school clubs and teams, which are a great place for students to meet and make friends with the rest of the school population; however, many students new to a school, regardless of background, may be reluctant to participate in extra curricular activities without your encouragement.
- The student contract in teaching strategy #3 helps students to understand the place of rules and regulations in the school. By signing the contract, students commit to the rules of the school. They can assess their own behaviour against the school rules.
- Start every class with a Read Aloud that deals with adjustment to school (see resources). Be sure to provide time to allow students to explore, compare and contrast the experience of the character in the book with their own school experience.
- Materials needed: Experience chart paper, markers, stickers, teacher-prepared contract, old yearbooks

Teaching/Learning Strategies

1. Ask students to brainstorm rules they think should be in place in a classroom. Record their thoughts on the blackboard as they offer them. Work together to come up with a set of agreed upon class rules. On experience chart paper, list the classroom rules. Limit your focus to the most important rules and keep the rules simple.

Present students with the list of school rules you prepared in advance of the lesson. Obviously, these rules are non-negotiable. Again, keep these rules few and simple. Articulate the behaviour expected during the playing of the national anthem and the daily announcements. Teach students about fire alarms and fire drills. Make sure that students understand emergency procedures.

-
2. Ensure that students clearly understand the policies under which your board operates. Many boards have anti-violence and bullying/harassment policies. It is critical that your students understand these policies even though they will not yet be able to read them.

Have students compare rules from their countries or other classrooms. The information that students give you will help you understand the extent of their previous education.

Use the written rules in a variety of ways to focus on the development of various reading skills.

3. Type up the agreed-upon class rules and make a contract for each student to sign. Students need to differentiate between the way they would write their name on a worksheet and the way they would sign a cheque. A personal signature should not be easy to copy. Give students an opportunity to experiment with different signatures.

Students place the contracts in their notebook or you can keep them with your files.

Near the end of the unit, revisit the notion of school routines. On experience chart paper record a list of the aspects of school life to which students have easily adjusted and those to which they have not. Headings might be: Things I Find Easy About School and Things I Find Difficult About School. Poll students and graph the results. As a group, look at the final tally and discuss the results.

4. On another day, have students discuss "do's and don'ts" for school staff. Be careful not to name particular individuals, but rather to only talk about generic behaviour. When all ideas have been recorded, give each student 2 stickers. Have them put one sticker beside the entry they feel most strongly about in each of the categories. Discuss the results. Which entries surprised them? Which do they disagree with? Why?

Repeat the above activity for "do's and don'ts" for students. Provide students with a blank T-chart that has Do's and Don'ts as the categories. Scramble the do's and don'ts on another piece of paper. Students copy the do's and don'ts into the appropriate column.

Invite the principal or someone from the Admin.Team to the classroom to share their perceptions about the lists for teachers and students.

5. Introduce yearbooks. Draw attention to the front and back of the book, and to the labels of each section of the book. Direct students to the sections on school clubs and teams.

In triads, have students identify all the clubs and teams either by reading their names or by looking at the pictures. List these on experience chart paper and post the chart.

Have students copy all the names of the clubs and teams pictured in the yearbook in their notebooks.

Poll students to determine their interests. Make sure that students listen carefully when announcements are made about where and when the school clubs and teams meet. Return students to the section of the Agenda book on clubs and teams and show them in which season each team plays.

Students add the names of the clubs and teams to the personal picture dictionaries.

If your school has the yearbook on CD ROM, use it as a computer activity.

Assessment/Evaluation Techniques

1. Evaluation of the do's and don'ts chart. (Summative)

Accommodations/Special Needs

- Have a reader read the rules for students. Let students cut and paste the rules in the correct column of the T-chart.
- Students can add their own do's and don'ts to the columns.

Resources

Munsch, Robert. From Far Away. Toronto: Annick Press Ltd., 1995. ISBN 1-55037-396

Surat, Michele Maria. Angel Child, Dragon Child. New York: Scholastic Books, 1989.

Wallace, Ian and Wood, Angela. The Sandwich. Toronto: Kids Can Press, 1975.

Activity #8: Unit Project: Student Booklets

Time: 240 minutes

Description

As the culminating activity in this unit, students will create booklets that encapsulate the information from the unit.

Strands & Expectations

Oral and Visual Communication: AORV.02L, AORV.03L; AOR1.02L, AOR1.03L, AOR1.04L

Reading: AREV.01L✦, AREV.02L✦; ARE1.03L✦, ARE1.04L✦, ARE1.05L✦, ARE2.03L✦, ARE2.04L, ARE2.05L, ARE3.03L

Writing: AWRV.01L✦, AWRV.02L✦; AWR1.01L✦, AWR1.02L✦

Social and Cultural Competence: ASCV.02L✦; ASC2.01L✦, ASC2.05L, ASC2.06L✦, ASC2.07L, ASC2.08L✦

Planning Notes

- Photocopy the worksheet entitled, "School: As I See It." (Appendix #1).
- Photocopy the Rubric for Assessing School Booklet Project (Appendix #2)
- Create a simple tracking sheet that has the following categories: Title, Date, Student signature and Teacher initials. Students sign as they complete each activity. The teacher initials during several process conferences to be conducted throughout the activity.
- Prepare a mock-up of the assignment (or use good examples of student work) so that students can see what you expect and what a sample final product might look like.
- Materials needed: Duotang folders, construction paper, markers, pencils, pens, stickers, lettering stencils.
- Once students have completed this assignment and their booklets have been evaluated, keep or photocopy samples that represent each of Levels 1 to 4 on the rubric. These can be used in future to help students understand what is expected.

Prior Knowledge Required

Since this is the final activity in the unit, students need to have understood the content presented in the unit. Students will need varying degrees of assistance in completing the activity, depending on the prior knowledge and skill level with which they entered the course. Teachers need to be aware of the extent to which students have progressed and the rate of learning for each student. An emerging familiarity with vocabulary and knowledge of the alphabet, ability to copy, and beginning sound-symbol correspondence are required. Students will need to understand directionality of print.

Teaching/Learning Strategies

1. Distribute the description of the assignment entitled, "School: As I See It."

Review its contents with the students so that they clearly understand the nature of the assignment and your expectations. Show them how they have already done much of the groundwork for the assignment in the activities to date.

Also, set dates for work in progress to help students begin to understand that the process is as important as the final product. Track their progress to ensure that all students meet the final deadline.

2. Explain the Rubric for Assessing School Booklet Project (Appendix #2).

Assessment/Evaluation Techniques

1. Observe the level of social/cultural adjustment, handwriting, print knowledge, and knowledge of process writing of students in the class. (Formative)
2. Evaluation of booklet (Summative). See Appendix 2 for a rubric to assess this booklet.

Accommodations/Special Needs

- Limit the number of pages in the booklet, or have students dictate their entries to the teacher who will type their stories onto the computer.

Appendix #1: School: As I See It

You will be creating a booklet about your school. You have already completed many of the worksheets in the unit. Copy them and put them in your duo-tang.

Here are the pages of the booklet:

Page 1: Tracking sheet. Your teacher will give you a blank tracking sheet. Sign it after you complete each activity. Your teacher will initial each entry during one of the process conferences you will have while you are working on the booklet.

Page 2: Title page. The title page must include the title of your booklet, your name, homeform, school name, and your teacher's name. The design of the title page is up to you, be creative and artistic.

Page 3: Table of Contents. Include title, date and page number. Every page in the booklet is to be included in the table of contents. Every page in the table of contents must be in the booklet. All pages after the Table of Contents must be titled, dated and numbered.

Page 4: Personal Stats. Complete a copy of the Personal Information Worksheet that includes all your personal information as well as the name and full address of the school, and the first and family names of three classmates.

Page 5: All Present. List all the students in the class. Include the name of the teacher.

Page 6: Play by the Rules Part A: School Rules. Copy the school rules. Put an asterisk (*) beside the rules you believe are the most important.

Page 7: Play by the Rules Part B: Classroom Rules. Copy the classroom rules developed by the class. Put an asterisk beside the rules you believe are the most important.

Page 8: Timetable. Your teacher will give you a blank copy of a timetable. Copy your timetable onto the blank.

Page 9: School Map. Your teacher will give you a blank copy of your school's map. Label the library, the main office, the Guidance office, the cafeteria, one washroom and your classrooms. Add room numbers of your classrooms.

Page 10: A Story of your Choice. Copy one of the language experience stories that your class has written or write a story of your own.

Page 11: Class Autograph Page. Ask classmates to sign their autograph on the page when they have read your book. Students may include comments about an aspect of your booklet they enjoyed.

APPENDIX 2

RUBRIC FOR ASSESSING SCHOOL BOOKLET PROJECT (UNIT 1 ACTIVITY 8)				
Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p>Knowledge/ Understanding</p> <p>-includes all components as per tracking sheet</p> <p>-includes complete title page</p> <p>-completes a table of contents</p>	<p>The student demonstrates:</p> <p>limited inclusion of components</p> <p>limited completion of title page</p> <p>limited completion of table of contents</p>	<p>some inclusion of components</p> <p>some completion of title page</p> <p>some completion of table of contents</p>	<p>considerable inclusion of components</p> <p>considerable completion of title page</p> <p>considerable completion of table of contents</p>	<p>thorough inclusion of components</p> <p>thorough completion of title page</p> <p>thorough completion of table of contents</p>
<p>Thinking/ Inquiry</p> <p>-organizes pages accurately</p>	<p>The student demonstrates</p> <p>limited competence in organizing pages</p>	<p>some competence in organizing pages</p>	<p>considerable competence in organizing pages</p>	<p>thorough competence in organizing pages</p>
<p>Communication</p> <p>-copies accurately (e.g., correct letter formation, spacing between words and sentence punctuation)</p> <p>-labels maps correctly</p>	<p>The student demonstrates</p> <p>limited accuracy in copying</p> <p>limited accuracy in labelling maps</p>	<p>some accuracy in copying</p> <p>some accuracy in labelling maps</p>	<p>considerable accuracy in copying</p> <p>considerable accuracy in labelling maps</p>	<p>thorough accuracy in copying</p> <p>thorough accuracy in labelling maps</p>
<p>Application</p> <p>-completes tracking sheet</p> <p>-completes template of timetable</p>	<p>The student demonstrates</p> <p>limited completion of tracking sheet</p> <p>limited competence in completing template</p>	<p>some completion of tracking sheet</p> <p>some competence in completing template</p>	<p>considerable completion of tracking sheet</p> <p>considerable competence in completing template</p>	<p>thorough completion of tracking sheet</p> <p>thorough competence in completing template</p>

Unit # 2: Numbers in Everyday Life

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

Students will begin to familiarize themselves with the community outside the classroom. They will learn the language needed to interact in stores and shops. They will begin to read simple written materials and to produce short, structured pieces of writing. The focus will be on the writing and spelling of numbers, the reading of local advertising, the manipulation of currency, and the writing and solving of mathematical problems.

Strands and Expectations:

Strand: Oral and Visual Communication

Overall Expectations: AORV.01L, AORV.02L, AORV.03L

Specific Expectations: AOR1.01L, AOR1.02L, AOR3.02L, AOR3.04L, AOR3.05L

Strand: Reading

Overall Expectations: AREV.01L, AREV.02L, AREV.03L

Specific Expectations: ARE1.01L, ARE1.02L, ARE1.04L, ARE2.03L, ARE2.04L, ARE2.05L, ARE2.07L, ARE3.02L, ARE3.04L

Strand: Writing

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

Specific Expectations: AWR1.02L, AWR2.01L, AWR2.02L

Strand: Social and Cultural Competence

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

Specific Expectations: ASC1.01L, ASC1.02L, ASC1.03L, ASC1.04L, ASC2.05L, ASC2.06L, ASC2.07L

Activity Titles (Time and Sequence)

Activity 1	Money, Money, Money	2 hours
Activity 2	A Loonie, A Quarter or a Dime...?	3 hours
Activity 3	To Market, to Market	3 hours
Activity 4	How Much Did They Spend?	4 hours
Activity 5	Can I Afford It?	4 hours
Activity 6	Earning Money	4 hours

Unit Planning Notes

Numeracy can be an area in which preliterate students have some confidence. “Students who have bought, sold and bartered goods and services have a great deal of practical knowledge about economics and may have considerable math skills in handling money.” (O’Malley and Chamot, 1995, p. 174) Although their understanding of mathematics may not have been formalized, concepts of adding, estimating, and evaluating may be well-developed. Many students may already have part-time jobs or be seeking employment. These strengths can be the foundation for lesson planning. Shopping provides opportunities to understand and use written language in students’ personal worlds.

Check the mathematics assessments done for each student on arrival. If students have been placed in math classes consult with their teachers about how they are progressing. If math is not your strength, don’t despair. Chapter 10 in The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach provides a thorough discussion of how language is used in mathematics.

Authentic materials from the local community such as catalogues, flyers, posters, and brochures are required for much of this unit. Sets of Canadian paper bills and plastic coins can be bought at teachers’ stores or through a supplier of mathematics material such as Spectrum (905-841-0600) or The Scholastic Book Club (1-800-268-3860). A class set of simple calculators is needed; international currency and snapshots of world markets borrowed from staff and students will enrich the activities.

This unit is community-based and field trips are an integral part of the work. The school location, transportation and the receptivity of the local community will influence how much work outside the school is possible. Creating Successful Field Trips is a practical resource. Consult your school’s excursion policy and make arrangements well ahead of time.

Throughout this unit, students will need to practice manipulating currency and figures. Many of the texts for teaching literacy have appropriate reproducible materials to use as exercises. Others are useful as models.

Classroom routines and projects such as word lists and picture dictionaries should be continued throughout this unit. An on-going practice introduced in Activity #1 is journal writing. In this unit a journal is modelled by the teacher in co-operation with the class writing a log of the class events each day to post and re-read. This is a preparation for more personal writing in Unit 3.

Emergent readers need to spend time on recognizing and writing the alphabet, memorizing words and learning decoding skills. Word frequency lists such as those found in A Handbook for ESL Literacy and Reading in North York Schools are useful for teacher reference. As the unit develops, the classroom walls should become “the sea of print” required for literacy. As the school year goes on, take advantage of opportunities to consolidate learning by having the class use money in real ways: fund-raising by selling pizza, organizing field trips and class parties.

Assessment and evaluation should be a joint activity in which learners are actively involved in recognizing what they have learned. Teachers need to choose times to evaluate when students are likely to experience a level of success that will build confidence that they will continue to learn. A Cumulative Checklist for the Reader at the Emergent Stage (Appendix A) identifies the steps in a reader’s growth.

Prior Knowledge Required

- matches number symbols and words to at least twenty
- understands the format of a book (front, back, title)
- understands school and class rules
- understands the importance of keeping an organized notebook

Teaching/Learning Strategies

Brainstorming, Categorizing, Cloze (written), Co-operative Journal Writing, Copying, Writing Patterned Sentences, Directed Reading, Role-playing, Experience Charts, Excursions, Games, Key Word Lists, Labelled Collages, Paired Reading, Reading Aloud to Students, Read-along tapes, Reading Collections, Role-playing, Shared Reading, Semantic Mapping, Skimming/Scanning, Sketching, Think-alouds.

Assessment/Evaluation Techniques

Activity	Type	Tool	Category
Activity 1	Diagnostic Summative Formative	Teacher Observation Daily Quizzes Tracking Sheets	Knowledge Knowledge Application, Knowledge
Activity 2	Summative Formative	Matching Quiz Accuracy of Floor Plan	Knowledge Application
Activity 3	Diagnostic Formative Summative	Cumulative Checklist Tracking Sheets Dictated Story	Communication Knowledge, Communication Communication
Activity 4	Summative Summative	Collage Rubric Problem Solving Test	Know, Think, Comm, Application Thinking
Activity 5	Formative Summative	Teacher Observation Dream Room Poster	Communication Application, Knowledge
Activity 6	Formative Summative	Teacher Observation Tracking Sheet	Communication Communication

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

Resources

Bell, Jill, and Burnaby, Barbara. A Handbook for ESL Literacy. Toronto: OISE Press, 1984.

Chamot, Ana. O'Malley, Michael. The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Reading, MA. Addison-Wesley, 1994

English, Barbara, and Lipton-Doidge, Karen. Creating Successful Field Trips. Toronto: Irwin Publishing, 1997.

Reading in North York Schools: A Guideline for Teachers. Curriculum and Instructional Services. The North York Board of Education, 1995. (now Toronto District School Board)
Texts, CD ROMs and videos are available for loan across the province from the Alpha Plus Centre, 21 Park Road, Toronto, Ontario M4W 2N1. Tel: 416 975 1351, 1-800-788-11120. This library provides resources for adult learning. Teachers of students over fourteen years of age may use the resources. Alpha Plus will ship resources all over Ontario.

Activity #1: Money, Money, Money

Time: 120 minutes

Description

Students will share information about international currency and familiarize themselves with Canadian money. They will practise writing about money.

Strands & Expectations

Oral and Visual Communication: AORV.01L, AOR1.01L

Reading: AREV.01L, ARE2.03L, ARE2.04L

Writing: AWRV.02L✚, AWR1.02L✚

Social and Cultural Competence: ASCV.02L✚, ASC2.07L✚

Planning Notes

- A relay game explained in this activity as a review can be repeated many times within the unit using increasingly complex amounts of money, mathematical signs and written numbers.
- Materials Needed : Classroom money sets, foreign currency, multiple copies of descriptions of currency, copies of worksheets on mathematical signs, and on popular terms for currency, chart paper, markers

Prior Knowledge Required

- recognizes numbers from 1-100
- writes the numbers from 1-20 in both words and symbols
- keeps a notebook

Teaching / Learning Strategies

1. Introduce the unit by explaining that for the next few weeks the class will be studying money. Use a relay game to establish how much number recognition the group has. On one section of the chalkboard write the figures from 1¢ to 99¢ helter skelter. On another section of the chalkboard write the same figures in a different but equally random order. Divide the class into two teams. The team's task is to erase numbers as they are called out. The first team to erase each number gets a point. This game may be played throughout the unit as a warm up exercise.
2. Review the names of numbers taught in Unit 1, Activity #1. Then using a variety of work sheets (word cloze, matching, scrambled letters), have students practise the names of numbers. To assess learning, dictate numbers for students to write both in words and symbols. When most students can write words and numbers with some accuracy, begin a series of daily quizzes.
3. Discuss money used in other countries. Make a chart using headings such as: Country, Names of Money, Drawings of Coins and Bills. From the chart write sentences together such as: *In Canada we use dollars. In Sri Lanka we use rupees. A dollar has a bird on . . .* Have students copy these sentences into their notebooks.

Introduce Canadian currency, using classroom money. Discuss the popular terms for currency, (penny, nickel, dime, quarter, loonie, buck, toonie). Develop a listening exercise in which pairs of students exchange various coins and bills. Give instructions such as: *Give your partner a*

quarter . . . Now, give your partner a twenty dollar bill. . . To reinforce this learning use worksheets and the listening activities found in Before Book One.

4. Introduce journal writing by beginning a classroom diary. Spend the last few minutes of the class preparing a model journal entry, recapitulating the day's work in past tense sentences. Monday, October ____, _____. *Today we looked at money. We wrote about money from around the world. For homework, we have worksheets.* Use chart paper and post the entries on the walls to reread regularly. Repeat this daily throughout the unit.

Assessment/Evaluation Techniques

1. Teacher observation of level of number recognition, noting that confusions between numbers such as 7, 17, 70 may be a pronunciation difficulty rather than failure to understand mathematical concepts. (Diagnostic)
2. Daily quizzes of dictated numbers, words and symbols. (Summative)
3. Tracking sheets to record when students achieve mastery in number writing from dictation, the names of currency and maintaining a notebook (Formative)

Accommodations/Special Needs

If students have repeated difficulty counting to 100 in English, more practice will be required. Mathematics consultants can be helpful in suggesting strategies and providing concrete material. Games such as bingo, dominoes, and playing cards can provide practice. Some students may not be allowed to play cards; these activities should, therefore, be optional.

Resources

Boyd, John and Mary Ann and Kezwer, Paula. Before Book One, Canadian Edition. Toronto: Prentice- Hall, 1993.

Activity # 2: A Loonie, A Quarter or A Dime . . . ?

Time: 180 minutes

Description

Students will continue to practise the use of Canadian currency, estimate costs, use calculators, write sentences about prices, role-play supermarket exchanges, and make a floor plan of a local store.

Strands & Expectations

Oral and Visual Communication: AORV.03L, AOR2.05L, AOR3.05L

Reading: AREV.02L, ARE2.05L, ARE3.04L

Writing: AWRV.02L✚, AWR2.01L✚

Social and Cultural Competence: ASCV.02L, ASC1.04L

Planning Notes

- Be aware that very efficient language learners often continue to use their first language for counting and calculation. Students should not be discouraged from using first language as a thinking tool.
- The work with currency requires some preparation. Use readings describing currency and exercises using signs such as =, d. Listening exercises using Canadian currency can be found in Before Book One. Be aware of how difficult it is to use Canadian and American money because of the quarter and nickel varying from base 10.
- Materials Needed: classroom money, class set of calculators, grocery store flyers, copies of a floor plan of local grocery store

Prior Knowledge Required

- familiarity with names and values of Canadian currency

Teaching and Learning Strategies

1. Begin class with a replay of the number recognition relay game introduced in Activity #1. Provide students with opportunities to manipulate money such as counting out classroom money for matching exercises to reinforce the names and values of Canadian currency. Then help them write the amounts in words: 3 dimes = 30 cents, 12 loonies = 12 dollars, 2 dimes and a nickel = 25 cents. When students have mastered the use of coins, mix coins and bills for amounts such as \$1.25, \$13.76. Make sure students are familiar with equals and not equals signs.
2. Distribute grocery store flyers to the class. In small groups, ask students to make a list of at least five items they could purchase with a twenty dollar bill. Teach one group how to add with a calculator. Regroup the class to allow students to coach other students in the use of the calculator. Have them check their lists and add or remove items to meet the twenty dollar limit. Help students develop patterned sentences from their lists. Write sentences they produce such as: *3 lemons cost 89 cents. A loaf of bread costs \$1.19. A bag of rice...* Have the students copy these sentences in their notebooks. Ask each student to add two sentences using the flyers and the group sentences as models.
3. Role-play a situation in a supermarket. Take the role of a cashier and ask each of your customers to give you exact change in classroom money. Give them a written bill in advance in the first rounds; as they become more proficient increase the pace and announce the amounts: *That will be \$7.55, sir.* When the amount is correct, give a receipt. Later, change roles with students. When students have mastered this task, give a matching quiz on currency.
4. Devise shopping games based on information gap activities such as those found in Elementary Communication Games. The context of the book is British: but the games are useful. An example is "Shopping Around". The purpose is for students to read lists of items and prices and decide where each item can be obtained most economically. Prepare two lists of prices from different sporting goods stores. Divide the class into pairs and give each pair a hand-written shopping list of equipment for an activity of interest such as soccer or track and field. Each student in the pair needs a different price list from the other. Students decide which store offers the best price for each item. They should then calculate the amount the equipment would cost.
5. Arrange an excursion to a local grocery store. Prepare a floor plan for students to label with the location of dairy products, vegetables, fruit, meat, frozen food, soft drinks, cashier, etc. (This could be adapted for a school store or a convenience store.)

Assessment and Evaluation Techniques

1. Matching quiz on currency (Summative)
2. Accuracy check of grocery store floor plans (Formative)

Accommodations/Special Needs

Additional work sheets and exercises involving numeracy are listed in the course resource list. Groups should be organized to include weaker students who may be having difficulty copying.

Resources

Hadfield, Jill. Elementary Communication Games. England: Nelson, 1984 (Distributed by Addison Wesley Longman)

Activity # 3: To Market, to Market

Time: 180 minutes

Description

Students will participate in prewriting activities which include understanding and discussing illustrated texts told or read aloud by the teacher. Students will sketch shops and markets that they remember and will dictate descriptions of their shopping experiences in their home countries. An excursion to a near-by market or pick-your-own farm is included.

Strands & Expectations

Oral and Visual Communication: AORV.01L❖, AOR1.01L_

Reading: AREV.02L❖, ARE1.021, ARE2.03L❖, ARE2.05L, ARE2.07L

Writing: AWRV.01L❖, AW2.01L❖

Social and Cultural Competence: ASCV.02L, ASC1.01L

Planning Notes

- The three books about markets describe a wide range of shopping experiences from supermarkets in Kuwait, to American fish markets and Hong Kong street markets. They validate the variety of shopping experiences students in this course may have had.
- Consider how much of the text students will understand if you read aloud. Looking at the illustrations and talking about the photographs and images that interest the class are also very valuable teaching strategies either as a preparation or a substitution. If the reading is just beyond the students' full comprehension, your modelling of phrasing, intonation, and pronunciation will help.
- Madhur Jaffrey in Market Days: From Market to Market Around the World, includes four international vegetarian recipes that can be assembled rather than cooked. If this book is not available, simplify such recipes from cookbooks.
- The culminating task is the student-dictated story. It may take several days to find time to work individually with each student. You may choose to overlap this activity with some of the work such as the collage in Activity #4 which the students can work at independently.

-
- The most efficient way to publish a classroom reader is to type the information students relate directly into a computer word-processing program. Use a large font so that students can see their words transformed into print on the screen. If a computer is not available in the classroom, the work may be entered later.
 - Two more on-going strategies are introduced in this activity: a reading collection from which students rehearse familiar readings and a reading log.
 - **Materials Needed:** pictures of shops and markets, a copy of the three books on markets in the resource list, current grocery store flyers, chart paper, markers, computer access, a modified cloze exercise based on a recipe for serving papaya, book pockets from the school resource centre, file cards, bristol board for making a reading log.

Prior Knowledge Required

- an understanding of the format of a book (front, back, title)
- experience with shops and markets

Teaching /Learning Strategies

1. Most students have had experience with shopping for household goods and necessary items. Use snapshots and pictures from cookbooks or magazines to begin a discussion about markets. Use a few of the photographs in Shops and Markets around the World as a way of previewing the text. Read the book aloud to the class or to small groups . Follow on other days with Lewin’s Market! and Jaffrey’s Market Days: From Market to Market Around the World. Have students use the recipes in Market Days for practice in scanning. Ask them to make a shopping list for the ingredients. Use flyers from local grocery stores to decide whether the ingredients are available in the community and if so, how expensive they are. If students are interested, shop for ingredients and have the class follow some of the recipes.
2. Read Jaffrey’s recipe for serving fresh papaya to the students. In pairs have students reread the recipe. Provide a modified cloze exercise of Jaffrey’s recipe. Use the recipe as a skeleton for a controlled composition on how to serve another fruit such as pineapple.
3. Introduce sketching by modelling a quick drawing of a market where you have shopped. Distribute chart paper and markers to students and have them sketch a shop or market from their country. Encourage as much detail as possible. Then model a paragraph on the chalkboard describing your own sketch. As you write, use a think aloud approach. *I need to begin this way. This is the market my family and I go to on weekends. In my picture I’ve got the people I buy my apples and cheese from. I’ll put it down this way: Every Saturday morning my family and I get up at 6 o’clock so we can go to the market early...* Read your composition aloud to the students and explain that you are going to write a book together about their stories.
4. Plan some quiet work time. Have students individually dictate stories about their market scenes. Some may describe; others may introduce narrative. Question for more detail as they speak. Choose a title together and publish the book as a classroom reader. Give each student a copy and launch the masterpiece by reading aloud while the class follows. Have the students keep this work in their reading collection as one of their practice reading pieces. Over the next few weeks, students practise and demonstrate reading their own and their classmates’ stories aloud to reading partners and to the teacher.

-
5. Begin individual reading logs with students. Make a classroom chart using library book pockets. On each pocket print a student's name. Give each student a file card with these labels at the top of columns: Author, Title, Date Finished, No. of Pages and a Comment. Make sure they include all the books read aloud to the class and their own reader on shopping around the world. Students will be responsible for updating their file cards as books are read aloud or as they finish their own independent reading.
 6. Plan an excursion to a near-by outdoor market or pick-your-own farm. Local farms and orchards often provide videos explaining what students can expect to see. Activities involving weighing produce, writing language experience stories, and creating photo essays are useful ways of consolidating and extending the skills begun in the classroom.

Assessment/Evaluation Techniques

1. Cumulative checklist for the reader at the emergent stage (Diagnostic) (Appendix 1)
2. Assess the dictated story using categories such as the amount of detail of the sketch, the amount of printing attempted, and the length and interest of the final description told. (Summative)
3. Tracking sheets noting which students have read stories from the classroom reader aloud, and the numbers of attempts required for completeness and accuracy in list-making and patterned writing. (Formative)

Accommodations/Special Needs

Students who are beginning to be interested in independent reading could be introduced to other books of photographs with limited amounts of reading. Shops and Markets around the World is part of a series called Around the World which explores topics such as clothes, festivals, food, houses, musical instruments, toys and games. Another set of books with photographs and very simple readings on interesting topics is a series called New True Books. This reading should be available either in a classroom library or a school resource centre.

Less orally proficient ESL learners may only be able to show a sketch of a market. The teacher should provide a few sentences that describe the drawing and incorporate words the student recognizes so that all students can make a contribution to the class reader. Other students may be able to label or begin to write. They should be encouraged to do so.

Resources

Hall, Godfrey. Shops and Markets around the World. Hove, East Sussex, England: Wayland, 1995.
Jaffrey, Madhur. Market Days: From Market to Market Around the World. BridgeWater Books, 1995
Lewin, Ted. Market! New York: Lothrop, Lee & Shepard Books, 1996.
New True Books (series title). Chicago: Children's Press.

Activity # 4: How Much Did They Spend?

Time: 240 minutes

Description

Students will begin to learn the spelling of key nouns and the forms for writing prices by making and labelling a collage. They will use graphic organizers to progress from planning to drafting mathematical word problems.

Strands & Expectations

Oral and Visual Communication: AORV.02L, AORV.03L❖, AOR3.04L❖

Reading: AREV.01L, AREV.02L, AREV.03L❖, ARE3.02❖

Writing: AWRV.02L❖, AWR2.01L, AWR2.02L❖

Social and Cultural Competence: ASCV.02L❖, ASC1.04L❖, ASC2.06L

Planning Notes

- The collage is a time-consuming undertaking. Once students understand what is required in their collage, they should be able to work independently to classify, categorize and label a variety of items. When independent work is under way, teachers will then have time to give individual help to students who are likely to be very disparate in their familiarity with money and with problem solving. A cultural difficulty in collage making is that North American advertising uses models in sexist and racist ways. You cannot edit every magazine that comes into your classroom but you can set firm guidelines for student work as outlined in the first section of the activity.
- Colleagues from Art, Family Studies, and Science may have samples of collages that will help students understand that such assignments are valued in secondary schools.
- In problem-solving, pay particular attention to words that occur on high frequency word lists. Make sure that these are part of each student's sight word vocabulary.
- Materials Needed: construction paper, magazines and catalogues, scissors, glue, computer access or stencils, chart paper, flyers from local stores, markers, multiple copies of worksheets for teaching strategies 3 and 4.

Prior Knowledge Required

- Mastery of numbers to 100 in both words and symbols
- Identifies the value of Canadian coins and bills.
- Matches classroom money to money values expressed in written terms such as 25¢, \$21.25, a dollar and a quarter.

Teaching /Learning Strategies

1. The student's assignment in this activity is to make and label a collage with names and approximate prices from the supply of magazines and catalogues in the classroom. Display examples of collages other students have completed. Have students choose a topic for their own collage such as clothing, fruit, vegetables, sports equipment. Do not use flyers this time. Make clear that certain images are not acceptable in our schools. Veto inappropriate material with an emphasis on not hurting the feelings of male and female peers.

There are several ways to make labels. Teach the steps of using a word-processing program with decorative fonts and varied type sizes. If you have a class-room computer, list the steps on a wall

poster as a reminder. Another way of making labels is to use stencils. This reinforces the shapes of the letters and is an excellent homework assignment. Yet another way is to teach lettering in upper case letters as is done in drafting. Titles can be lettered by joining two pencils with elastic bands and drawing double lines.

Have students research prices by looking through catalogues and flyers or by visiting a mall. Attach prices to pictures in collage. Return to the personal picture dictionaries and word lists from Unit 1, Activity #6. Have students continue to add words they are learning. Use these as a source of words for spelling quizzes.

2. Reinforce money-handling skills. Role-play giving exact change and calculating which bill or coin is required to cover a total cost. Practice rounding up from prices given such as \$3.99.

Make up a version of “The Price is Right”. Set out trays of real items and have students estimate how much they would pay for each. Label the items. Have students record the names of the items in their word banks. Create worksheets using the names of some of the items and the students’ estimates. Using flyers and catalogues students then research accurate prices and judge how close their guesses were.

3. Discuss ways of reading. Review the ways students have already read in this course: browsing through school year books, skimming flyers from stores, listening for the main ideas and observing the pictures in illustrated texts. Explain that problems in mathematics involve a kind of close reading and sorting out of facts that is very different from the reading of other material. Show students some examples of addition problems in math, e.g. *On the way home from school Sharif and William bought a bag of potato chips and a large bottle of pop. The chips cost \$2.59 and the pop cost 99¢. How much money did they spend?*

Demonstrate how to fill in a chart with the following titles: Story (situation), Numbers (data), ? (Question) from the problems. As you demonstrate, use a think aloud technique: *Now, these two fellows are going home from school...I guess that’s the story. I’ll just draw their pictures here and put the names under them. I don’t think it matters where they’re going...so I’ll leave that out...Now do they each buy a bag of chips and a pop?...or are they going to share?...It must be just one big bag of chips if it costs almost \$3.00. ...I’ll just draw it here, etc.*

Distribute flyers from a hardware store. Ask students to imagine people who might buy certain items. Fill in the chart used in the last exercise by drawing stick figures with names in the story (Who?, Where?, When?) column. Then ask what they would buy from the flyers. Cut out two or three items and glue them to the chart. Add the prices. Repeat until you have five or six situations. Go back and ask what math question could be asked. Demonstrate how each of the chart entries could be made into a math problem. Use these sentences as examples of the use of capital letters, periods and question marks. Have them copy the problems into their notebooks and find answers.

4. Distribute chart paper, scissors, markers, and flyers to pairs of students. Help them repeat the exercise of making up situations, i.e. *Story: On Saturday afternoon there was a no tax sale at the mall. Numbers: Rosa bought batteries for \$4.00 and a flashlight for \$14. Question: How much did Rosa spend?* Test the clarity and completeness of the problems by solving them together. Make up a test by choosing problems from the students’ work.

Assessment/Evaluation Techniques

1. Test of student-written problems (Summative)
2. Rubric for the collage (See Appendix 2) (Summative)

Accommodations/Special Needs

- Maintain a class penny jar to provide concrete material for students who need counting practice.
- Consult with a math consultant for suggestions on obtaining and using mathematical manipulative material.

Resources

Chamot, A. and O'Malley, M. Mathematics Book A: Learning Strategies for Problem Solving. Reading, MA: Addison-Wesley, 1988.

Activity #5: Can I Afford It?

Time: 240 minutes

Description

Students will develop literacy skills by discussing spending money and learning to budget. Activities involve deciding on essential and optional expenses and looking at ways to plan spending realistically.

Strands & Expectations

Oral and Visual Communication: AORV.01L❖, AOR1.01L❖

Reading: AREV.02L, ARE1.02L

Writing: AWRV.02L, AWR2.01L, AWR2.02L

Social and Cultural Competence: ASCV.02L❖, ASC2.06L❖

Planning Notes

- Students need to be aware that planning how to spend and save money is a highly subjective concept. There are essential expenses and expenses that are optional. Relate this topic to the everyday needs and resources of the students. It is not intended that these activities will intrude into the spending habits or personal finances of the class. Rather the intent is to consider the concept of spending and saving money as reflecting one's own personal needs and resources.
- Prepare a simple reading on how one fictional student spent money during a week and a second reading in which a decision about how to spend money must be made.
- Have a plentiful supply of home furnishing catalogues and flyers for students to create dream rooms on a budget and with unlimited funds.
- Materials Needed: home furnishing catalogues, chart paper and markers, bristol board.

Prior Knowledge Required

- reads simple stories with previously learned vocabulary and sentence structures
- works cooperatively in pairs or small groups
- uses computer for making labels
- writes guided stories using previously learned vocabulary and sentence structures

Teaching/Learning Strategies

1. Brainstorm how high school students generally spend their money. On the chalkboard categorize the items as essential and optional. Model a budget which begins with essential items but includes some optional spending.
2. Provide the class with a simple story on how one fictional student spent money during a week. Review the spellings of the days of the week. Read the story together and identify new vocabulary. In pairs have students make a chart of the items in the story considered essential and optional. Assist students with spelling and vocabulary. As a class discuss perceived differences.
3. Present a second story involving a dilemma in spending money. For instance: *Kumar's parents gave him \$15.00 for his field trip. On the way to school he met two friends and they stopped at the convenience store. Kumar bought chocolate bars and chips for his friends. Now he doesn't have enough money for the field trip. What should he do?* Have students identify realistic solutions to the story problem. Write these solutions on the board.
4. In small groups have students compose simple stories about budgeting problems. Use these details as starters for language experience stories. Encourage groups to explore options for resolving each others' problems.
5. To practise budgeting, have students create two posters on dream rooms. One dream room poster is with a budget set by the teacher containing essential things. The second dream room poster is with unlimited funds containing essential and optional items. Encourage the use of the computer for labelling the poster. Have the students present the two posters to the class with an explanation of the choices made.

Assessment/Evaluation

1. Teacher observation of the level of participation in the group budgeting task (Formative)
2. Assessment of posters and class presentations of dream rooms (Summative)

Accommodations/Special Needs

- Have fluent students make tapes of stories to be transcribed later. Other students may wish to sketch the situations they will describe.

Activity # 6: Earning Money

Time: 240 minutes

Description

Using an illustrated text students will explore the skills they bring with them to this class and consider how roles of children and adolescents vary around the world. Students will list skills, retell a story and record it from a chart. They will create a photo essay with captions and re-write the captions as a composition on jobs using the simple present tense.

Strands & Expectations

Oral and Visual Communication: AORV.01L, AOR1.01L

Reading: AREV.01L❖, ARE1.01L❖, ARE1.02L, ARE2.03L, ARE2.04L

Writing: AWRV.02L❖, AWR1.02L❖, AWR2.02L❖

Social and Cultural Competence: ASCV.01L❖, ASCV.02L, ASC1.03L❖, ASC2.07L

Planning Notes

The complex ideas to be discussed in the work with The Day of Ahmed's Secret will help to establish that illustrated texts can be sophisticated. Be prepared for a discussion of child labour laws, compulsory school attendance, safety when transporting chemicals, licensing of vendors, and drivers, the importance of literacy, variations in script for different languages. The grammatical forms which are a natural outgrowth of this discussion include modals such as *can*, *can't*, *to be able to*.

Prior Knowledge Required

- exposure to present continuous tense and simple present tense
- familiarity with brainstorming and language experience stories

Teaching/Learning Strategies

1. Brainstorm household chores and part-time jobs that students did before coming to Canada. On another section of the chalkboard list the chores and jobs they do now.
2. Introduce the picture book, The Day of Ahmed's Secret by explaining how books written for children have layers of meaning and messages that are beyond the comprehension of young children. Tell or read Ahmed's story. Then return to the book focusing only on the illustrations. Elicit from the students what skills Ahmed already has. Record these on chart paper highlighting his entrepreneurial skills in a list entitled: *Ahmed Can*. Then discuss the students' work experience and list the skills they have acquired in a list entitled: *We Can*. Have students copy the lists into their notebooks.
3. Re-read the book. This time have students re-examine Ahmed's daily routine predicting which activities he would not be allowed to do in Canada and what he would need to learn.
4. Have students retell the story, using the pictures as prompts. Record their story as a language experience story on chart paper. Make a printed copy to add to their reading collection. Return to this reading for a variety of directed reading activities.
5. With the students plan an excursion to a local store or mall. A tour behind the scenes at a mall would introduce students to careers. Have students take photographs of people working. Use the photographs for a photo-essay to share with beginning ESL students. Help each student write captions answering the question: What are they doing? *He is cooking hamburgers. She is cutting hair. He is arranging flowers.*
Draw students' attention to the *-ing* form of the verb. Some may know the terminology *present continuous*. Others may be more comfortable with *helping verb plus ing word*. It is important for them to know that verbs are time words and that *is cooking, is cutting* refer to what a person is doing now. Show them that to show what people do *often, sometimes, always, never or every day* is shown with the *s* form of the verb with *he* and *she* and with no endings with other pronouns. Students may know the terminology *simple present*.

-
6. Extend this activity by teaching the names of jobs and having students write their first compositions: Jobs in the community: *The florist arranges flowers. The hairdresser cuts hair.*

Assessment/Evaluation

1. Teacher observation of level of participation and understanding of adolescent roles and responsibilities during discussing of The Day of Ahmed's Secret (Formative)
2. Tracking sheet for completion of lists, experience chart stories and captions. (Summative)

Accommodations/Special Needs

- Telling the story rather than reading is a way to simplify the narrative for students who have less fluency in English.

Resources

Heide, Florence and Gilliland, Judith. The Day of Ahmed's Secret. New York: Lothrop, Lee & Shepard Books, 1995.

Appendix 1: A Cumulative Checklist for the Reader at the Emergent Stage

(Page can be set-up with 3 columns for dates and descriptors at left side of page)

This checklist is meant to be used at various times throughout the course. The columns have space for dates close to the beginning of the course, mid-course and at the end. Use the descriptors None, Limited, Considerable, Thorough

Student _____ Age _____ Home Form _____ School Year _____

Beginning Mid-course End of Course

1. Reads for Enjoyment

- enjoys being read to
- shows an interest in print, flips through magazines
- enjoys seeing own ideas in print

2. Reads for information and demonstrates understanding

- knows that books are sources of information
- recognizes that the print and the illustrations tell the story
- begins to develop an awareness that readers read for a variety of purposes

3. Reads aloud with meaning and expression

- rote reads own dictated stories from memory

4. Finds and uses information for personal research

- knows that books have a front and a back
- demonstrates book-handling knowledge (right-side up, understands that flyers and newspapers are expendable and that text books and library books are not)
- signs out material from school resource centre or classroom library
- recognizes that a book has a title
- understands that personally useful information is found in print: school timetable, TV schedules, sales at stores, the driver's manual

5. Reads with skill and understanding

- reads some environmental print, e.g. signs, labels
- recognizes and prints own name
- recalls, retells a story simply, including some events and characters
- shows an emotional response to material read aloud
- connects stories with experiences
- makes predictions about material being read
- begins to develop letter/sound correspondence

6. Reads with discrimination

- has an expectation of success in learning to read
- asks questions about material read to him/her
- has favourite reading material

Adapted from *Reading in North York Schools: A Guideline for Teachers*. Curriculum and Instructional Services. The North York Board of Education. 1995 (now Toronto District School Board), p.267. (Permission to use has been requested)

Appendix 2: SAMPLE RUBRIC FOR ASSESSING A COLLAGE

RUBRIC FOR ASSESSING COLLAGE (UNIT 2 ACTIVITY 4)				
Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge/ Understanding -understands and uses relevant images	The student demonstrates limited relationship of pictures to topic	some relationship of pictures to topic	considerable relationship of pictures to topic	thorough relationship of pictures to topic
Thinking/ Inquiry -uses a variety of pictures -classifies items into relevant categories	The student demonstrates limited variety of pictures limited competence in classifying	some variety of pictures some competence in classifying	considerable variety of pictures considerable competence in classifying	thorough variety of pictures thorough competence in classifying
Communication -copies accurately (e.g., spelling) -uses bank of sight words -labels pictures accurately	The student demonstrates limited accuracy in copying limited use of bank of sight words limited competence in labelling pictures	some accuracy in copying some use of bank of sight words some competence in labelling pictures	considerable accuracy in copying considerable use of bank of sight words considerable competence in labelling pictures	thorough accuracy in copying thorough use of bank of sight words thorough competence in labelling pictures
Application -matches appropriate prices to items	The student demonstrates limited competence in matching prices to items	some competence in matching prices to items	considerable competence in matching prices to items	thorough competence in matching prices to items