

Alberta Routes

English as an Additional Language (EAL) Literacy Handbook

ACKNOWLEDGEMENTS AND THANKS

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Introduction

The Resource

Welcome to the Alberta Routes English as an Additional Language (EAL) Literacy Handbook. This resource will introduce you to the unique challenges that learners with limited formal education face as they learn a new language. You will also learn strategies for lesson planning and instruction that will give you a starting point on your literacy teaching or tutoring journey.

This resource is divided into two sections. Section one will provide an overview of who EAL literacy learners are, essential background knowledge on second language learning and literacy, and best practices for lesson planning and teaching. Section two will provide example lesson plans for EAL literacy classes or tutoring sessions.

This resource is designed to be used according to your needs as a teacher or tutor. For example, if you are a tutor who is teaching their first lesson tomorrow, feel free to skip to the lesson plan section and come back to the background information when you have time. Or, if you are a new teacher with a few days or weeks before your first EAL literacy class, it may serve you to spend some time learning about EAL literacy learners before creating your first lesson plan. Whatever your EAL literacy journey looks like, we hope you will find this resource helpful as a go-to source of information and strategies for your classroom.

Common Acronyms

The following acronyms will be used throughout the resource. They will be defined at first use, but please familiarize yourself with them before moving on to the next section.

EAL – English as an Additional Language

ESL – English as a Second Language (often used interchangeably with EAL)

ELL – English Language Learner

CLB – Canadian Language Benchmarks

LIFE – Learner(s) with Interrupted Formal Education

Understanding EAL Literacy Learners

What is EAL Literacy?

Imagine that you have decided to learn a new language on your own. Where would you start? Many of us would download a language learning app like Duolingo or use a translation tool or dictionary to learn vocabulary. Regardless of where you chose to begin, you would have your many years of reading, writing, and digital expertise to help you along the way. You would be able to sound out words in a dictionary, read tips and tricks for language learning, and do your own research about grammar and pronunciation. Even if you had the time to register for a language class, these skills would be extremely helpful for taking notes, completing activities, and doing homework.

Now, imagine the same scenario with a twist. You need to learn a new language, but you only attended school for a few years when you were very young. You started to learn how to read and write, but never really got the hang of it. In addition to this, you have also spent very little time with computers or other digital devices. In this scenario, how would you begin learning a new language? Even in a classroom setting, with a trained instructor, learning would be very difficult. How would you remember what your instructor said if you couldn't take notes? How would you memorize vocabulary without being able to review your list? How would you *learn how to learn*? This scenario would feel very discouraging, and yet, thousands of English language learners are in this exact position.

EAL literacy is a unique niche that brings two fields together: second language learning, and basic literacy development (Bow Valley College, 2009). EAL literacy learners can be defined as learners with interrupted formal education, or **LIFE**. Learners with less than 10 years of formal education in their first language often require extra support during the language learning process as they lack “transferrable literacy concepts, knowledge, and strategies from their first language [and are] working on both language and literacy at the same time” (CCLB, 2016). Because LIFE learn best when these barriers shape instruction and the learning environment, EAL literacy has become its own area of practice distinct from mainstream EAL.

Who are EAL Literacy Learners?

Overview

EAL literacy learners (or LIFE) are extremely diverse. They come from a wide range of locations, life experiences, and age groups. Generally, LIFE have had less than 10 years of formal education, “which has often been interrupted because of periods of war, famine, poverty, lack of access, or political or social unrest” (Bow Valley College, p. 2). Because of the wide range of circumstances LIFE come from, their skill levels may range from being true beginners in reading and writing, to having basic level of proficiency that needs further development. Wherever they are on their journey, it is important that literacy learners be identified early in the language learning process so instructors and tutors are aware of the extra support they will require.

Mainstream EAL classes are not designed with LIFE in mind. Literacy learners require a slower pace of instruction with continuous repetition of new concepts and content. LIFE will also need to use materials that take their new relationship with printed text into account, having more white space, less words on pages, and ample visual support. Without these supports in place, LIFE may become disengaged and overwhelmed in language learning environments. This can contribute to them appearing disorganized, participating less, attempting to copy from classmates, or dropping out of programs entirely.

Read the learner profile on the following page for deepened understanding of what an EAL literacy learners’ background and day-to-day life could look like:

Letish's Story

Letish is from Eritrea. She came to Canada as a refugee with her husband and four children two years ago. Her husband works two jobs, so she spends most of her time at home with her kids.

Letish went to school sporadically as a child and teenager, but her education was often interrupted by responsibilities at home. Her family had to flee their home when she was thirteen, which ended her formal schooling.



Now that she lives in Canada, Letish feels very isolated. Her children have learned English quickly at school, but Letish still has a difficult time communicating. Because they live in a small city with no public transportation and Letish has no driver's license, she does not leave her home very often. She cannot go shopping without her husband or children, because she needs their help to read labels and pay for the items.

Letish loves to have fun and laugh with others. In Eritrea, her family saw friends and community members almost every day. She misses connecting with others and sharing meals together. Letish hears about an English class in her city that has childcare. Her husband agrees to drive her there before work if she can walk home after.

The class is on Monday and Wednesday mornings. Letish hopes that the class will help her learn English and make friends in her new home.

LIFE Characteristics and Required Supports¹

The following chart lists several characteristics of EAL literacy learners that will make them easier to recognize in your classroom or tutoring sessions, along with corresponding supports instructors can provide. Many of these will be expanded upon in the best practices chapters of this handbook.

EAL literacy learners may . . .	Teachers / tutors can . . .
Find it difficult to navigate basic texts.	Provide explicit instruction on letter recognition and text direction (left-to-right and top-to-bottom). Select literacy-friendly materials and texts.
Have trouble forming letters legibly.	Provide support and practice with holding a pencil and forming letters.
Demonstrate strong oral language skills despite limited literacy skills.	Build oral language first, then develop print literacy on the oral language foundation.
Have a difficult time understanding or following instructions.	Allow learners' first language into the classroom for peer-to-peer support and instructions.
Have difficulty recognizing patterns.	Plan and repeat activities that highlight the patterns of the English language.
Appear disorganized.	Teach strategies for organization, planning, and remembering.
Thrive in hands-on learning and experiential activities.	Ensure that classes/tutoring sessions have a variety of instructional techniques, including hands-on activities, field trips, and experiences.

¹ For an expanded list/comparative chart, see page 6 of ESL for ALL, 2016, from the Centre for Canadian Language Benchmarks.

Placement Tool

If you are struggling to decide if a learner would benefit from a literacy-focused approach to EAL instruction, use the following placement tool to aid your decision.

Instructions: Have the learner complete each task. Some tasks may require advance preparation, so read the placement tool carefully ahead of time. After the learner completes each task, check the box that best describes what you observe.

Task 1: Provide a short, simple sentence in the learner's first language. Ask the learner to read it for you.

Observation:

- ☐ Learner reads fluently and with confidence
- ☐ Learner recognizes some letters or words
- ☐ Learner does not appear able to read the sentence

Task 2: Ask the learner to write their full name on a piece of paper.

Observation:

- ☐ Writes name clearly and legibly
- ☐ Attempts writing but struggles with letter formation or spacing
- ☐ Cannot write name or appears unsure how to begin

Task 3: Hand the learner a simple English paragraph (e.g., from a literacy reader). Ask them to show where to start reading.

Observation:

- ☐ Locates top left and reads left to right
- ☐ Hesitates or needs prompting
- ☐ Appears confused or begins at random spot on the page

Task 4: Ask learner to describe their history with schooling. Ask follow up questions like, *Did you go every day? How long was your school day?* Etc.

Observation:

- ☐ Completed 10+ years of formal education
- ☐ Attended school irregularly <10 years
- ☐ Little to no formal schooling experience

Task 5: Ask the learner to copy a short English sentence from the board or paper: “My name is __.”

Observation:

- ☐ Copies accurately and with ease
- ☐ Copies slowly, with spacing or letter errors
- ☐ Cannot copy or becomes visibly confused/frustrated

Placement Guidelines:

Mainstream EAL: Learner can complete most tasks, and has 10+ years of education.

EAL Literacy: Learner struggles with or is not able to complete the tasks. Learner has less than 10 years of education.

Notes:

EAL Literacy Levels

In Canada, EAL learners are placed and assessed using the Canadian Language Benchmarks. A sister framework that measures literacy skills alongside language skills can be found in the ESL for Adult Literacy Learners (**ALL**) document from the Centre for the Canadian Language Benchmarks (**CCLB**). This document contains modified descriptors for CLB levels 1-4 and includes a pre-CLB 1 level called Foundation L. The two frameworks compared from a bird's eye view look like this:

LITERATE ESL Learner	Does not meet the requirements for CLB 1	CLB 1	CLB 2	CLB 3	CLB 4
ESL Literacy Learner	Foundation L	CLB 1L	CLB 2L	CLB 3L	CLB 4L

Figure 1: From *ESL for ALL*, CCLB, p. 31

Including the letter *L* beside the designated CLB level on a language assessment helps assessors ensure that LIFE are placed in EAL literacy classrooms when possible. In the case that EAL literacy learners do not have access to dedicated literacy programs, the *L* can signal to instructors and tutors that the learner requires additional supports within whichever program they attend.

The ESL for ALL document also provides in-depth comparisons of the characteristics and abilities of mainstream and EAL literacy learners at each CLB level. An example comparative table is provided on the following page.

Once you have become familiar with the concepts and strategies presented in this handbook, Alberta Routes recommends that you familiarize yourself with the content of both ESL for ALL and the ESL for ALL support kit, available from the Centre for the Canadian Language Benchmarks website:

<https://www.language.ca/home/>

Literate ESL Learner Ability CLB 1*	ESL Literacy Learner Ability CLB 1L
<p>The learner can:</p> <p>Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Limited to everyday words and phrases • Clear, sparse and very easy to read • Supported by visual clues (e.g., pictures) • Very short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Finds a few key words and simple details • Has little ability to apply sound-symbol relationships and spelling conventions • Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words • Relies heavily on graphics and other visual clues when interpreting meaning • Relies heavily on a bilingual dictionary due to extremely limited vocabulary 	<p>A learner at CLB 1L can express many of the surface abilities shown on the left but does not have the same underlying knowledge, concepts and strategies as a literate learner.</p> <p>The ESL Literacy learner:</p> <ul style="list-style-type: none"> • Does not have reading concepts from first language to transfer and apply to language learning • Has very few strategies for learning or may lack confidence to apply strategies • Relies heavily on a predictable routine context • Is beginning to understand that print conveys meaning and can be related to oral text • Needs oral language development to support the learning of reading concepts • Needs visual clues to be very clear, simple and familiar • Shows some understanding of letter-sound correspondence • May guess words based on their context using the first letter and the word shape as clues • May tend to memorize content and then appear to be "reading" aloud • Requires extra white space, large font (16 point) and often needs numbered sentences • Has almost no ability to use a picture dictionary • Reads and sounds out a word slowly • Vocabulary is generally limited to 'survival' words exposed to regularly • Often does not recognize a change in purpose of text

*Note: This is the CLB 1 Profile of Ability, reproduced from the Canadian Language Benchmarks.

Figure 2: From *ESL for ALL*, CCLB, p. 42

Similar comparative charts for CLB 2-4 are provided in the *ESL for ALL* document.

Barriers

Because basic literacy is required for so many aspects of Canadian life, particularly employment, EAL literacy learners often face significant barriers that affect their ability to learn. These barriers include but are not limited to:

Barrier	Potential effect(s)
Lack of finances	<ul style="list-style-type: none"> • Stress/distraction • Undernutrition • Lack of available time
Transportation	<ul style="list-style-type: none"> • Inconsistent attendance
Childcare	<ul style="list-style-type: none"> • Inconsistent attendance • Distracted learning (online especially)
Employment	<ul style="list-style-type: none"> • Inconsistent attendance • Financial stress
Trauma/mental health	<ul style="list-style-type: none"> • Distraction • Poor sleep • Memory problems • Strained relationships • Emotional dysregulation
Physical health	<ul style="list-style-type: none"> • Affected hearing or eyesight • Affected motor function • Diverse abilities
Housing insecurity	<ul style="list-style-type: none"> • Stress/distraction • Inconsistent attendance

EAL literacy learners experiencing barriers may need to be referred to outside agencies such as immigrant services, health professionals, or employment counsellors to ensure they are receiving the appropriate support for their specific needs. Many language instructors and tutors feel pressure to address all their learners' barriers themselves, but attempting to do so is not advised. It is important for EAL professionals and volunteers to familiarize themselves with all the supports available to learners in their local area in order to avoid overextending themselves and preventing learners from benefiting from expert assistance.

Use the following table as a guide to familiarizing yourself with available supports in your community:

Type of Service	Name of Organization	Contact information
Immigrant Services Organization		
Food and/or Clothing Bank		
Mental Health Services		
Family Support Services		
Health Clinic and Services		
Public Transportation or Taxi Service		
Housing assistance		
Child Care Services		
Employment and Income Support		

Teaching EAL Literacy

Structuring a Supportive Learning Environment

Effective instruction for EAL learners starts with a supportive learning environment. This includes the design of the learning space, classroom/session routines, and the culture of learning that is created and facilitated.

Adjust Expectations

As you have already learned, LIFE typically have little experience in a classroom or tutoring setting. Because of this, instructors and tutors may need to adjust expectations of learner behaviour to accommodate their needs. This can look like:

- Allowing learners to move around the room if needed;
- Taking unscheduled breaks;
- Modifying the pace of learning as needed;
- Allowing learners to work in pairs or groups for support;
- Providing extra help and scaffolding (CCLB, 2016, p. 9).

Flexibility is essential when working with EAL literacy learners. Rigid expectations can easily lead to learners feeling frustrated or defeated and becoming disengaged.

Create Routines

While flexibility is essential when teaching LIFE, establishing a consistent rhythm and sense of predictability is also very helpful. As many literacy learners have experienced major life disruptions, routines can help create a sense of safety and restored control, which will promote learning and memory retention. Example classroom routines could be:

- Playing the same icebreaker game at the beginning of the class/session;
- Writing the plan for each class/session on the board before beginning;
- Reviewing the day of the week, date, etc. at the beginning of each class;
- Following a similar instructional pattern during each class/session;
- Providing warnings before transitioning activities;
- Completing the same reflection activity at the end of each class/session.

Use Trauma-Informed Practice

As you have read, many learners need literacy support because their formal education has been interrupted in some way. Unfortunately, these interruptions can often be caused by periods of political instability, war, famine, involuntary migration, or other potentially traumatic events. Not every EAL literacy learner has trauma, however using trauma-informed practices in your classes/tutoring sessions can benefit all learners, regardless of background.

Experts in the field of trauma-informed care have set the following goals for people with trauma:

1. “Restoring safety, enhancing control and reducing fear and anxiety.
2. Restoring attachment and connections and overcoming grief and loss.
3. Restoring identity, meaning and purpose.
4. Restoring dignity and value.” (Bow Valley College, 2018)

While teachers and tutors are not responsible for learners’ healing and recovery, they can create a learning environment that promotes it. When planning lessons, ask the following questions regarding how you can facilitate learners’ movement toward the above goals:

- *How can I give learners a sense of autonomy and control over their learning and environment?*
- *How can I ensure learners feel safe and comfortable?*
- *Could anything in the learning environment cause anxiety for someone who has experienced traumatic events (e.g. loud noises)?*
- *How can I promote healthy connections in my classroom?*
- *How can I affirm my learners’ identities?*
- *How can I afford dignity and respect to my learners?*

Triggers are sensory reminders of past traumatic experiences. When learners with trauma encounter triggers, they may experience symptoms of anxiety or panic attacks or become dissociated and shut down. While it is not possible or practical to eliminate all possible triggers from the learning environment (as they are unique to each person) there are some predictable triggers that are best avoided if possible. These include but are not limited to:

- “Dark hallways;
- The sound of boots;
- Fire alarms;
- School bells or buzzers;
- Lock downs or emergency procedures;
- Changes in routine;
- Windowless rooms” (Bow Valley College, 2018, 122).

If one or more of these triggers is unavoidable in your learning environment, consider ways to make learners feel safe despite them.

Provide First Language Support

A common approach to language teaching and learning is the elimination of first language use in the classroom or tutoring session. This is done to maximize exposure to the target language and promote participation and risk-taking. While many mainstream EAL learners thrive and learn quickly in these conditions, they can present unique challenges for EAL literacy learners. The cognitive load LIFE experience simply from being in a classroom and attempting to learn language and literacy is already extremely high. Adding the strain of an “English only” policy can make the learning experience unnecessarily strenuous, which is especially inappropriate for learners who have experienced trauma.

When necessary, teachers and tutors are encouraged to provide (or allow peers to provide) first-language support “for directions, concepts, or explanations” (CCLB, 2016, p.2). Allowing first language use in these strategic ways will stop learners from becoming frustrated by not understanding directions for activities and difficult concepts and allow them to focus their energy on tasks that develop language and literacy skills. A good rule of thumb is to save friction and difficulty for the tasks with the most payoff (practice tasks, role plays, etc.).

Design a Print-Rich Environment

EAL literacy learners are best supported when they have the opportunity to learn in a print-rich environment. A print-rich environment is a classroom or learning space that has relevant text displayed on the walls. Having words and phrases such as the days of the week or questions words displayed will help build learners textual awareness and their sight word vocabulary (Bow Valley College, 2018).

While professionally made posters and charts can be helpful in creating a print-rich environment, they are not necessary. Organizations or tutors with limited budgets can use flipchart or poster paper to display sight words, the alphabet, a calendar, or any other print the learner(s) might find useful. Over time, this practice will help literacy learners build a relationship with printed text and encourage them to reference it as a part of the language learning process.

When deciding which text to put around the room, consider the following:

1. *Which words and phrases are used in your daily routines?*
2. *Which words and phrases can learners use to ask for help?*
3. *Which words and phrases are used in many different tasks/activities?*
4. *Which words and phrases will your learners need to use most in their daily lives?*

The text you choose to display is meant to be referenced often by learners. Choosing high-impact words and phrases can help learners learn to use text as a memory tool and as a part of their routines.



Figure 3: A print-rich environment

Designing Instruction

There are many similarities between lesson and unit planning for mainstream EAL learners and EAL literacy learners. Lessons must be CLB level-appropriate, should focus on real-world language tasks, and use as many materials from the learners' community as possible. However, there are several practices that are of greater importance for teachers and tutors working with LIFE. The following chapter will focus on best practices for designing instruction for EAL literacy learners.

Using CLB: *ESL for Adult Literacy Learners (ALL)*

The Canadian Language Benchmarks are Canada's framework for measuring ability in the four language skills: listening, speaking, reading, and writing. This handbook assumes that readers have a basic level of competency using the CLB for lesson planning and instruction. If you do not have this prerequisite, we recommend you contact your Alberta Routes representative to schedule training in using the CLB.

Beyond the original CLB document, the Centre for the Canadian Language Benchmarks has developed an enriched framework for EAL literacy environments. This can be found in the document [Canadian Language Benchmarks: ESL For Adult Literacy Learners \(ALL\)](#). The framework provides detailed descriptors of learner ability, text and learning conditions, and example tasks for each level of reading and writing ability. While listening and speaking-focused instruction can be planned using the original CLB document, instructors should use the ESL for ALL document when designing reading and writing instruction and tasks. For even more lesson planning and assessment support, instructors and tutors can reference the [ESL for ALL Support Kit](#), which includes additional tools and resources for teaching LIFE.

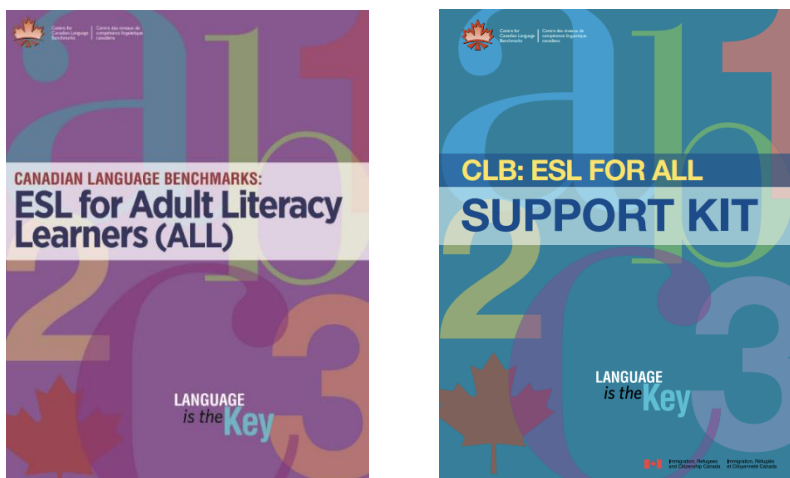


Figure 4: *ESL for ALL* and *Support Kit*. From: CCLB (2016; 2017)

Using Whole-Part-Whole

Whole-part-whole is an approach to instruction that begins by ensuring that learners understand the main idea of the whole text they are working with (or of the concept being worked on) before breaking it down into smaller language components or skills and finally returning to the whole at the end of the lesson.

Here is an example of what a whole-part-whole lesson flow could look like:

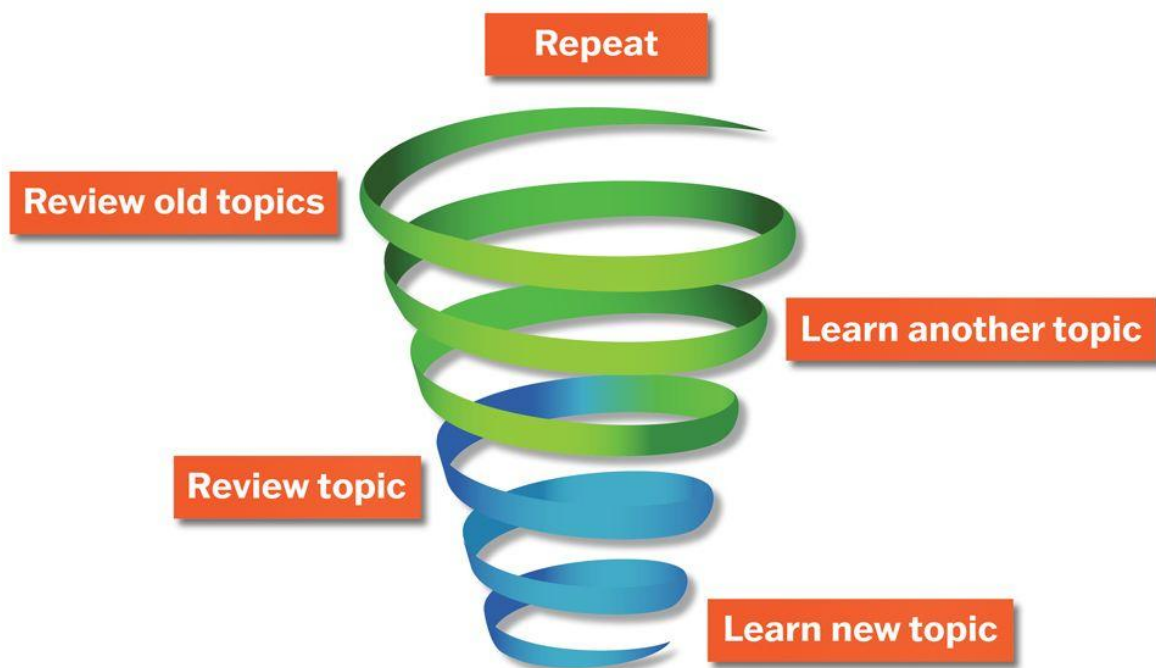
1. Tutor reads the title of the text to the learner. They look at the images (if any). Tutor asks *What do you think this text is about? What makes you think that?*
2. Learner and tutor read the text together for the gist. Tutor asks *What was the main idea? What happened? Were your predictions correct?*
3. Tutor uses the text to instruct on a language point (past tense, plural, etc.). An additional practice activity could be built based on that language point.
4. Learner and tutor read the text again, using the language point they studied to better understand the text. Tutor could ask *What did you understand this time that you didn't before?*

While this approach is often used in relation to texts, it can be used when teaching other concepts as well. For example, if you are teaching a speaking lesson about using the past tense, you could start by telling a story and emphasizing past tense words that you say. From there, you could teach past tense grammar structures or pronunciation, before returning to the whole story format and possibly having learners create their own.

Whole-part-whole instruction ensures that learners have context for the language points and skills they are learning. Without context, learners often struggle to understand why activities are relevant and become disengaged. Using this approach lessens the cognitive load of applying instruction to an activity or real-world task by highlighting the context first and returning to it immediately after targeted practice.

Spiraling Instruction

For a variety of reasons, EAL literacy learners generally master concepts at a slower pace than mainstream EAL learners. Because of this, it is very helpful when tutors and teachers recycle or spiral instruction. Spiraling is simply revisiting previously taught language points, texts, and literacy concepts in different ways, increasing the difficulty each time. For example, if regular past tense verbs were covered in a prior unit, a tutor might revisit them again weeks later while having learners use them in a different context. This time, the tutor might introduce 1-2 of the most common irregular past tense verbs to introduce the concept.



Spiral Learning Method

Figure 5: Spiraled Instruction. From: https://www.linkedin.com/posts/linh-miss-linhuk-48883aa5_applying-spiral-learning-to-ielts-teaching-activity-7209120877362237442--dcn/

By exposing learners to the same things repeatedly, instructors can promote mastery of skills and topics, increasing learners' capacity and confidence along the way.

Building Oral Language First

A default approach for many instructors and tutors when teaching language points and vocabulary is to start by writing examples on a board or chart and having learners copy them. Similar print-first activities are routinely used as a first step for learning. Although this approach can be an effective starting point for mainstream EAL learners, a different one is required when teaching EAL literacy learners. Literacy learners are not at the point in their learning where they can effectively *read to learn* because they are still *learning to read*. These learners need to have a word in their oral vocabulary before they can be expected to read that word. This means that EAL literacy instructors and tutors must take an oral language-first approach to instruction.

To build a learners' oral vocabulary, instructors are encouraged to connect words to "objects, actions, or pictures" (Bow Valley College, 2018) rather than the printed form of the word. This can involve pointing at objects and repeating the word for them, using pictures and flashcards, and demonstrating actions to teach verbs.

A simple way to ensure that this practice is followed, is to follow an oral language-first rhythm in each lesson. Starting with a speaking/listening activity and following it with a literacy activity is a simple way to make sure that learners' oral language is developed before they are expected to read and write.

To see what this could look like in context, see the example lesson on the following page:

Example Lesson	
Activity 1	Greet learner and complete start of lesson routine.
Activity 2	Show learner images of different foods. Ask, <i>do you like _____?</i> If learner says yes, say <i>you like _____</i> . If learner says no, say <i>you don't like _____</i> .
Activity 3	Give learner the pictures of food. Place two cards/papers on the table or desk that say LIKE and DON'T LIKE. Have learners sort each food under the two cards, and say <i>I like _____ / I don't like _____</i> as they do so.
Activity 4	<p>Give learner a page with three sentences:</p> <p style="padding-left: 40px;">I like _____ I like _____ I don't like _____</p> <p>Have learner copy the names of foods in the spaces.</p> <p>When learner has finished the activity, have learner find the writing section of their binder and file the paper in that section.</p>

Teaching Literacy Skills

As previously discussed, EAL literacy learners have instructional needs beyond what you would typically expect in an EAL classroom. This includes explicit teaching on literacy skills. These include:

Concept	Definition
Textual awareness	“The understanding that print, whether it is letters or pictures, has meaning” (Bow Valley College, 2018).
Phonological awareness	Ability to hear the sounds of a language and associate them with letters of an alphabet.
Decoding	Ability to interpret letters and words.
Encoding	Ability to create text from known vocabulary.
Comprehension	Ability to interpret meaning from text.
Composition	Ability to convey meaning with written text.
Fluency	Ability to do all other literacy skills “quickly, accurately, and with automaticity” (Bow Valley College, 2018).

Figure 6: Adapted from *A Practical Guide to Teaching ESL Literacy* (BVC, 2018)

The literacy skills that a learner needs the most support with can depend on the amount of formal education the learner has received:

Years of previous formal education: Impact on learning in the adult ESL literacy classroom		
0-2 years of education	3-6 years of education	7-9 years of education
<ul style="list-style-type: none"> • little classroom experience • classroom experience was likely many years ago • few formal learning strategies • likely very unused to sitting at a desk for long periods • likely many gaps in knowledge and concepts • may be working on these literacy skills: <ul style="list-style-type: none"> • fine motor skills • awareness that print has meaning • directionality • awareness of the sounds of language and ability to split a word into sounds • tracking • visual discrimination • letter knowledge 	<ul style="list-style-type: none"> • some classroom experience • classroom experience was likely many years ago • some formal learning strategies • likely many gaps in knowledge and concepts • may be working on these literacy skills: <ul style="list-style-type: none"> • phonics (matching letters to sounds) • decoding strategies • encoding strategies • sight words • spelling patterns • comprehension strategies 	<ul style="list-style-type: none"> • more classroom experience • classroom experience may have been many years ago • more formal learning strategies • likely some gaps in knowledge and concepts • may need to build a wider range of vocabulary, including academic language • may be working on these literacy skills: <ul style="list-style-type: none"> • sight words • spelling patterns • morphology (word parts) • comprehension strategies • composition strategies • reading and writing fluency

Figure 7: From *A Practical Guide to Teaching ESL Literacy* (BVC, 2018, p. 19)

For a more detailed description of each of the literacy skills, please see Chapter 2 of [A Practical Guide to Teaching ESL Literacy](#) (Bow Valley College, 2018).

To understand which literacy skills you should weave into your lessons, first consult the ESL for ALL document to determine which tasks might be appropriate for your learner(s). This will be based on the results of their initial assessment(s), as well as their unique needs and interests. Once you have selected a task, think about which literacy skills are required to successfully

complete the task. Ensure that there is at least one literacy skill explicitly addressed, and that you are clear as to which it is and how it will be taught.

The lesson plan below (taken from page 27) has an *encoding* focus. Encoding is the practice of copying text onto a page and putting letters together to form a word. Activity 4 has learners copy words into sentences. Additional scaffolding could be added based on the learner's needs.

Example Lesson	
Activity 1	Greet learner and complete start of lesson routine.
Activity 2	Show learner images of different foods. Ask, <i>do you like _____</i> ? If learner says yes, say <i>you like _____</i> . If learner says no, say <i>you don't like _____</i> .
Activity 3	Give learners the pictures of food. Place two cards/papers on the table or desk that say LIKE and DON'T LIKE. Have learners sort each food under the two cards, and say <i>I like _____ / I don't like _____</i> as they do so.
Activity 4	<p>Give learner a page with three sentences:</p> <p>I like _____ I like _____ I don't like _____</p> <p>Have learners copy the names of foods in the spaces.</p> <p>When learner has finished the activity, have learner find the writing section of their binder and file the paper in that section.</p>

Teaching Learning Strategies

Beyond language and literacy skills, EAL literacy learners also benefit from instruction in learning strategies. Learners with a formal education background typically develop skills such as organization, time management, goal setting, reflection, and collaboration during their time in school. LIFE typically do not have the same opportunities to develop these skills and require support with them to succeed in their learning.

In the lesson plan on the previous page, Activity 4 has an organization focus. Teaching learners to file their work into a binder promotes *organization*, which will help learners reference and reflect on past learning.

For more information on learning strategies and how to teach them, please see Chapter 6 of [A Practical Guide to Teaching ESL Literacy](#) (Bow Valley College, 2018).

Materials and Learning Resources

When selecting materials for teaching/tutoring EAL learners, there are several important factors to consider. First and foremost, the language and literacy level of the text must be appropriate for the learner(s) in question. To determine whether a text is appropriate, check the profile of ability and context in the ESL for ALL (2016) document.

What it Means for a Learner to be at Reading Foundation L

ESL Literacy Learner Ability Foundation L
<p>The learner can:</p> <ul style="list-style-type: none">• Recognize<ul style="list-style-type: none">➤ most letters of the alphabet in capital and lower case➤ numbers from 1-10➤ own name and names of a few other people➤ a number of illustrated sight words➤ one or two rote phrases➤ a few school and community-based symbols• Track realia and other manipulatives in top down, left to right directionality• Discriminate between same and different• Orient a familiar flashcard, page or picture book the right way up• Begin to flip pages of a familiar book in the right direction
<p>When the text is:</p> <ul style="list-style-type: none">• Personally, relevant (e.g., own name or those of family members)• Single words or up to three-word phrases• On manipulatives, or one word/phrase per page• Clear, sparse, large (e.g., 20 pt.) in a single, consistent sans-serif font• Supported by photographs, photo-realistic drawings, or instructor-created line drawings, mainly captured during learner experiences• Presented in a predictable location (e.g., name cards above coat hooks)• Already in their regularly-used oral vocabulary

Figure 8: From ESL for ALL (2016, p. 35)

The section of the document highlighted explains exactly what a text appropriate for a CLB FL looks like. There are similar profiles available for CLB 1L-4L as well.

Once you have determined that a text is level-appropriate, consider the following factors:

1. **Font:** Font size should be large and look as similar to hand printing as possible (Bow Valley College, 2018, p. 247-248). Fonts such as Century Gothic, Arial, and Verdana are recommended.

Recommended font sizes for literacy learners

Foundation L:	20+ pt
CLB 1L:	16-18 pt
CLB 2L:	14-16 pt
CLB 3L:	12-14 pt
CLB 4L:	12-14 pt

(CCLB, 2017, p. 104)

2. **White space:** Page should have plenty of white space. It should be easy for learners to focus on relevant information and visuals (Bow Valley College, 2018, p. 248).
3. **Supporting Visuals:** Choose texts with realistic images that directly depict what is happening in the text.

Aside from traditional printed learning materials, LIFE also benefit from learning with the help of other resources such as letter tiles, puzzles, objects, and games. Varying instruction by adding tactile activities benefits all learners. For more information about selecting materials and resources for EAL literacy learners, please consult pages 252-254 of [A Practical Guide for ESL Literacy](#) (Bow Valley College, 2018).

Integrating Supporting Skills

Numeracy

Literacy and language skills are rarely used in isolation from other skills. For example, to order food from a restaurant learners will need to be able to read words on a menu and be able to read a price, which are two separate skills. In this situation learners need to integrate language and literacy with numeracy skills.

Numeracy is the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations. Numerate behaviour is observed when people manage a situation or solve a problem in a real context; it involves responding to information about mathematical ideas that may be represented in a range of ways; it requires the activation of a range of enabling knowledge, factors, and processes.

(Adult Literacy and Life Skills Survey (ALL), 2008)

In order for learners to be able to successfully perform a wide range of numeracy tasks, they will need explicit instruction on:

- Number concepts (whole numbers, fractions, decimals, percentages, and operations)
- Money concepts
- Measurement concepts (length, distance, capacity, mass, and temperature)
- Time concepts
- Data concepts

(CCLB, 2016, p. 19).

EAL literacy teachers and tutors should take every opportunity to incorporate numeracy skills into lesson plans. This will ensure that learners are able to complete entire real-world tasks rather than just the literacy and language components.

For more information on teaching these skills, please consult pages 20-22 of [ESL for ALL](#).

Digital

In today's world, many tasks that require literacy and language skills also require the use of digital devices such as tablets and smartphones. For example, if learners want to find the address of the nearest hospital, they may need to be able to perform a search on a digital device and interpret the results.

Digital skills are distinct from literacy skills and include being able to:

- Operate digital technologies;
- Use selected programs and applications to complete tasks;
- Demonstrate an understanding of digital citizenship concepts;
- Access information using digital technologies;
- Evaluate information accessed through digital technologies;
- Present ideas through digital technologies;
- Communicate with others using digital technologies.

(CCLB, 2016, p. 24)

For more information on teaching these skills, please consult pages 24-28 of [ESL for ALL](#).

Sociocultural Knowledge

Sociocultural knowledge is defined in the Canadian Language Benchmarks as “the awareness of how variations in the setting, such as the participants in the communication, the situation and place in which it occurs, the purpose of transaction, and the social situation all have an impact on how we communicate” (CLB 2012, p. VIII).

EAL literacy learners need explicit instruction on how to communicate appropriately in a variety of contexts within their new Canadian environment. This involves instruction on the characteristics of different languages and how they differ, Canadians' day-to-day experiences, and the culture of learning most Canadians absorb during their time in school. More details about what Sociocultural knowledge to teach can be found on page 30 of [ESL for ALL](#) (CCLB, 2016).

Lesson Plans

The following lesson plans are designed to be used in a tutoring context. However, they can easily be modified and adjusted for a small class environment. There are four mini-units in this section:

1. Health
2. Housing
3. Shopping
4. Canada

Each unit has two sets of lesson plans and materials: CLB 1L-2L and CLB 3L-4L. The lesson plans use a combination of original materials developed for this resource, and materials developed by other organizations. These materials are hyperlinked in the lesson plans but will also be compiled at the end of the document (see Appendix).

Most of the lesson plans will follow a similar rhythm:

1. Start of class routine
2. Oral language
3. Language / literacy development
4. Practice activity
5. End of class routine
6. Assessment

Both the start of class routine and end of class routine sections are blank. This is because each tutor/instructor is encouraged to have their own unique routines with their learner(s) that reflects their interests and needs. These routines can include a variety of activities, some of which are mentioned in the building routines section of this handbook. Please reference page 19 for routine ideas if needed.

Learners are encouraged to use a binder to organize their completed handouts. The binder should have the following sections: Listening, Speaking, Reading, Writing, Other.

Unit 1: Health (CLB 1L-2L)

Lesson 1

Whole Part Whole

The activity sequence in this lesson plan is an example of whole-part-whole. The class starts with broad comprehensive understanding of the story. Then, the tutor and learner work on language and literacy skills that support the second reading of the text which comes at the end of the lesson.

Topic: Getting a Checkup		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Jen Gets a Checkup Level A Hands On! Pages 1.3 – 1.6 Hands On! Page 10.1	Vocabulary: <ul style="list-style-type: none">- Checkup- Check- Shot- Ears- Chest- Mouth- Legs
Objective: Learners will be able to: <ul style="list-style-type: none">- Identify parts of the body.- Use letter tiles to spell parts of the body (from an example).- Sound out words and sentences in a familiar text.			
Time 10 mins.	Start of class routine:		

Time 15 mins.	Activity 1: Show learner the wordless book, Jen Gets a Checkup Level A . Ask the learner, <i>What is happening?</i> on each page. Together with the learner, narrate the picture book . Give special attention to the key words listed in the vocabulary section of this lesson plan. Provide as much support as the learner needs.
Time: 15 mins.	Activity 2: Place Hands On! Letter Tiles (p. 1.3-1.6) in front of the learner. Give the learner Hands On! Page 10.1. Together, look at each picture. Ask the learner what part of the body they see. If the learner names the correct body part, point to the first letter of the printed word. Slowly sound out the word for the learner. Ask the learner to try as well. After sounding out each word, have learners use the letter tiles to spell each of the words. They can use the printed word on the page as a model.
Time 15 mins.	Activity 3: Return to Jen Gets a Checkup . This time, assist the learner as they read the text version. When learners struggle to sound out a word, point to the first letter and ask if they can guess what the word might be.
Time 5 mins.	End of class routine:

Assessment: Learner can . . .

Identify parts of the body:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Use letter tiles to spell parts of the body (from a model):

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Sound out words and sentences in a familiar text:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Lesson 2

Organization

In this lesson, you will help learners develop their organization habits by filing their handouts in the appropriate section of a binder. Organization is an important skill that many EAL literacy learners require extensive support in. Tutors and instructors should be intentional in modeling and supporting organization skills as often as possible.

Topic: Filling out a form		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Mr. Smith Goes to the Clinic (page 7) Example driver's license (real or fake) Hands On! Page 4.2 (cut up) Hands On! Page 4.6	Vocabulary: <ul style="list-style-type: none">- First name- Last name- Address- Telephone number- Postal code- Street- City- Province
Objective: Learners will be able to: <ul style="list-style-type: none">- Answer questions about basic personal information.- Copy personal information into a simple form.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Ask, <i>what did we learn about last session?</i> Answer: A checkup.</p> <p>Show learner the image from Mr. Smith Goes to the Clinic, page 7. Say, <i>Mr. Smith is at the doctor's office. What is he doing?</i> The answer: filling out a form. Ask learner if they have ever filled out a form at the doctor's office. Together, brainstorm pieces of information Mr. Smith might be writing down in the form. Ensure that all of the vocabulary items on the list are covered.</p> <p>Show learner an example driver's license. Ask learner if they can find the first name, last name, and address. Ask what other information they can find on it.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Put vocabulary cards from Hands On! Page 4.2 in front of learner. Use discretion when deciding whether to put all cards in front of learner. For lower-level learners, use less cards.</p> <p>Tell learner that you will say each of the vocabulary words. They should pick up the card that matches what you said. E.g. you say "name". They pick up the card that says "name".</p> <p>After learner picks up the card, ask the learner <i>What is your _____?</i> Help learner answer each question orally.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Prep: Cut out small form at the top of Hands On! Page 4.6.</p> <p>Help learner work on filling out the form with their own information. If learner is struggling to fill out the information from memory, ask if they have their PR card or driver's license with them. They can copy the information from their card into the form. Provide help and feedback as needed.</p> <p>Once learners are finished with the form, have them file the handout into the writing section of their binder.</p>

Lesson 3

Oral language first

Each lesson in this unit starts by building oral vocabulary. Literacy learners need to have a word in their oral vocabulary before they can learn to recognize the print version of the word or sound the word out. As a literacy tutor/instructor, you will benefit from creating a lesson routine that begins by ensuring that your learners have the oral vocabulary needed for the literacy tasks you have planned for later in the lesson.

Topic: Pharmacy		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: I Go to the Pharmacy, Level A. Handout A	Vocabulary: <ul style="list-style-type: none">- Medicine- Pharmacy- Pills- Pay- Tablet
Objective: Learners will be able to: <ul style="list-style-type: none">- Copy missing letters from vocabulary words.- Sound out vocabulary words in a story.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Show learner the wordless book, I Go to the Pharmacy, Level A. Ask the learner, <i>what is happening?</i> on each page. Together with the learner, narrate the picture book.</p> <p>Tell the learner you will say a word. Ask learners to point to the picture of the word you say. Say each of the words in the vocabulary list. Have learner point to the picture that matches it.</p> <p>Note: Learner can point to any picture of a pill or tablet when you say the word <i>medicine</i>.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Give learner Handout A. Look at each picture. Help learner sound out each word, then copy the missing letters from the model word into the word with blank spaces. If the learner is struggling to sound out the word, have them work on the first letter, look at the picture, and then predict the word.</p> <p>When you get to <i>pharmacy</i>, learner will likely struggle with the combination of <i>ph</i>. Explain that when p and h are together, they make the same sound as the letter f. Show them a cell phone and ask what it is. When they say “phone” write the word and show them that this word also has p and h together.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Return to I Go to the Pharmacy, Level A. This time, assist the learner as they read it. When learners struggle to sound out a word, point to the first letter and ask if they can guess what the word might be.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>

Assessment: Learner can . . .

Copy missing letters from vocabulary words:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Sound out vocabulary words in a story:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Handout A



pill

__il__



pay

p__y



pharmacy

__harm__cy



tablet

__a__le__

Images from:

<file:///C:/Users/tylao/OneDrive/Documents/Tyla/Tyla%20Olsen%20Educational%20Services/Alberta%20Routes%20ESL%20Literacy/PDF%20Lesson%20Plan%20Materials/A-%20Long-%20I%20Go%20to%20the%20Pharmacy%20-%20Printable.pdf>

Lesson 4

Topic: Prescriptions	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Image cards 1 Image cards 2 Small ml cup (if possible)	Vocabulary: - Tablet - Syrup - Per - Once - Twice - ml
Objective: Learners will be able to: <ul style="list-style-type: none"> - Decode instructions for taking medication. - Determine correct amount of medication to take and how often to take it. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Place cut up Image Cards 1, 3, 5, & 6 in front of learner. Ask learner, <i>What is this?</i> pointing to each picture. Develop vocabulary for tablet, syrup, and ml. If available, show learner a ml cup to help them understand.	
Time: 15 mins.	Activity 2: Teach learner the concepts of once and twice by standing up, jumping up one time and saying once. Then jump up twice and say twice. If learner doesn't understand yet, do other actions once and twice.	

	<p>Show learner Image Cards 1-4 one at a time. Underline the words once and twice on cards 1 and 2. Give the learner the opportunity to underline the words on cards 3 and 4.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner each one of Image Cards 2 one at a time. For each card ask learner:</p> <p><i>How much should I take?</i> <i>How many times should I take it?</i></p> <p>You may need to coach learner at the beginning on how to answer the questions. Demonstrate to learner where to find the answer to each question.</p> <p>Repeat the activity with each card and ask many times as necessary.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>
<p>Assessment: Learner can . . .</p> <p>Decode instructions for taking medication:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Determine correct amount of medication to take and how often to take it:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Image Cards 1

1



2



3



4



5



6



Image Cards 2

1



2



3



4



Unit 1: Health (CLB 3L-4L)

Lesson 1

Whole Part Whole

The activity sequence in this lesson plan is an example of whole-part-whole. The class starts with broad comprehensive understanding of the story. Then, the tutor and learner work on language and literacy skills that support the second reading of the text which comes at the end of the lesson.

Topic: Getting a Checkup		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Jen Gets a Checkup Level D Hands On! Page 10.1	Vocabulary: <ul style="list-style-type: none">- Checkup- Check- Shot- Ears- Chest- Mouth- Legs
Objective: Learners will be able to: <ul style="list-style-type: none">- Identify parts of the body.- Spell parts of the body.- Sound out words and sentences in a familiar text.			
Time 10 mins.	Start of class routine:		

Time 15 mins.	Activity 1: Show learner the wordless book, Jen Gets a Checkup Level D . Ask the learner, <i>What is happening?</i> on each page. Together with the learner, narrate the picture book. Give special attention to the key words listed in the vocabulary section of this lesson plan. Provide as much support as the learner needs.
Time: 15 mins.	Activity 2: Give the learner Hands On! Page 10.1. Together, look at each picture. Ask the learner what part of the body they see. If the learner names the correct body part, point to the first letter of the printed word. Slowly sound out the word for the learner. Ask the learner to try as well. After sounding out each word, take page 10.1 back, and give the learner a blank piece of paper. Have the learner practice writing words by choosing a body part to read out loud and asking the learner to write that word. Provide as much support as needed throughout the activity.
Time 15 mins.	Activity 3: Return to Jen Gets a Checkup Level D . This time, assist the learner as they read the text version. When learners struggle to sound out a word, point to the first letter and ask if they can guess what the word might be.
Time 5 mins	End of class routine:

Assessment: Learner can . . .

Identify parts of the body:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Spell parts of the body:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Sound out words and sentences in a familiar text:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Lesson 2

Organization

In this lesson, you will help learners develop their organization habits by filing their handouts in the appropriate section of a binder. Organization is an important skill that many EAL literacy learners require extensive support in. Tutors and instructors should be intentional in modeling and supporting organization skills as often as possible.

Topic: Filling out a Form		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Mr. Smith Goes to the Clinic (page 7) Example driver's license (real or fake) Hands On! Page 4.2 (cut up) Hands On! Page 4.3 Hands On! Page 4.6	Vocabulary: <ul style="list-style-type: none">- First name- Last name- Address- Telephone number- Postal code- Street- City- Province
Objective: Learners will be able to: <ul style="list-style-type: none">- Answer questions about basic personal information.- Write personal information in a simple form.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Ask, <i>what did we learn about last session?</i> Answer: A checkup.</p> <p>Show learner the image from Mr. Smith Goes to the Clinic, page 7. Say, <i>Mr. Smith is at the doctor office. Ask, What is he doing?</i> The answer: filling out a form. Ask learner if they have ever filled out a form at the doctor's office. Together, brainstorm pieces of information Mr. Smith might be writing down in the form. Ensure that all of the vocabulary items on the list are covered.</p> <p>Show learner an example driver's license. Ask learner if they can find the first name, last name, and address. Ask what other information they can find on it.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Put vocabulary cards from Hands On! Page 4.2 and Page 4.3 in front of learner.</p> <p>Tell learner that you will say each of the vocabulary words. They should pick up the card that matches what you said. E.g. you say "name". They pick up the card that says "name".</p> <p>After learner picks up card, ask the learner "what is your _____". Help learner answer each question orally. After they answer it orally, they should write their answer beside the prompt on page 4.3. Repeat this sequence for each vocabulary word.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner page 4.6.</p> <p>Help learner work on filling out the forms with their own information. If learner is struggling to fill out the information from memory, ask if they have their PR card or driver's license with them. They can copy the information from their card into the form, but only if needed.</p> <p>Once learners are finished with the form and you have provided feedback, have them file the handout into the writing section of their binder.</p>

Time 5 mins.	End of class routine:
Assessment: Learner can . . . Answer questions about basic personal information: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Write personal information in a simple form: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Lesson 3

Oral Language First

Each lesson in this unit starts by building oral vocabulary. Literacy learners need to have a word in their oral vocabulary before they can learn to recognize the print version of the word or sound the word out. As a literacy tutor/instructor, you will benefit from creating a lesson routine that begins by ensuring that your learners have the oral vocabulary needed for the literacy tasks you have planned for later in the lesson.

Topic: Pharmacy		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: I Go to the Pharmacy, Level D Prescriptions 1 & 2 At the Pharmacy Dialogue	Vocabulary: <ul style="list-style-type: none">- Medicine- Pharmacy- Pills- Pay- Tablet- Prescription- Teaspoon
Objective: Learners will be able to: <ul style="list-style-type: none">- Ask a pharmacist to fill a prescription.- Sound out vocabulary words in a story.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Show learner the wordless book, I Go to the Pharmacy, Level D. Ask the learner, <i>What is happening?</i> on each page. Together with the learner, narrate the picture book.</p> <p>Tell the learner you will say a word. Ask learners to point to the picture of the word you say. Say the first 5 words in the vocabulary list. Have learner point to the picture in the picture book that matches it.</p> <p>Note: Learner can point to any picture of a pill or tablet when you say the word <i>medicine</i>.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Teach learner the word <i>prescription</i>. Explain that a doctor will give you a piece of paper or email that piece of paper to a pharmacy. The pharmacist will look at the paper and know what medicine and how much to give you.</p> <p>Give learners Prescription 1 and Prescription 2. Show them that the Rx logo at the top tells them the paper is a prescription. Tell learner that they will learn how to read instructions on a prescription in the next lesson. Now they will practice asking a pharmacist to fill the prescription.</p> <p>Teach learner the phrase: <i>I would like to fill this prescription please.</i></p> <p>Explain that the pharmacist might ask for information like their name, birth date, or doctor's name. Once learner seems comfortable with the information, give them At the Pharmacy Dialogue. Practice the conversation with the learner, having them physically hand you the prescription as practice.</p> <p>Optional: Provide written feedback on the dialogue page and have the learner file it in the speaking section of their binder.</p>

Time 15 mins.	Activity 3: Return to I Go to the Pharmacy, Level D . This time, assist the learner as they read it. On each page, ask learners <i>do you recognize any words?</i> Encourage learners to identify any new sight words. If they do not recognize the word immediately, model for them how to sound out a word, starting with the first sound.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Ask a pharmacist to fill a prescription: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Sound out vocabulary words in a story: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Prescription 1

R_x

**Amoxicilliin
500 mg**

**Take 1 capsule
by mouth twice daily**

Dispense: 30 capsules


Prescription 2

R_x

Tylenol #3

Take 1 tablet by mouth
every 4 hours as needed

Qty: 30



Steven Smith, M.D.

At the Pharmacy Dialogue

Instructions: Practice the dialogue with your tutor.

Patient: I would like to fill this prescription please.

Pharmacist: What is your name and date of birth?

Patient: _____

Pharmacist: What is your family doctor's name?

Patient: _____

Pharmacist: It will be ready in about 15 minutes.

Patient: Thank you.

Lesson 4

Spiraling

Prescriptions were first introduced in lesson 3. They are brought back in this lesson with increased complexity. This is an example of spiraling. Spiraling is revisiting concepts, language points, and texts from a previous lesson with an increase in complexity. This benefits literacy learners, who often require repetition to master new concepts.

Topic: Prescriptions		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Image cards 1 & 2 Prescription 1 & 2 (from lesson 3) Small ml cup (if possible) Reading a Prescription 1 & 2	Vocabulary: <ul style="list-style-type: none">- Tablet- Syrup- Per- Once- Twice- ml
Objective: Learners will be able to: <ul style="list-style-type: none">- Understand written instructions for taking medication.- Determine correct amount of medication to take and how often to take it.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Place cut up image cards 1, 3, 5, & 6 from Image Cards 1 in front of learner. Ask learner, <i>What is this? What is the purpose of this text?</i> pointing to each picture. Develop vocabulary for tablet, syrup, and ml. If available, show learner a ml cup to help them understand.</p> <p>Add Prescription 1 and 2 to the table. Point out the words once, twice, daily, and as needed on both the image cards and the prescriptions. Ensure they understand the vocabulary.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Give learner each one of Image Cards 2 one at a time. For each card ask learner:</p> <p><i>How much should I take?</i> <i>How many times should I take it?</i></p> <p>You may need to coach learner at the beginning on how to answer the questions. Demonstrate to learner where to find the answer to each question.</p> <p>Repeat the activity with each card and ask many times as necessary.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Have learner complete Reading a Prescription 1. Provide feedback. If learner completed it quickly, have them complete Reading a Prescription 2. Provide feedback. Have learner file their completed work in the reading section of their binder.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>

Assessment: Learner can . . .

Understand written instructions for taking medication:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Determine correct amount of medication to take and how often to take it:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Image Cards 1

1



2



3



4



5



6



Image Cards 2

1



2



3



4



Reading a Prescription 1

Instructions: Read the label and answer the questions.

1. What should I take?

- a. Syrup
- b. Tablets
- c. Pills

2. How many should I take?

- a. 1
- b. 2
- c. 3

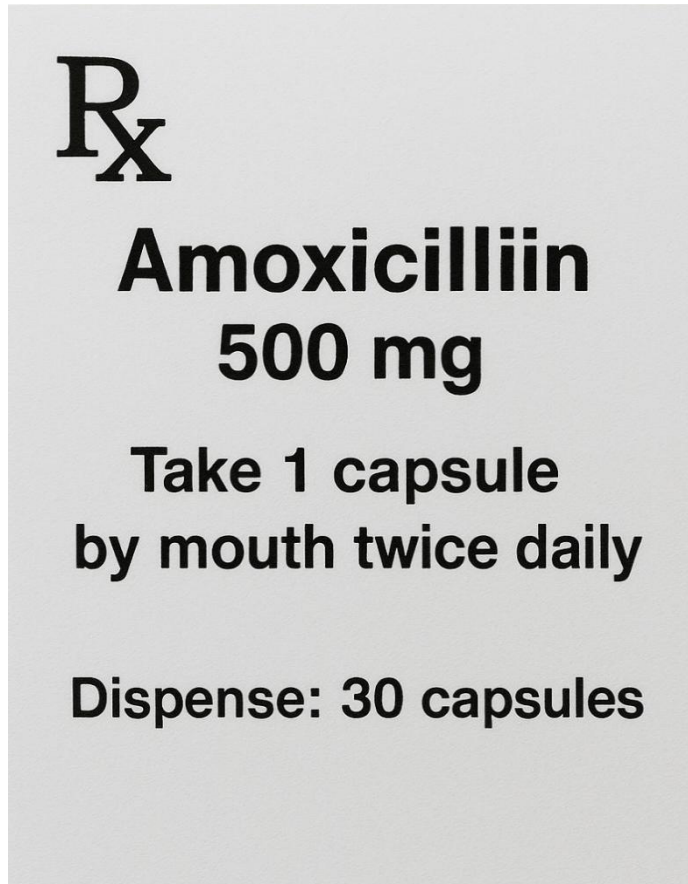
3. How often should I take them?

- a. Once per day
- b. Twice per day
- c. Three times per day



Reading a Prescription 2

Instructions: Read the label and answer the questions.



1. What is the medicine called? _____

2. How many capsules should I take? _____

3. How often should I take the medicine?

Unit 2: Housing (CLB 1L–2L)

Lesson 1

Topic: Living in an Apartment	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Apartment for Two Level A Handout A	Vocabulary: - Apartment - Bathroom - Kitchen - Bedroom
Objective: Learners will be able to: <ul style="list-style-type: none"> - Sound out familiar vocabulary. - Copy letters from familiar vocabulary words onto a line. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner the wordless book, Apartment for Two Level A . Ask the learner, <i>What do you see?</i> on each page. Together with the learner, narrate the picture book. Develop oral vocabulary for apartment, bathroom, kitchen, and bedroom.	
Time: 15 mins.	Activity 2: Give learner Handout A . Look at each picture. Help learner sound out each word, then copy the missing letters from the model word into the word with blank spaces. If the learner is struggling to sound out the word, have them just work on the first letter, look at the picture, and then predict the word.	

	If learner copies letters easily, have them write the full word on the line below. If they finish this easily, look at the pictures and build oral vocabulary for items in each room (fridge, etc.).
Time 15 mins.	Activity 3: Return to Apartment for Two Level A . This time, assist the learner as they read the version with text. Model and assist learners as they attempt to recognize sight words and use their phonemic awareness to sound out words. If learners appear to struggle with certain sound patterns, provide help and guidance.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Sound out familiar vocabulary: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Copy letters from familiar vocabulary words onto a line: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Handout A



apartment

a__art__en__



bedroom

__edr__o__



bathroom

b__thr__om



kitchen

ki__che__

Images from: https://docs.google.com/presentation/d/1AqW2URH-0D7mbWSq76ALpFPWyzoyBkEZZLCZMfyh3oQ/edit?slide=id.g2c7e4a5dc7e_0_59#slide=id.g2c7e4a5dc7e_0_59

Lesson 2

Literacy Skill: Identifying the Purpose

In this lesson, you will show learners a type of text (a newspaper classified ad) and provide direct instruction on the *purpose* of that text. Identifying the purpose of a text is an important skill that must be applied before comprehension can occur. Practicing identifying the purpose of text will help your learner in their day-to-day life as they begin to find meaning in the text around them.

Topic: Renting an Apartment A	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Rent Vocabulary Cards (cut up) Apartments for Rent Cards (cut up) Local newspaper with classified ads (if available)	Vocabulary: <ul style="list-style-type: none">- Advertisement (Ad)- Rent- Per (or /)- Month
Objective: Learners will be able to: <ul style="list-style-type: none">- Listen to a vocabulary word and choose the corresponding picture.- Identify familiar vocabulary in a classified ad.		
Time 10 mins.	Start of class routine:	

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Start by showing learner a newspaper. Ask, <i>What is this?</i> Explain that a newspaper has stories and information about a place. Explain that something you can find in a newspaper is apartments for rent.</p> <p>Ask learner, <i>What is rent?</i> Explain that renting is paying money to live in an apartment or house.</p> <p>Flip through the newspaper and show learner any classified ads you can find. Tell learner, <i>This is an advertisement or ad.</i> Point out the words <i>For Rent</i> if they appear. Find the price per month, and point out the dollar amount, the word per (or /) and month. Explain that this is the amount of money you would have to pay every month to live in that apartment.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Put Rent Vocabulary Cards on the table. Read each of the following terms and ask learner to pick up the card that matches it:</p> <ul style="list-style-type: none"> - 1 Bedroom - Apartment - 2 Bathrooms - Rent - 1 Bathroom - 2 Bedrooms <p>Do this activity for as long as needed until learners demonstrate ease with finding the correct image.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Put cut up Apartments for Rent Cards on the table one by one. Start with the first one. Ask the following questions about each of the classified ads:</p> <ul style="list-style-type: none"> - <i>How many bedrooms does this apartment have?</i> - <i>How many bathrooms does this apartment have?</i> - <i>What is the rent?</i>

	Have the learner point to the relevant information on each classified ad and provide the correct answer. Provide any help and/or feedback that the learner needs.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Listen to a vocabulary word and choose the corresponding picture: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Identify familiar vocabulary in a classified ad: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Rent Vocabulary

\$2400/month



Apartments For Rent

<p>FOR RENT</p> <p>Apartment</p> <p>2 Bedrooms 1 Bathroom</p> <p>\$1450/month</p>	<p>FOR RENT</p> <p>Apartment</p> <p>3 Bed 2 Bath</p> <p>\$2400/month</p>
<p>FOR RENT</p> <p>Studio apartment</p> <p>1 Bedroom 1 Bathroom</p> <p>\$1264 per month</p>	<p>FOR RENT</p> <p>Apartment</p> <p>2 Bed 2 Bath</p> <p>\$1650/month</p>

Lesson 3

Spiraling

Filling out forms with personal information was first introduced in unit 1. It is brought back in this lesson with increased complexity. This is an example of spiraling. Spiraling is revisiting concepts, language points, and texts from a previous lesson with an increase in complexity. This benefits literacy learners, who often require repetition to master new concepts.

Topic: Renting an Apartment B		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Hands On! Page 4.8 Hands On! Page 4.9 Rent Application (cut in half)	Vocabulary: <ul style="list-style-type: none">- Application- Apply- Personal information
Objective: Learners will be able to: <ul style="list-style-type: none">- Verbally answer questions about personal information.- Fill out a rent application.			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Review what you learned last class. Ask learner, <i>How do you rent an apartment?</i> Explain that most people need to <i>apply</i> to rent an apartment. To apply, you need to fill out an <i>application</i> .		

	<p>Show learner the top half of Rent Application. Ask learner what they see. Explain that rent applications ask for <i>personal information</i>. Give examples of personal information:</p> <ul style="list-style-type: none"> - <i>First name</i> - <i>Last name</i> - <i>Phone number</i> - <i>Address</i> - <i>Postal code</i> - <i>City</i>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Give learner Hands On! Page 4.8 while you hold onto Page 4.9. Ask learner each question and have them answer verbally. If needed, have them use their driver's license as a reference to find the information.</p> <p>If learners have an easy time answering the questions, have them practice writing their information in the blank spaces on page 4.8. Lower-level learners may struggle with this activity, so adapt the activity based on your learner's capacity.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner the second half of Rent Application. Ask the learner to fill out the form. Provide help and feedback as needed. Once learner has completed the form, help them file the page in the writing section of their binder.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>

Assessment: Learner can . . .

Verbally answer questions about personal information:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐

Fill out a rent application:

Easily ☐ With some help ☐ With significant help ☐ Not yet ☐



Rent Application

First Name: Amir	Last Name: Syed
Phone Number: 587-445-9144	
Address: 34 Grant Ave.	
City: Lethbridge, AB	Postal Code: T7N 2T6



Rent Application

First Name:	Last Name:
Phone Number:	
Address:	
City:	Postal Code:

Lesson 4

Topic: Requesting a Repair	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Leaky Water Pipe Level A Conversation with a Landlord 1 & 2	Vocabulary: - Problem - Leaky pipe - Tenant - Landlord - Plumber
Objective: Learners will be able to: <ul style="list-style-type: none"> - Role play a conversation with a landlord. - Sound out familiar vocabulary in a story. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner the wordless book, Leaky Water Pipe Level A . Ask the learner, <i>What is happening?</i> on each page. On page 5, ask <i>What do you think they are saying?</i> With the learner, narrate the picture book. Develop the vocabulary for problem, leaky pipe, kitchen, and landlord, and plumber.	
Time: 15 mins.	Activity 2: Place page 5 from the wordless book in front of the learner. Say <i>Let's pretend to have this conversation.</i> Give learner Conversation with a Landlord . Explain that a <i>tenant</i> is someone who rents an apartment and review that a <i>landlord</i> is the owner of the apartment. Read the conversation with the learner.	

	<p>Once learner is confident with this conversation, imagine other problems that they could have in an apartment. Use Conversation with a Landlord 2 to role play the conversation with problems like:</p> <ul style="list-style-type: none"> - A broken fridge. - The power is out. - The lock is not working.
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Return to Leaky Water Pipe Level A. This time, assist the learner as they read the version with text. When learners struggle to sound out a word, point to the first letter and ask if they can guess what the word might be.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>
<p>Assessment: Learner can . . .</p> <p>Role play a conversation with a landlord:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Sound out familiar vocabulary in a story:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Conversation with a Landlord 1

Instructions: Read the conversation with your tutor.

Tenant: I have a problem.

Landlord: What is the problem?

Tenant: I have a leaky pipe. Can you fix it?

Landlord: Yes. Thank you for telling me.

Conversation with a Landlord 2

Instructions: Practice telling a landlord about a problem.

Tenant: I have a problem.

Landlord: What is the problem?

Tenant: _____.
Can you fix it?

Landlord: Yes. Thank you for telling me.

Unit 2: Housing (CLB 3L–4L)

Lesson 1

Topic: Living in an Apartment	Date:	CLB: 3/4 L
Duration: 1 hour	Materials: Apartment for Two Level D Handout A	Vocabulary: See Activity 1
Objective: Learners will be able to: <ul style="list-style-type: none"> - Spell familiar vocabulary words. - Sound out familiar vocabulary words in a story. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner the wordless book, Apartment for Two Level D . Ask the learner, <i>What do you see?</i> on each page. Together with the learner, narrate the picture book. Review the vocabulary for apartment, bathroom, kitchen, and bedroom. Talk about the things that are in each room. After you say the word several times, write it down on a vocabulary list for the learner: <i>Bedroom:</i> <ul style="list-style-type: none"> - Bed - Rug - Pillows <i>Bathroom:</i> <ul style="list-style-type: none"> - Shower - Bathtub - Sink 	

	<i>Kitchen</i> <ul style="list-style-type: none"> - <i>Fridge</i> - <i>Stove</i> - <i>Dishwasher</i> - <i>Table</i> - <i>Chairs</i>
Time: 15 mins.	Activity 2: Give learner Handout A . Look at each picture. Have learner fill in the blank spaces with the name of the room and what they see in the room. Give them feedback on spelling if needed.
Time 15 mins.	Activity 3: Return to Apartment for Two Level A . This time, assist the learner as they read the version with text. When learners struggle to sound out a word, point to the first letter and ask if they can guess what the word might be.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Spell familiar vocabulary words: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Sound out familiar vocabulary words in a story: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Handout A



This is an

_____.



This is a

_____.

It has a _____.

It has a _____.

It has _____.



This is a

_____.

It has a _____.

It has a _____.

It has a _____.



This is a

_____.

It has a _____.

It has a _____.

It has a _____.

Images from: https://docs.google.com/presentation/d/1AqW2URH-0D7mbWSq76ALpFPWyzoyBkEZZLCZMfyh3oQ/edit?slide=id.g2c7e4a5dc7e_0_59#slide=id.g2c7e4a5dc7e_0_59

Lesson 2

Literacy Skill: Identifying the Purpose

In this lesson, you will show learners a type of text (a newspaper classified ad) and provide direct instruction on the *purpose* of that text. Identifying the purpose of a text is an important skill that must be applied before comprehension can occur. Practicing identifying the purpose of text will help your learner in their day-to-day life as they begin to find meaning in the text around them.

Topic: Renting an Apartment A	Date:	CLB: 3/4 L
Duration: 1 hour	Materials: Rent Vocabulary Cards (cut up) Apartments for Rent Cards (cut up) Apartments for Rent Questions Local newspaper with classified ads (if available)	Vocabulary: <ul style="list-style-type: none">- Advertisement (Ad)- Rent- Per (or /)- Month
Objective: Learners will be able to: <ul style="list-style-type: none">- Listen to a vocabulary word and choose the corresponding picture.- Answer comprehension questions about a classified ad.		
Time 10 mins.	Start of class routine:	

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Start by showing learner a newspaper. Ask, <i>What is this?</i> Explain that a newspaper has stories and information about a place. Explain that something you can find in a newspaper is apartments for rent.</p> <p>Ask learner, <i>What is rent?</i> Explain that renting is paying money to live in an apartment or house.</p> <p>Flip through the newspaper and show learner any classified ad you can find. Tell learner, <i>This is an advertisement or ad.</i> Point out the words <i>For Rent</i> if they appear.</p> <p>Spend time teaching learners to navigate the format of a classified ad. Find the price per month, and point out the dollar amount, the word per (or /) and month. Explain that this is the amount of money you would have to pay every month to live in that apartment.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Put Rent Vocabulary Cards on the table. Ask learner what they see on each card.</p> <p>Explain that you will read several sentences, and they should pick up the card that matches what they hear in the sentence. Explain that some sentences will have more than 1 of the terms. They should hold up a card for each one they hear.</p> <ul style="list-style-type: none"> - <i>My new apartment has 1 bedroom.</i> - <i>I need to look for an apartment this weekend.</i> - <i>I'm looking for a place with 2 bathrooms, so I don't have to share with a roommate.</i> - <i>I'm paying \$2500/month in rent!</i> - <i>I live in an apartment with 1 bedroom and 1 bathroom.</i> - <i>My house has 2 bedrooms and 1 bathroom.</i> <p>Do this activity for as much time as needed until learners demonstrate ease with finding the correct images.</p> <p>Note: This activity should be lighthearted and not stressful. If learners are struggling to find the correct pictures, slow your pace or reread the sentence until they are successful.</p>

Time 15 mins.	Activity 3: Put cut up Apartments for Rent Cards on the table. Give learner the Apartments for Rent Questions . Help the learner read the classified ads to answer the questions. Only give learner the number of ads that you believe they can successfully read without becoming overly strained. There is no need to complete all four. Give learner feedback on their answers. Once they have completed the task, help them file the pages in the reading section of their binder.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Listen to a vocabulary word and choose the corresponding picture: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Answer comprehension questions in a classified ad: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Rent Vocabulary

\$2400/month



Apartments For Rent

1 FOR RENT Apartment with 2 Bedrooms and 1 Bathroom Rent: \$1450/month No smoking or pets	2 FOR RENT Apartment: 3 Beds and 2 Baths \$2400/month Call 780-394-9176 to inquire
3 FOR RENT 1 Bedroom and 1 Bathroom apartment. \$1264 per month 234 Devon St.	4 FOR RENT Apartment 2 Bed 2 Bath \$1650/month 3 rd Floor, no elevator

Apartments For Rent Questions

Apartment 1

How many bedrooms are there? _____

How many bathrooms are there? _____

How much is the rent? _____

Can I have a pet? **YES / NO**

Apartment 2

How many bedrooms are there? _____

How many bathrooms are there? _____

How much is the rent? _____

What phone number should I call to inquire?

Apartment 3

How many bedrooms are there? _____

How many bathrooms are there? _____

How much is the rent? _____

What is the address? _____

Apartment 4

How many bedrooms are there? _____

How many bathrooms are there? _____

How much is the rent? _____

Is there an elevator? **YES / NO**

Lesson 3

Spiraling

Filling out forms with personal information was first introduced in unit 1. It is brought back in this lesson with increased complexity. This is an example of spiraling. Spiraling is revisiting concepts, language points, and texts from a previous lesson with an increase in complexity. This benefits literacy learners, who often require repetition to master new concepts.

Topic: Renting an Apartment B		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Hands On! Pages 4.8 - 4.9 Rent Application (cut in half)	Vocabulary: <ul style="list-style-type: none">- Application- Apply- Personal information
Objective: Learners will be able to: <ul style="list-style-type: none">- Verbally answer questions about personal information.- Fill out a rent application.			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Review what you learned last class. Ask learner, <i>How do you rent an apartment?</i> Explain that most people need to <i>apply</i> to rent an apartment. To apply, you need to fill out an <i>application</i> .		

	<p>Show learner the Rent Application Example. Ask learner what they see. Explain that rent applications ask for <i>personal information</i>. Give examples of personal information:</p> <ul style="list-style-type: none"> - <i>First name</i> - <i>Last name</i> - <i>Phone number</i> - <i>Address</i> - <i>Email address</i> - <i>Postal code</i> - <i>City</i> - <i>Family members</i> - <i>Reference</i> <p>Explain other common questions such as number of family members and references that may also appear on a rent application.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Give learner Hands On! Page 4.8 while you hold onto Page 4.9. Ask learner each question and have them answer verbally. Then, have them practice writing their information in the blank spaces on page 4.8.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner the Rent Application. Ask the learner to fill out the form. Provide help and feedback as needed. Filling out forms is a great chance to practice legibility, ensuring that your learners' writing is readable. Once learner has completed the form, help them file the page in the writing section of their binder.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>

Assessment: Learner can . . .

Verbally answer questions about personal information:

Easily ☐

With some help ☐

With significant help ☐

Not yet ☐

Fill out a rent application:

Easily ☐

With some help ☐

With significant help ☐

Not yet ☐



Rent Application Example

First Name: Amir	Last Name: Syed
Phone Number: 587-445-9144	
Address: 34 Grant Ave.	
City: Lethbridge, AB	Postal Code: T7N 2T6
Email address: amirsyed889@gmail.com	
Number of family members: 4	
Reference Name: David Andreas Phone number: 587-112-5826	



Rent Application

First Name:	Last Name:
Phone Number:	
Address:	
City:	Postal Code:
Email address:	
Number of family members:	
Reference Name: Phone number:	

Lesson 4

Topic: Requesting a Repair	Date:	CLB: 3/4 L
Duration: 1 hour	Materials: Leaky Water Pipe Level D Conversation with a Landlord 1 & 2	Vocabulary: - Problem - Leaky pipe - Landlord - Plumber
Objective: Learners will be able to: <ul style="list-style-type: none"> - Role play a conversation with a landlord. - Sound out familiar vocabulary in a story. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner the wordless book, Leaky Water Pipe Level D . Ask the learner, <i>What is happening?</i> on each page. On page 5, ask <i>What do you think they are saying?</i> With the learner, narrate the picture book. Develop the vocabulary for problem, leaky pipe, kitchen, and landlord, and plumber.	
Time: 15 mins.	Activity 2: Place pages 5-8 of Leaky Water Pipe Level D in front of the learner. Say, <i>Let's pretend to have this conversation.</i> Practice the conversation on Conversation with a Landlord 1 . If the learner becomes confident with this conversation quickly, imagine other problems that they could have in an apartment. Have the learner write an example conversation on Conversation with a Landlord 2 .	

	<p>Example topics could include:</p> <ul style="list-style-type: none"> - A broken fridge. - The power is out. - The lock is not working.
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Return to Leaky Water Pipe Level D. This time, assist the learner as they read the version with text. When learners struggle to sound out a word, point to the first letter and ask if they can guess what the word might be.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>
<p>Assessment: Learner can . . .</p> <p>Role play a conversation with a landlord:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Sound out familiar vocabulary in a story:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Conversation with a Landlord 1

Instructions: Read the conversation with your tutor.

Tenant: I have a problem.

Landlord: What is the problem?

Tenant: I have a leaky pipe. Can you fix it?

Landlord: Yes. Thank you for telling me. I will call a plumber. Will you be home tomorrow?

Tenant: No, I have to work tomorrow. I will be home on Friday afternoon.

Landlord: Okay, I will ask the plumber to come on Friday.

Tenant: Thank you so much.

Conversation with a Landlord 2

Instructions: Practice telling a landlord about a problem.

Tenant: _____

Landlord: _____

Tenant: _____

Landlord: _____

Tenant: _____

Landlord: _____

Tenant: _____

Unit 3: Money and Shopping (CLB 1L-2L)

Lesson 1

Note: This lesson assumes that learners have numbers 1-100 in their oral language vocabulary, and the ability to recognize at least some numbers in writing. If your learner does not meet these criteria, please use Hands On! Pages 2.1 – 2.11 to develop their vocabulary related to numbers before proceeding with this lesson.

Topic: Money		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Pages 10, 13 – 15 of Anna Buys Soap Level A Money Vocabulary Cards Money Fill in the Blank	Vocabulary: <ul style="list-style-type: none">- Pay- Coin- Cash- Card
Objective: Learners will be able to: <ul style="list-style-type: none">- Recognize a familiar word verbally and in writing.- Write a familiar vocabulary word.			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Show learners pages 10, 13 – 15 of the wordless version of Anna Buys Soap Level A . Ask, <i>What is happening in these pictures?</i> Develop vocabulary for pay, coin, cash, and card. Explain that this unit will focus on money and shopping.		

Time: 10 mins.	Activity 2: Put Money Vocabulary Cards on the table. Explain that you will read one of the vocabulary words, and that the learner should pick up the card that matches it. Play the game several times. If learner finds this too easy, start placing the vocabulary words in a sentence. Use these examples or your own: <i>How should I pay?</i> <i>How many coins do you have?</i> <i>Do you take cash?</i> <i>Can I pay with my visa card?</i>
Time 10 mins.	Activity 3: Have learner complete Money Fill in the Blank . The learner should sound out the word first, then fill in the blank spaces, and finally write the full word in the blank space (if learner is able to do so).
Time 10 mins.	Activity 4: Return to the wordless version Anna Buys Soap Level A . Have learner narrate as many of the pages as possible using the new vocabulary. Explain that you will revisit the story again next time.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Recognize a familiar word verbally and in writing: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Write a familiar vocabulary word: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Money Vocabulary Cards



Images from: https://docs.google.com/presentation/d/1SJwGsZrAnWslPL8E695bGQT4upkab-pMr47El3el-lo/edit?slide=id.ga83a58f7b9_0_57#slide=id.ga83a58f7b9_0_57

Money Fill in the Blank



cash

c__sh



card

__ar__



pay

__a__



coin

c__ __n

Lesson 2

Numeracy

This unit integrates language and literacy skills with numeracy by focusing on language for money, shopping, and interpreting prices. This is extremely helpful for literacy learners as language and literacy relate to numeracy in these everyday tasks.

Topic: Money		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Anna Buys Soap Level A A variety of coins Hands On! pages 5.1 – 5.4	Vocabulary: <ul style="list-style-type: none">- How much?- Price- Dime- Nickel- Quarter- Loonie- Toonie- Dollar- Cent
Objective: Learners will be able to: <ul style="list-style-type: none">- Recognize prices.- Read prices out loud.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Revisit the wordless version of Anna Buys Soap Level A. Ask learner what they remember from last time. Ask, <i>What happened? What did Anna do?</i> Review vocabulary from last session.</p> <p>After reviewing the story as a whole, show learner pages 25-26 of the print version. Explain that when Anna asks <i>How much?</i> The cashier responds with the <i>price</i>.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Explain that a price is how much money you need to pay to buy something. Tell learner that they will learn how to read prices today.</p> <p>Give learner Hands On! pages 5.1 and 5.2. Teach learner what each coin and bill are worth. Use real or fake money to illustrate the amounts if possible. Underline what the value of each coin/bill is when written as a price. Practice saying what each price sounds like.</p> <p>For example:</p> <p>.10 sounds like: <i>ten cents</i> 5.00 sounds like: <i>five dollars</i></p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner Hands On! Page 5.3. Have learner practice identifying the value of coins. Provide as much support as needed.</p> <p>If learner finds this activity easy, move to the bottom of page 5.4. Point to a price, and help the learner read the price. For example:</p> <p>\$10.25 would sound like: <i>Ten dollars and twenty-five cents.</i> \$15.20 would sound like: <i>Fifteen dollars and twenty cents.</i></p>

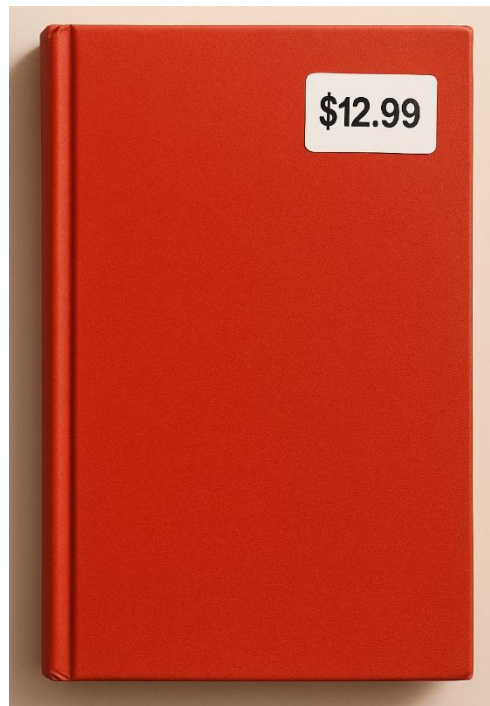
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Recognize prices: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Read prices out loud: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

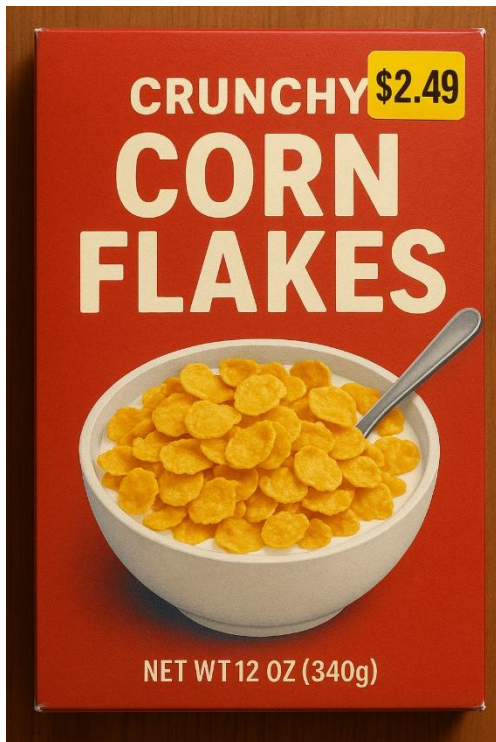
Lesson 3

Topic: Shopping	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Price cards Fake (from Hands On! Pages 5.1 and 5.2) or real money to role play with Receipts	Vocabulary: - Change - Receipt - Tax
Objective: Learners will be able to: <ul style="list-style-type: none"> - Find and decode the price of an item on a price tag. - Gather the correct amount of cash to pay for an item. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Review what was learned last session – the question, <i>How much is it/this?</i> And saying prices. Place price cards in front of the learner. Tell learner that you will take turns picking up a card and asking <i>How much is this?</i> The other person will respond with the price. Play the game until learner is more confident asking <i>How much is this?</i> and reading/saying prices.	
Time: 15 mins.	Activity 2: Place the fake or real money on the table with the price cards. Explain that now, you will practice paying with cash. Have the learner choose a price card and together, use the money on the table to gather enough money to pay.	

	<p>For example, if the learner chooses the shampoo, you could gather four loonies or one five-dollar bill, a toonie and a loonie. Explain that it is okay to give the cashier more money than the price of the item. They will give you money back. This is called <i>change</i>.</p> <p>Repeat the activity with several more cards. Provide as much help to the learner as they need. You may also need to repeat this activity over many sessions, as they may need a good amount of support with the numeracy aspect.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Show learner the page of Anna Buys Soap Level A that shows Anna's receipt (page 30 if the whole booklet is printed). Explain that when you buy something, the cashier will give you a <i>receipt</i>. Reference Receipts. Show the learner how to read a receipt from left to right to find the price of each item. Show the left to right motion, by placing your finger on the item (on the left) and dragging it across the page to the price (on the right).</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>
<p>Assessment: Learner can . . .</p> <p>Find and decode the price of an item on a price tag:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Gather the correct amount of cash to pay for an item:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Price Cards





Receipts

SHOPPERS DRUG MART

Edmonton, AB

06/15/2025 03:22PM

ITEM	QTY	TOTAL
PANTENE SHAMPOO	355ML	\$6.99
TOOTHPASTE (COLGATE)		\$2.99
DEODORANT (DOVE)		\$4.49

SUBTOTAL		\$14.47
GST 5%		\$0.72
TOTAL		\$15.19

DEBIT CARD

THANK YOU!

SOBEYS

CALGARY, AB

08/26/2026 11:10AM

MILK STOCK	QATTE
SLICED WHITE BREAD	\$2.89
EGGS LARGE	\$3.19

SUBTOTAL	\$9.77
GST 5%	0.49
TOTAL	\$0.26

CASH

THANK YOU!

WALMART

EDMONTON, AB

09/17/2026 03:19PM

SHAMPOO	\$4.97
LOTION	\$5.83
CONDITIONER	\$4.47

SUBTOTAL	\$15.27
GST 5%	0.76
TOTAL	\$16.03

TOTAL

THANK YOU!

SUPERSTORE

CALGARY, AB

04/06/2026 10:53AM

1 MILK	\$2.99
1 APPLES	\$4.45
1 BREAD	\$2.79

SUBTOTAL	\$10.23
GST 5%	0.51
TOTAL	\$10.74

CASH

THANK YOU!

Lesson 4

Literacy Skill: Directionality

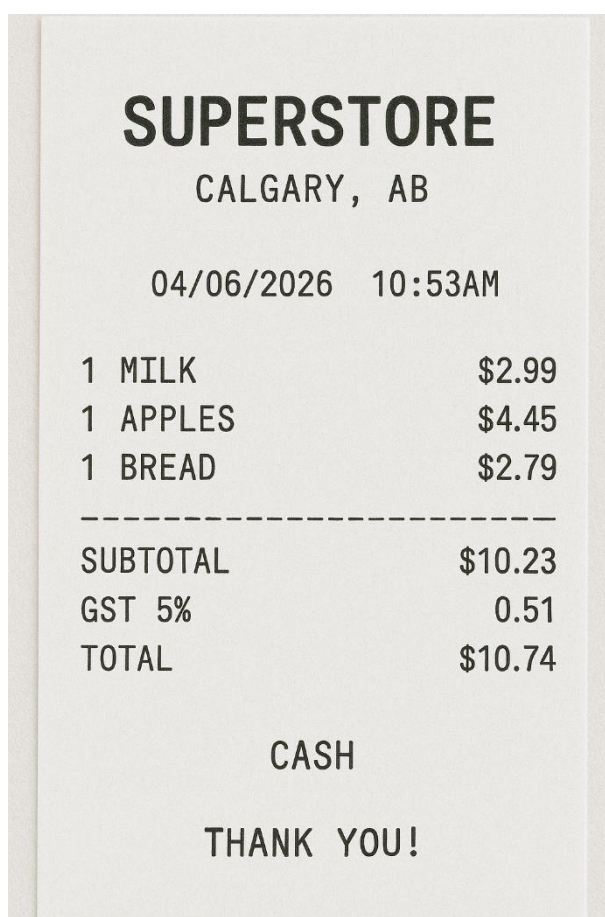
In this lesson, you will show learners how to read a receipt from left to right. Especially in documents without a continuous line of text, many learners need explicit instruction on how information is grouped together on a page. Teaching how to read recipes, lists, and other tables is essential for learners to begin navigating various documents.

Topic: Shopping		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Receipts (from last session) Calculator (a phone will work) Reading a Receipt 1 & 2 Anna Buys Soap Level A	Vocabulary: <ul style="list-style-type: none">- Subtotal- Total- Add
Objective: Learners will be able to: <ul style="list-style-type: none">- Identify information on a receipt.- Sound out words in a familiar story.			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Bring out Receipts from last session. Ask learner, <i>Do you remember what these are? What are they for? Who gives them to you?</i>		

	<p>Practice locating prices on each receipt using the following example as a model.</p> <p>Say, <i>Let's find the price of the milk.</i> Write the word milk on a paper. Show the learner how to find the word on the receipt that matches what you wrote. Then, show them how to drag their finger from left to right to find the price. This will help learners learn to scan for information and reinforce their understanding of directionality.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Give learner Reading a Receipt 1. Ask them to answer the questions in the same way they completed the previous activity. If learner completes the activity quickly, give them Reading a Receipt 2 to complete as well. Provide feedback once learner has completed the activity.</p> <p>Once learner has completed the activity, help them file the completed pages in the reading section of their binder.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Revisit the print version of Anna Buys Soap Level A. Have the learner practice identifying familiar sight words from the unit and sounding out any unfamiliar words.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>
<p>Assessment: Learner can . . .</p> <p>Identify information on a receipt:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Sound out words in a familiar story:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Reading a Receipt 1

Instructions: Read the receipt. Answer the questions.



1. How much is the **bread**? _____
2. What is the **total**? _____

Reading a Receipt 2

Instructions: Read the receipt. Answer the questions.



1. How much is the **shampoo**? _____
2. What is the **total**? _____

Unit 3: Money and Shopping (CLB 3L-4L)

Lesson 1

Topic: Money	Date:	CLB: 3/4 L
Duration: 1 hour	Materials: Anna Buys Soap Level D Money Vocabulary Matching Money Vocabulary Writing	Vocabulary: - Soap - Price - Money - Pay - Cash - Card - Change - Receipt
Objective: Learners will be able to: <ul style="list-style-type: none"> - Match familiar vocabulary words to pictures. - Recall and write familiar vocabulary words. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner the wordless book, Anna Buys Soap Level D . Ask the learner, <i>What is happening? What do you see?</i> on each page. Together with the learner, narrate the picture book. Develop or reinforce oral vocabulary for soap, price, money, cash, card, change, and receipt.	
Time: 15 mins.	Activity 2: Have learner complete Money Vocabulary Matching and Money Vocabulary Writing to reinforce written vocabulary. Provide as much help with these activities as needed.	

Time 15 mins.	Activity 3: Revisit the text version of Anna Buys Soap Level D . Help learner read the book by both identifying familiar vocabulary as sight words and sounding out unfamiliar words. When learners struggle to sound out a word, help by pointing out the first sound and asking them to predict the rest of the word.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Match familiar vocabulary words to pictures: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Recall and write familiar vocabulary words: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Money Vocabulary Matching

Instructions: Match the words and phrases with the correct picture.



Pay with cash



Price



Pay with card



Receipt



Change

Images from:

https://docs.google.com/presentation/d/1OAL17lq4tMTR1dumgGwWMNdOJKJNuNP5L81btVAQTqc/edit?slide=id.g33f41fea484_0_89#slide=id.g33f41fea484_0_89

Money Vocabulary Writing

Instructions: Write the words and phrases from on the line beside each picture.











Images from:

https://docs.google.com/presentation/d/1OAL17lq4tMTR1dumgGwWMNdOJKJNuNP5L81btVAQTqc/edit?slide=id.g33f41fea484_0_89#slide=id.g33f41fea484_0_89

Lesson 2

Numeracy

This unit integrates language and literacy skills with numeracy by focusing on language for money, shopping, and interpreting prices. This is extremely helpful for literacy learners as language and literacy relate to numeracy in these everyday tasks.

Topic: Money		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: A local store flyer or Store Flyer A variety of coins Hands On! pages 5.1 – 5.4	Vocabulary: <ul style="list-style-type: none"> - How much? - Dime - Nickel - Quarter - Loonie - Toonie - Dollar - Cent
Objective: Learners will be able to: <ul style="list-style-type: none"> - Interpret prices. - Read prices out loud. 			
Time 10 mins.	Start of class routine:		
Time 10 mins.	Activity 1: Show learner either a local store flyer or the Store Flyer handout. Ask, <i>What is this? What is the purpose?</i> Explain that		

	the purpose of a store flyer is to advertise prices. Explain that this session will focus on reading and prices.
Time: 15 mins.	Activity 2 Explain that a price is how much money you need to pay to buy something. Tell learner that you will learn how to read prices today. Give learner Hands On! pages 5.1 and 5.2. Teach learner what each coin and bill are worth. Use real or fake money to illustrate the amounts if possible. Underline what the value of each coin/bill is when written as a price. Practice saying what each price sounds like. For example: .10 sounds like: <i>ten cents</i> 5.00 sounds like: <i>five dollars</i>
Time 15 mins.	Activity 3: Give learner Hands On! Page 5.3. Have learner practice identifying the value of coins. Once they have completed page 5.3, give learner page 5.4. Point to a price, and help the learner read the price. For example: \$10.25 would sound like: <i>Ten dollars and twenty-five cents.</i> \$15.20 would sound like: <i>Fifteen dollars and twenty cents.</i> If there is time in the session, return to the store flyer to practice reading prices in a real-world context.
Time 5 mins.	End of class routine:

Assessment: Learner can . . .

Interpret prices:

Easily ☐

With some help ☐

With significant help ☐

Not yet ☐

Read prices out loud:

Easily ☐

With some help ☐

With significant help ☐

Not yet ☐

FRESH FOOD CO. GROCERY SALE



**SEEDLESS
GRAPES**

2.49
/lb



**BONELESS
CHICKEN
BREASTS**

3.99
/lb



TOMATOES

99¢
/lb



BANANAS

1.29

1234 ANYWHERE ST. • (123) 456-7890 • WWW.FRESHFOODFLYER.COM

Lesson 3

Digital

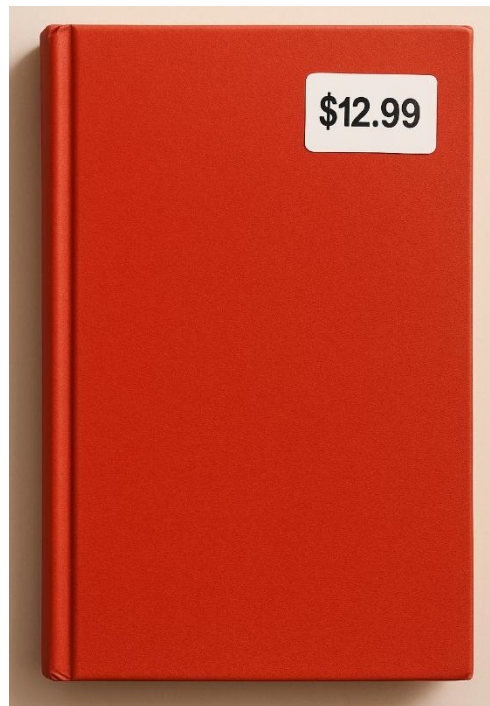
In this lesson, learners will practice adding prices using a calculator app. This activity combines numeracy and digital skills in the context of a real-world task. Practice with tasks that integrate language, literacy, and digital skills are beneficial for learners as many tasks in the real world require the use of multiple skills simultaneously.

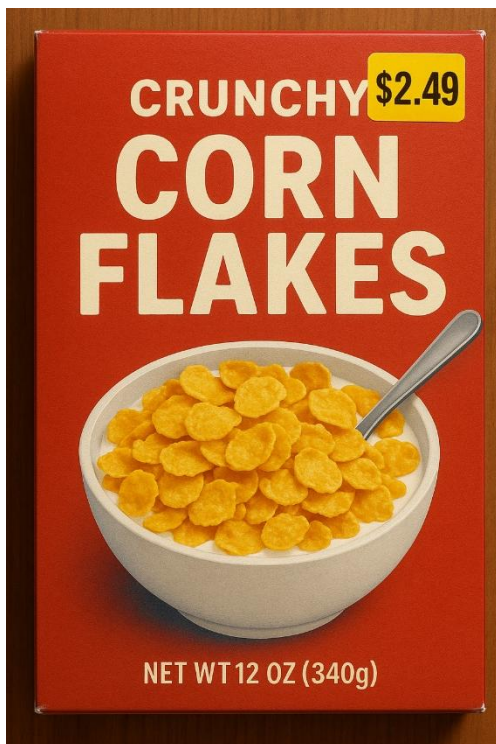
Topic: Shopping		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Price cards Fake (from Hands On! Pages 5.1 and 5.2) or real money to role play with Phone with calculator app Adding Prices	Vocabulary: <ul style="list-style-type: none">- Price- Add
Objective: Learners will be able to: <ul style="list-style-type: none">- Find and decode the price of an item on a price tag.- Gather the correct amount of cash to pay for an item.- Add two prices.			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Review what was learned last session – the question, <i>How much is it/this?</i> And saying prices.		

	<p>Place Price Cards in front of the learner. Tell learner that you will take turns picking up a card and asking <i>How much is this?</i> The other person will respond with the price. Play the game until learner is more confident asking <i>How much is this?</i> and reading/saying prices.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Place the fake or real money on the table with the price cards. Explain that now, you will practice paying with cash. Have the learner choose a price card and together, use the money on the table to gather enough money to pay.</p> <p>For example, if the learner chooses the shampoo, you could gather four loonies or one five-dollar bill, a toonie and a loonie. Explain that it is okay to give the cashier more money than the price of the item. They will give you money back. This is called <i>change</i>.</p> <p>Repeat the activity with several more cards. Provide as much help to the learner as they need. Near the end of the activity, start giving learner two items at the same time. If learner appears confused, explain that they will need to know how to add prices to be successful.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner Adding Prices. Go through the example. Show learners how to start on the right-hand side, adding the columns right to left. The second question will require learners to carry a digit, so complete the first question together to demonstrate this skill. After you demonstrate adding by hand, show the learner how to complete the calculation using a calculator or calculator app.</p> <p>Allow learners to complete questions 3 and 4 independently. Provide as much guidance as learners need.</p>

Time 5 mins.	End of class routine:
<p>Assessment: Learner can . . .</p> <p>Find and decode the price of an item on a price tag:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Gather the correct amount of cash to pay for an item:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Add two prices:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Price Cards





Adding Prices

Instructions: Look at the pictures. Add the prices together.

Example:



+



$$\begin{array}{r} \$1.00 \\ + \$2.49 \\ \hline \$3.49 \end{array}$$

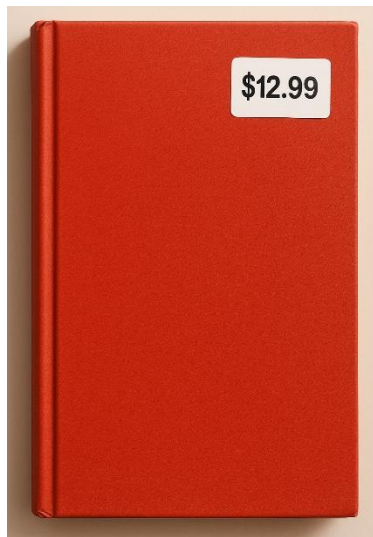
Question 1



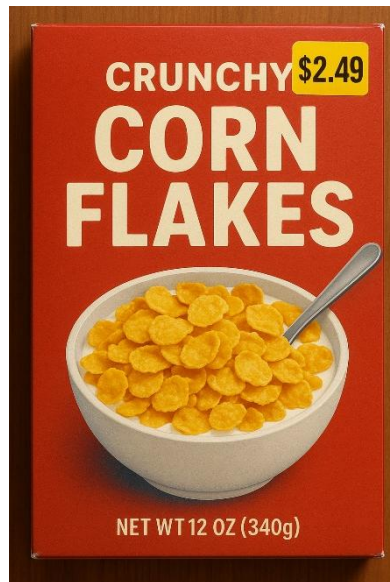
+



Question 3



+



Question 4



+



Lesson 4

Literacy Skill: Directionality

In this lesson, you will show learners how to read a receipt from left to right. Especially in documents without a continuous line of text, many learners need explicit instruction on how information is grouped together on a page. Teaching how to read recipes, lists, and other tables is essential for learners to begin navigating various documents.

Topic: Shopping		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Receipts (cut out) Phone with calculator app Reading a Receipt 1 & 2	Vocabulary: <ul style="list-style-type: none">- Subtotal- Add
Objective: Learners will be able to: <ul style="list-style-type: none">- Identify information on a receipt.- Add prices to come up with a subtotal.			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Show learner one of the Receipts . Ask, <i>What is this? What is the purpose?</i> Explain that this is called a receipt and that it records what you bought, what each item cost, the <i>subtotal</i> , the tax and the total.		

	Demonstrate for learners how to read the receipt left to right to find the price of each individual item. Use your finger to draw an imaginary line between the item, and its price.
Time: 15 mins.	Activity 2: Take the other receipts and fold them on the dotted line before the subtotal. Have learner practice adding up the prices using the calculator app on their phone (or yours if they do not have one). Have learner check their answers by unfolding the receipt.
Time 15 mins.	Activity 3: Give learner Reading a Receipt 1 . Ask them to answer the questions. If learner completes the activity quickly, give them Reading a Receipt 2 to complete as well. Provide feedback once learner has completed the activity. Once learner has completed the activity, help them file the completed pages in the reading section of their binder.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Identify information on a receipt: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Add prices to come up with a subtotal: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Receipts

SHOPPERS DRUG MART

Edmonton, AB

06/15/2025 03:22PM

ITEM	QTY	TOTAL
PANTENE SHAMPOO	355ML	\$6.99
TOOTHPASTE (COLGATE)		\$2.99
DEODORANT (DOVE)		\$4.49

SUBTOTAL		\$14.47
GST 5%		\$0.72
TOTAL		\$15.19

DEBIT CARD

THANK YOU!

SOBEYS

CALGARY, AB

08/26/2026 11:10AM

MILK STOCK	QATTE
SLICED WHITE BREAD	\$2.89
EGGS LARGE	\$3.19

SUBTOTAL	\$9.77
GST 5%	0.49
TOTAL	\$0.26

CASH

THANK YOU!

WALMART

EDMONTON, AB

09/17/2026 03:19PM

SHAMPOO	\$4.97
LOTION	\$5.83
CONDITIONER	\$4.47

SUBTOTAL	\$15.27
GST 5%	0.76
TOTAL	\$16.03

TOTAL

THANK YOU!

SUPERSTORE

CALGARY, AB

04/06/2026 10:53AM

1 MILK	\$2.99
1 APPLES	\$4.45
1 BREAD	\$2.79

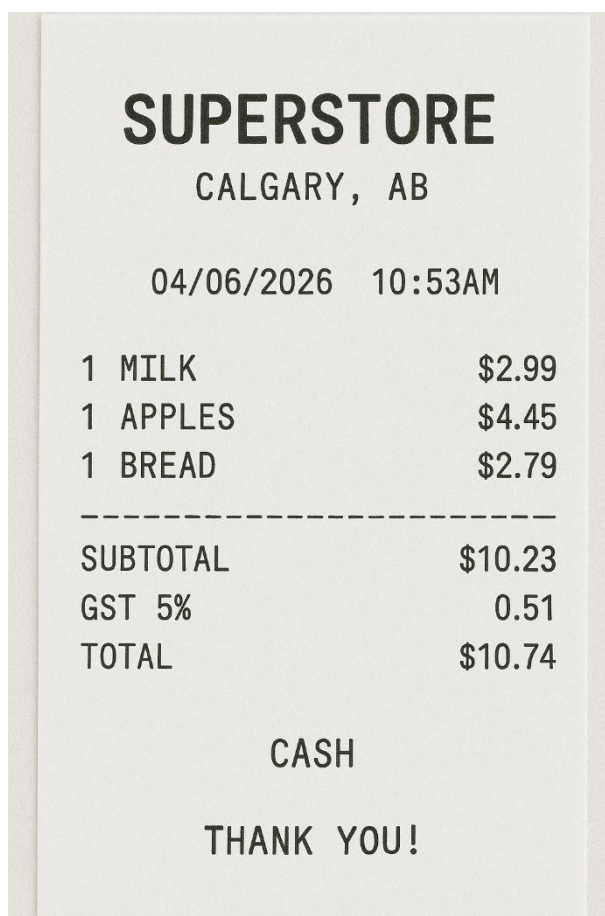
SUBTOTAL	\$10.23
GST 5%	0.51
TOTAL	\$10.74

CASH

THANK YOU!

Reading a Receipt 1

Instructions: Read the receipt. Answer the questions.



1. What store is this receipt from? _____
2. How much is the milk? _____
3. How much is the bread? _____
4. What is the subtotal? _____

Reading a Receipt 2

Instructions: Read the receipt. Answer the questions.



1. What store is this receipt from? _____
2. How much is the shampoo? _____
3. How much is the tax? _____
4. What is the total? _____

Unit 4: Canada (CLB 1L-2L)

Lesson 1

Topic: Geography	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Canada, Alberta, Edmonton & Calgary, Banff handouts Places Fill in the Blank 1 & 2	Vocabulary: - Country - Province - City - Town - Canada - Alberta
Objective: Learners will be able to: <ul style="list-style-type: none"> - Name the country and city/town they live in. - Write several familiar vocabulary words. - Identify several locations in Canada. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Place Canada, Alberta, Edmonton & Calgary , and Banff handouts on the table. Ask learner, <i>What do you see? Where are these places?</i> Develop vocabulary for Canada, Alberta, Edmonton, Calgary, and Banff. Ask, <i>Have you visited Edmonton, Calgary, or Banff?</i> Read the sentence on each page for the learner. Ask some questions back to the learner about their own country/city: <div style="display: flex; justify-content: space-between;"> <div> <i>Canada is a country.</i> <i>Alberta is a province.</i> <i>Edmonton is a city.</i> <i>Calgary is a city.</i> <i>Banff is a town.</i> </div> <div> <i>What country are you from?</i> <i>What city are you from?</i> </div> </div>	

Time: 5 mins.	Activity 2: Do a short listening activity. Tell learner you will say the name of a place and ask them to point to the location on one of the pages. Repeat the activity several times.
Time: 10 mins.	Activity 3: Have learners complete Places Fill in the Blank . Provide any support and feedback learners need with letter formation and encoding.
Time 15 mins.	Activity 4: Give learner Places Fill in the Blank 2 . Have the learner fill in the blanks with the city/town, province, and country they live in. Help the learner file the page in the writing section of their binder.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Name the country, province, and city/town they live in: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Write several familiar vocabulary words: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Identify several locations in Canada: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Canada



Canada is a country.

Alberta



Alberta is a province.

Edmonton and Calgary



Edmonton is
a city.

Calgary is
a city.



Banff



Banff is a town.

Places Fill in the Blank 1

Instructions: Fill in the blank spaces.



Canada is a _____.



Alberta is a _____.



Edmonton is a _____.



Calgary is a _____.



Banff is a _____.

Places Fill in the Blank 2

Instructions: Finish the sentences.

1. I live in _____.
(city or town)

2. My province is _____.

3. My country is _____.

Lesson 2

Sociocultural Knowledge

This lesson will focus on a few Canadian holidays. Holidays are part of a large body of sociocultural knowledge that newcomers do not possess. Learning about traditions, holidays, and other elements of Canadian culture can help learners connect with others, start conversations, and forge new friendships. It can also help them understand behaviour that may be confusing, such as the wearing of poppies on Remembrance Day.

Topic: Canadian Holidays		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Calendar Hands On! Page 3.12 Canadian Holidays	Vocabulary: <ul style="list-style-type: none">- Months- Canada Day- Remembrance Day- New Year's Day
Objective: Learners will be able to: <ul style="list-style-type: none">- Fill in missing letters in the months of the year.- Match holidays with their dates.			
Time 10 mins.	Start of class routine:		

Time 15 mins.	Activity 1: Show learner the Calendar . Ask <i>What is this? What is the purpose?</i> Develop/reinforce oral vocabulary for the months of the year.
Time: 15 mins.	Activity 2: Work with learner on Hands On! Page 3.12. Help the learner sound out each month of the year and fill in the blank spaces in each word.
Time 15 mins.	Activity 3: Ask learner, <i>What is a holiday?</i> Elicit from the learner what holidays they observe in their home country and culture. Explain that Canada has some special holidays. <i>New Year's Day is when we celebrate the beginning of a new year. It is on January 1. We usually celebrate on December 31. Canada Day is Canada's birthday. It is on July 1. Remembrance Day is when we remember people who died in wars. It is on November 11.</i> Give learner Canadian Holidays . Help learner match the date with the holiday.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Fill in missing letters in the months of the year: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Match holidays with their dates: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

CALENDAR

JANUARY

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

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8	10	11	12	13	14	15
16	17	18	19	20	21	22
29	24	26	26	27	28	29
30	31					

MARCH

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY

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JUNE

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28	27	28	29	30		

JULY

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AUGUST

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11	12	13	14	15	16	17
15	19	20	21	22	23	24
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SEPTEMBER

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27	28	29	30	31		

OCTOBER

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17	18	19	20	21	22	23
24	23	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
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14	15	16	17	16	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

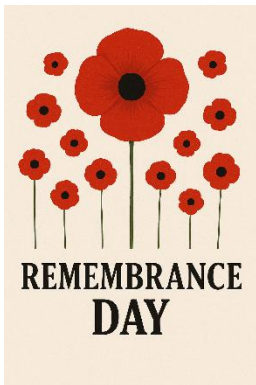
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	25
27	28	29	30			

Canadian Holidays

Instructions: Match the holiday with the date.



January 1



July 1



November 11

Lesson 3

Topic: Canadian Weather 1	Date:	CLB: 1/2 L
Duration: 1 hour	Materials: Hands On! Pages 3.14 – 3.17; 7.1 – 7.2 Weather Forecast	Vocabulary: - Season - Spring - Summer - Fall - Winter - Sunny - Rainy - Snowy - Cloudy
Objective: Learners will be able to: <ul style="list-style-type: none"> - Name the four seasons. - Name several types of weather. - Interpret a simple weather forecast. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner each page from Hands On! Pages 3.14-3.17. Develop oral vocabulary for Spring, Summer, Fall and Winter. Ask, <i>What is spring like? What is summer like?</i> Etc.	
Time: 15 mins.	Activity 2: Prep: Cut out the picture and word for Sunny, Rainy, Snowy, and Cloudy from Hands On! Pages 7.1 – 7.2. Tell learner that Canada has four <i>seasons</i> .	

	Place the season pages across the desk/table. Show the learners the weather cards one by one. Ask what they see in the picture. Develop oral vocabulary for each of the words. Ask learner to place the weather card on top of the season that has that type of weather the most often.
Time 15 mins.	Activity 3: Give learner Weather Forecast . Have learner circle the word under each forecast that matches the weather they see. Once learner has completed the activity, help them file the page in the reading section of their binder.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Name the four seasons: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Name several types of weather: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Interpret a simple weather forecast: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Weather Forecast

Instructions: Circle the word that matches the forecast.

Forecast 1



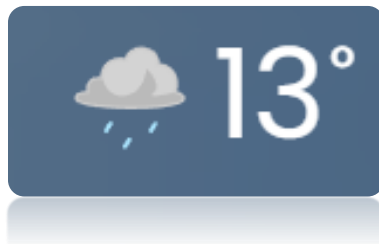
Sunny

Rainy

Snowy

Cloudy

Forecast 2



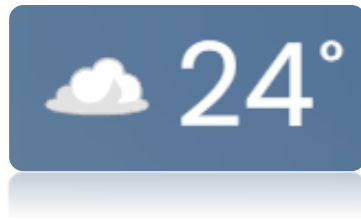
Sunny

Rainy

Snowy

Cloudy

Forecast 3



Sunny

Rainy

Snowy

Cloudy

Images from: <https://www.theweathernetwork.com/en/city/ca/alberta/killam/14-days>

Lesson 4

Note: This lesson assumes that part of the class routine has involved reviewing the date and day of the week. If learner is unfamiliar with the days of the week, please add a lesson before this based on Hands On! Pages 3.1 – 3.3.

Topic: Canadian Weather 2		Date:	CLB: 1/2 L
Duration: 1 hour		Materials: Hands On! Pages 3.14 – 3.17; 7.1 – 7.2 (from last session) Hands On! Pages 7.3 – 7.6	Vocabulary: - Hot - Cold - Windy - Foggy
Objective: Learners will be able to: <ul style="list-style-type: none"> - Identify weather vocabulary. - Write weather vocabulary. 			
Time 10 mins.	Start of class routine:		
Time 15 mins.	Activity 1: Place the seasons pages from last session on the table. Bring out the weather cards for hot, cold, windy, and foggy. Develop oral vocabulary for those terms and talk about how those weather patterns show up in each season.		
Time: 15 mins.	Activity 2: Have learner practice filling in the first letter of the new vocabulary words with Hands On! page 7.3. Then have them practice identifying the vocabulary in a list with page 7.4		

Time 15 mins.	Activity 3: Have learner practice writing the weather word that matches the image on page 7.5 of Hands On! Provide feedback on legibility and spelling. Once learner has completed this activity, help them file it in the writing section of their binder. If there is still time in the lesson, have learner complete page 7.6. Coach learner on how to complete the activity by pointing to the word Monday, and asking, <i>Do you see this word anywhere else on the page?</i> With your finger, show learner the matching word underneath the picture. Explain that they should write the weather word that matches the picture beside “Monday is _____.”
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Identify weather vocabulary: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Write weather vocabulary: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Unit 4: Canada (CLB 3L-4L)

Lesson 1

Topic: Geography	Date:	CLB: 3/4 L
Duration: 1 hour	Materials: Canada, Alberta, Edmonton & Calgary, Banff handouts Places Fill in the Blank 1 & 2	Vocabulary: <ul style="list-style-type: none"> - Country - Province - City - Town - Canada - Alberta - Country of Origin - Place of Birth - Nationality
Objective: Learners will be able to: <ul style="list-style-type: none"> - Name the country, province, and city/town they live in. - Identify several locations in Canada. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Place Canada, Alberta, Edmonton & Calgary , and Banff handouts on the table. Ask learner, <i>What do you see? Where are these places?</i> Develop vocabulary for Canada, Alberta, Edmonton, Calgary, and Banff. Ask, <i>Have you visited Edmonton, Calgary, or Banff?</i> Read the sentence on each page for the learner. Ask some questions back to the learner about their own country/city:	

	<p> <i>Canada is a country.</i> <i>Alberta is a province.</i> <i>Edmonton is a city.</i> <i>Calgary is a city.</i> <i>Banff is a town.</i> </p> <p> <i>What country are you from?</i> <i>What province/state are you from?</i> <i>What city are you from?</i> </p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Have learners complete Places Fill in the Blank 1. Provide any support and feedback learners need with letter formation and encoding.</p> <p>Once the learner has completed the handout, talk through each sentence. Ask, <i>What are some other _____?</i> (<i>countries, provinces, cities, towns</i>). When you get to provinces, bring back Canada and tell learner the names of the other Canadian provinces.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give the learner Places Fill in the Blank 2. Have them complete the sentences.</p> <p>Once learner has completed the handout (or if learner doesn't know what to write for sentences 5 and 6), discuss the places the learner wants to visit. Name some places that are fun to visit in Alberta (e.g. Jasper, Drumheller).</p> <p>Once learner has completed the handout, help them file it in the writing section of their binder.</p>
<p>Time</p> <p>5 mins.</p>	<p>End of class routine:</p>

Assessment: Learner can . . .

Name the country, province, and city/town they live in:

Easily ☐

With some help ☐

With significant help ☐

Not yet ☐

Identify several locations in Canada:

Easily ☐

With some help ☐

With significant help ☐

Not yet ☐

Canada



Canada is a country.

Alberta



Alberta is a province.

Edmonton and Calgary



Edmonton is
a city.

Calgary is
a city.



Banff



Banff is a town.

Places Fill in the Blank

Instructions: Fill in the blank spaces.



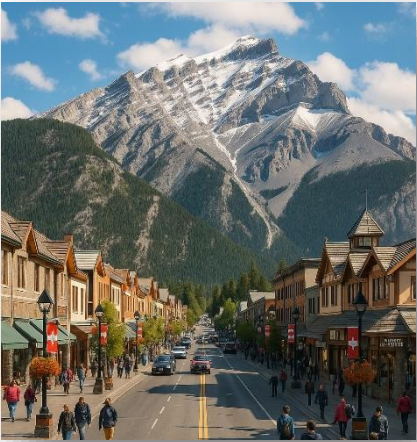
_____ is a _____.



_____ is a _____.



_____ is a _____.



_____ is a _____.



_____ is a _____.

Places Fill in the Blank 2

Instructions: Finish the sentences.

1. I live in _____.
(city or town)

2. My province is _____.

3. My country is _____.

4. I am from _____.

5. I want to visit _____.

6. I want to visit _____.

Lesson 2

Sociocultural Knowledge

This lesson will focus on a few Canadian holidays. Holidays are part of a large body of sociocultural knowledge that newcomers do not possess. Learning about traditions, holidays, and other elements of Canadian culture can help learners connect with others, start conversations, and forge new friendships. It can also help them understand behaviour that may be confusing, such as the wearing of poppies on Remembrance Day.

Topic: Canadian Holidays		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: 2 copies of Calendar , with one copy with each month cut out. Canadian Holidays My Favourite Holidays	Vocabulary: <ul style="list-style-type: none">- Months- Canada Day- Remembrance Day- New Year's Day
Objective: Learners will be able to: <ul style="list-style-type: none">- Reorder the months of the year.- Identify Canadian holidays.- Write the name and date of their favourite celebrations.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Show learner the Calendar. Ask <i>What is this? What is the purpose?</i> Develop oral vocabulary for the months of the year.</p> <p>Put pieces of cut up Calendar on the table. Ask learners to put the pieces in order.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Ask learner, <i>What is a holiday?</i> Elicit from the learner what holidays they observe in their home country and culture. Explain that Canada has some special holidays.</p> <p><i>New Year's Day is when we celebrate the beginning of a new year. It is on January 1. We usually celebrate on December 31. Canada Day is Canada's birthday. It is on July 1. Remembrance Day is when we remember people who died in wars. It is on November 11.</i></p> <p>Give learner Canadian Holidays. Have them fill in the blank spaces with the name and date of the holiday.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Ask learner, <i>What are your favourite holidays and celebrations?</i> Explain that these can be Canadian or holidays from their first culture.</p> <p>Give learner My Favourite Holidays. Have learner draw a picture of each of their favourite celebrations/holidays and then have them write the name and date of each celebration beside the pictures.</p> <p>If there is time at the end of the class, have the learner locate each of the holiday/celebration dates you talked about this session on the Calendar from Activity 1.</p>

Time 5 mins.	End of class routine:
<p>Assessment: Learner can . . .</p> <p>Reorder the months of the year:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Identify Canadian holidays:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Write the name and date of their favourite celebrations:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

CALENDAR

JANUARY

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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FEBRUARY

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8	10	11	12	13	14	15
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30	31					

MARCH

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APRIL

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MAY

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JUNE

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JULY

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26	27	28	29	30	31	

AUGUST

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SEPTEMBER

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27	28	29	30	31		

OCTOBER

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24	23	26	27	28	29	30
31						

NOVEMBER

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7	8	9	10	11	12	13
14	15	16	17	16	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

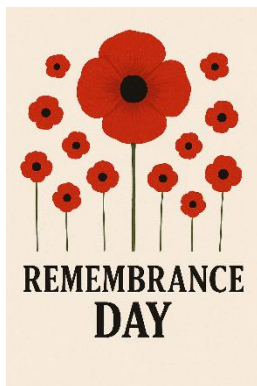
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13	14	15	16	17	18	19
20	21	22	23	24	25	25
27	28	29	30			

Canadian Holidays

Instructions: Fill in the blank spaces. Then, write about three more holidays you enjoy.



_____ is on _____



_____ is on _____



_____ is on _____

My Favourite Holidays

Instructions: Draw a picture that represents your favourite holidays or celebrations. Write the name and date of the holiday or celebration.

1. _____ is on _____

2. _____ is on _____

3. _____ is on _____

Lesson 3

Topic: Canadian Weather 1	Date:	CLB: 3/4 L
Duration: 1 hour	Materials: Hands On! Pages 3.14 – 3.17; 7.1 – 7.2; 7.5 – 7.6 Weekly Forecast	Vocabulary: <ul style="list-style-type: none"> - Season - Spring - Summer - Fall - Winter - Sunny - Rainy - Snowy - Cloudy - Windy - Foggy
Objective: Learners will be able to: <ul style="list-style-type: none"> - Name the four seasons. - Name several types of weather. - Interpret a simple weather forecast. 		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1: Show learner each page from Hands On! Pages 3.14-3.17. Develop oral vocabulary for Spring, Summer, Fall and Winter. Ask, <i>What is spring like? What is summer like?</i> Etc.	
Time: 15 mins.	Activity 2: Prep: Cut out the pictures and words on Hands On! Pages 7.1 – 7.2. Tell learner that Canada has four <i>seasons</i> .	

	Place the season pages across the desk/table. Show the learners the weather cards one by one. Ask what they see in the picture. Develop oral vocabulary for each of the words. Ask learner to place the weather card on top of the season that has that type of weather the most often.
Time 15 mins.	Activity 3: Give learner Weekly Forecast . Read the instructions and first question together. Highlight or underline the words <i>will</i> and <i>be like</i> in the first question. Explain that the question is using the future tense. The way to answer is: <i>The weather will be ____</i> . Have learner answer the remaining three questions. Provide help if/when needed. When learner has completed the activity, provide feedback. Then, help learner file the activity in the reading section of their binder.
Time 5 mins.	End of class routine:
Assessment: Learner can . . . Name the four seasons: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Name several types of weather: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> Interpret a simple weather forecast: Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/>	

Weekly Forecast

Instructions: Look at the forecast to answer the questions.



1. What will the weather be like today?

2. What will the weather be like on Thursday?

3. What will the weather be like on Saturday?

4. What will the weather be like on Monday?

Image from: Google. (2025). Killam AB, Forecast.

Lesson 4

Digital Skills

In this lesson, you will demonstrate how to check the weather forecast using a digital application or website. Digital skills/knowledge such as this will help your learner accomplish everyday tasks more quickly and easily. Take any and every opportunity to show your learners tips and tricks for success in their environment, as these can be just as valuable as language and literacy instruction.

Topic: Canadian Weather 2		Date:	CLB: 3/4 L
Duration: 1 hour		Materials: Hands On! Page 7.8 – 7.9 Phone or computer (to access a weather app or website)	Vocabulary: <ul style="list-style-type: none">- Temperature- Degrees- Fahrenheit- Celsius- Forecast
Objective: Learners will be able to: <ul style="list-style-type: none">- Access a weather app or website.- Interpret a weather forecast on an app or website.			
Time 10 mins.	Start of class routine:		

<p>Time</p> <p>15 mins.</p>	<p>Activity 1:</p> <p>Ask learner, <i>What is the weather like today?</i> If learner uses any words related to temperature (warm, cold, hot, etc.) ask them, <i>how _____ is it?</i> If they appear confused, ask, <i>what is the temperature?</i></p> <p>Explain that temperature is a number that tells us how hot, cold, etc. the weather (or other things) is. Temperature is measured in degrees.</p> <p>Give learner Hands On! Page 7.8. to help explain temperature. Explain that 0 degrees is where water freezes, 21-22 degrees is room temperature, and that 30 degrees and hotter feels hot. Explain that in Canada, we measure temperature with Celsius (C) while some countries use Fahrenheit (F). Answer any questions that learners may have.</p>
<p>Time:</p> <p>15 mins.</p>	<p>Activity 2:</p> <p>Explain that in Canada, the weather changes all the time. We can have snow one day, and a hot day the next. That is why it is so important to be able to check the forecast.</p> <p>Bring out either a phone with a weather app or a laptop computer. Demonstrate to learner how to find a weather app on a phone (show them that the icons are usually similar), or how to find a good weather website (like the weather network https://www.theweathernetwork.com/en) using a web browser. Show the learner all the different information that can be found on a weather app/website. Show the single day, 7-day, and 14-day view.</p>
<p>Time</p> <p>15 mins.</p>	<p>Activity 3:</p> <p>Give learner Hands On! Page 7.9. Use the information on the weather app to find the forecasted temperature for each day of the current week. Have the learner write the type of weather (sunny, cloudy, rainy, etc.) and the forecasted temperature on Page 7.9. Provide as much assistance as they might need.</p> <p>Once learner completes the activity, help the learner file the activity in the reading section of their binder.</p>

Time 5 mins.	End of class routine:
<p>Assessment: Learner can . . .</p> <p>Access a weather app or website:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p> <p>Interpret a weather forecast on an app or website:</p> <p>Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	

Resources and Templates

Lesson Plan Template

Topic:	Date:	CLB:
Duration:	Materials:	Vocabulary: -
Objective: Learners will be able to:		
Time 10 mins.	Start of class routine:	
Time 15 mins.	Activity 1:	
Time: 15 mins.	Activity 2:	

Time 15 mins.	Activity 3:
Time 5 mins.	End of class routine:
Assessment: Learner can . . .	
<div> Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> </div>	
<div> Easily <input type="checkbox"/> With some help <input type="checkbox"/> With significant help <input type="checkbox"/> Not yet <input type="checkbox"/> </div>	

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