







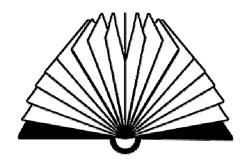
# English 110 Resource Manual

To support the NWT Adult
Literacy and Basic
Education Curriculum

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# English 110 Resource Manual

Developed by the NWT Literacy Council



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Employment



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Contact the NWT Literacy Council to get copies of the English 110 Resource Manual.



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# Introduction

The NWT Literacy Council produced this English 110 resource manual for adult educators and adult learners. It provides information and activities to help adult educators teach English 110. The manual has background information, instructor notes and handouts for adult learners.

# **English 110 Course Description**

English 110 is designed for adult learners who are interested in developing basic literacy skills. The manual includes activities for reading, writing, speaking, listening, and viewing/representing. You can use these activities for small groups or one on one. Using the learner's prior knowledge and experiences helps learners relate what they are learning to their real lives. We encourage you to use everyday reading and writing activities to teach reading and writing.

We have integrated the thinking and cooperative outcomes into the other sections. The introduction includes a section on creating a good learning environment that uses cooperative skills to engage learners.

Use these ideas and activities to build an integrated approach to teaching English 120. Combine the activities in the Reading, Writing and Listening, Speaking and Viewing/Representing sections. Themes are a great way to integrate resources and activities. Some ideas for themes are:

- Health
- Our Community
- Nutrition
- Everyday Life and Activities
- Social Issues housing, poverty, justice

# **Pre-requisites**

None

# **Tools for English 110**

# **Entry Requirements**

- 1. Personal interview to determine learner's needs
- 2. An informal reading assessment
- 3. For learners with some writing skills, a simple informal writing assessment based on a short writing sample

# How to use this resource manual

The resource manual follows the ALBE English 110 curriculum. The English 110 curriculum gives suggested instructional strategies for each outcome. This manual expands on these strategies and provides instructors with learning activities and handouts.

We use the following symbols to show background information, learning activities and handouts.



**Instructor notes** give background information about the strategies.



**Learning activities** give instructors ideas to implement the strategy.



**Handouts** are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.

# **Assessment**

This assessment section is adapted from the English 110 curriculum.

Why do adult literacy educators assess learners?

- To inform instruction and training
- To establish levels and determine placement
- To measure progress
- To predict academic performance

Initial assessment is an important step to help you plan for your learner. An informal assessment is appropriate at this level. The assessment should include:

- 1. An interview or meeting to discuss the learner's interests and goals
- 2. An informal reading assessment
- 3. An informal writing assessment

# **Interview**

The interview should not be set up as a test. Make the interview informal and relaxed. Below are some important elements to include in an interview.

# **Demographics**

Gather personal contact information and any demographic information that funders/administrators require. For example: Name, address.

# Learner's educational history

Gather demographic information and ask questions that will provide insight into why the learner might have experienced difficulties in school. For example: "Did you attend a lot of different schools?"

#### Goals

Determine the learner's goals and the support and barriers that will help them to meet or not meet these goals.

# **Expectations**

Find out the learner's personal and program expectations. For example: "How long do you think it will take you to meet your goals?"

#### **Interests**

The learner's interests will guide you in planning lessons. Ask probing questions to determine hobbies or how they like to spend their time. For example: "Do you like to attend community meetings?"

# The role of literacy and numeracy in the learner's everyday life

Gather specific information about how the learner uses literacy and numeracy at home, at work, and in the community. For example: "What type of things do you need/want to read at work?" (You might need to provide a list of items as a prompt.)

# Concepts of literacy and numeracy

What do you need to improve your reading? (Their answer will provide clues to whether they think reading is about decoding words or comprehension.)

# Approaches to reading and writing

Find out how they approach reading and writing tasks. For example: "When you are reading, what do you do if you don't understand something?"

# **Sample Interview**

# A. Background and Education

- Where did you grow up?
- What grade did you complete?
- What is your first language?
- What language do you speak at home?
- What other languages do you speak?
- Have you participated in any other adult education programs?

#### **B.** Employment

- What kinds of jobs have you done?
- Do you have a job now?
- What kind of job would you like to do?
- What reading do you do at your job?

# C. Long range goals

- What are your educational goals?
- What are your work or career goals?
- What other goals do you have?
- How long do you think it will take to reach your goals?

#### **D.** Interests

- What do you do in your spare time?
- Do you have any hobbies?
- Do you attend community meetings?

# E. Approaches to Reading and Writing

- What do you read?
- What do you do when you don't understand something you have read?
- What do you want to improve in your reading and writing?

# F. Check list short and long-term goals<sup>1</sup>

Tasks	Can do	Work on now	Work on later	Not interested
At home				
Write shopping lists				
Read labels on food packages				
Read mail such as bills and advertisements				
Look up phone numbers				
Take a phone message				
Follow recipes				
Read a lease				
Fill out application forms				
Read/write letters or notes				
Read newspapers and/or magazines				
Read to your children				
Help children with homework				

 $<sup>^1</sup>$  **Source:** Adapted from *English as a Second Language – Tutor Training Kit* by Myrina Rutten James – Cumberland Regional College

# **Tools for English 110**

Tasks	Can do	Work on now	Work on later	Not interested
Work				
Read information about training programs				
Read job applications				
Make an inquiry about a job				
Fill out job application forms				
Prepare a resume				
Write cover letters				
Read/write job- related memos				
Read a pay stub				
Read a contract				
Read work orders				
Read safety information				

# **Tools for English 110**

Tasks	Can do	Work on now	Work on later	Not interested
Getting Around				
Read street names				
Read a map				
Write down directions				
Read a menu				
Take a driver's test				
Make airplane reservations				
Use the internet to buy things				

Tasks	Can do	Work on now	Work on later	Not interested
General				
Read short stories				
Write stories				
Keep a diary				
Read the newspaper				
Write letters				
Write emails				
Write paragraphs				
Tasks	Can do	Work on now	Work on later	Not interested
Other				

# **Informal Reading Assessment**

Give a reading assessment to learners who can write their name and can read some. The purpose of the assessment is to get a very general idea of the learner's comprehension, fluency and word recognition skills.

Provide an assortment of reading material and let the learner choose. Provide different levels and different topics. The reading material should be "real materials" – things that learners have to use everyday. For example, newspaper articles, recipes, application forms, etc.

#### **Process:**

- Provide materials that are accessible for most adult learners (1 3 grade level).
- Prepare some comprehension questions to act as prompts. Include both factual and inferential questions.
- Explain what the test is for and how it will work and that you will be keeping notes.
- Introduce the reading samples by showing the learner the material. Ask them to choose what they would like to read.
- Ask the learner to read the sample aloud.
- Keep notes on any substitutions, additions or miscues and any reading strategies that the learner uses.
- When the learner is finished the sample, ask them to retell the story. Ask the questions you have prepared.

There is a good reading assessment for people with low literacy skills called the **Canadian Adult Reading Assessment** (CARA) by Dr. Pat Campbell. CARA contains 9 levels that have been articulated to NWT's levels (110, 120, 130, 140, 150). Each level contains 3 non-fiction passages and 2 fiction passages. CARA can be used for learners at the 110 level and can be used for placement and/or to inform instruction. The instructor's manual contains directions for administration, passages, and comprehension questions while the learner's manual contains only the passages. You can order CARA through *Grass Roots Press* <a href="http://www.literacyservices.com/">http://www.literacyservices.com/</a>.

# **Informal Writing Assessment**

The writing assessment helps you assess what skills a learner has in writing as well as an idea of the learner's understanding of the writing process. Things to look for are:

- Are they interested in writing, and confident in generating ideas for writing?
- Are they reluctant to write? Do they want help with ideas or words?
- Do they have lots of ideas? Are their ideas clear?
- Is their text organized?
- What is their spelling and handwriting like?
- Do they use complete sentences, capitals and proper punctuation?

#### **Process**

- Ask the learner to write a short piece on any topic. Brainstorm a list of ideas with them.
- Give them as much time as they need.
- Ask them to read their story to you when they are done.
- If the learner can't write, ask them to tell you a story. Write it down for them. Ask them to read it back to you.

# **Learning Environment**

An important element of literacy programming is developing a sense of community among learners and instructors. Creating a sense of belonging and a safe, respectful environment where learners can feel comfortable taking risks and can express themselves is at the heart of good practice. A good learning environment is supported when learners communicate well, respect each other and work towards common goals.

It is especially important that learners at the 130 level work together and feel comfortable in the classroom setting. Many learners at the 130 level have overcome a tremendous amount of fear and shame to come back to school.

There are many ways to create a safe and supportive learning environment. Here are just some of them:

#### **Ownership**

Give learners ownership over their own learning. Adult educators can include learners in many decisions in the classroom. For example, learners can help plan the time table, set group guidelines for everyone to follow, suggest guest speakers and make the classroom "homey" with plants or family photos. When the guidelines are clear, the learners are more open to cooperative learning. Learners have more buy in when they make decisions about their learning.

#### **Icebreakers**

Ice breakers are a great way to begin the first day of school. You can also use icebreakers to begin a meeting, introduce a topic or just take a break from learning. They help participants relax, and that makes them more receptive to listening and contributing. An ice breaker can also serve to build a team atmosphere and to generate enthusiasm. Ice breakers can be fun, amusing, humorous, thoughtful, surprising or just plain silly.

#### **Icebreakers:**

- Create a positive group atmosphere.
- Help people to relax.

#### **Tools for English 110**

- Break down social barriers.
- Energize and motivate learners.
- Help people to think outside the box.
- Help people to get to know one another.
- Introduce a topic.

There is a detailed list of icebreakers at the end of the manual.

# **Work Cooperatively**

Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is a successful teaching strategy in which small teams, each with learners of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, creating an atmosphere of achievement. Learners work through the assignment until all group members successfully understand and complete it.

Research tells us that learners who work cooperatively tend to have higher academic test scores, higher self-esteem, more positive social skills and greater comprehension of the content and skills they are studying (Johnson, Johnson, Holubec, 1993; Slavin, 1991; Stahl VanSickle, 1992).

Learners new to cooperative learning may find it difficult to stay on task and focus on the assignment. Many adult learners have been taught in an independent, competitive atmosphere. It is sometimes hard to overcome these past learning experiences. Establish some agreements for groups that promote equal exchanges among members. For example:

- Contribute your ideas.
- Listen to others' ideas.
- Give everyone a chance to speak.
- Ask all team mates for help before asking the teacher.
- Use consensus to settle disputes.

Some activities that encourage cooperative learning include:

#### 1. Jigsaw <a href="http://www.education-world.com/a curr/curr324.shtml">http://www.education-world.com/a curr/curr324.shtml</a>

**Jigsaw** is a group structure that can be used across all content areas. Learners start with a home group. That group is responsible for learning about a certain topic the teacher gives them. Then the teacher separates learners into new groups – jigsaw groups – by assigning one member from each home group to a new group. In the jigsaw groups, learners share the information they learned with others in the group and complete some sort of project or product.

#### 2. Snowballing

Learners are given a problem. They first work alone, then work in pairs and finally in foursomes (maximum). They compare, refine and revise their conclusions and recommendations during this process.

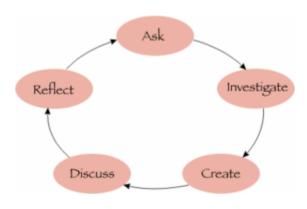
# 3. Buzz Groups <a href="http://www.macrolink.bc.ca/e-zines/capacity/ez ca vol3 issue4.html">http://www.macrolink.bc.ca/e-zines/capacity/ez ca vol3 issue4.html</a>

A **buzz group** is a small group, consisting of three to six people who are given an assignment to complete in a short time period. Generally, each buzz group records their assignment then reports to the larger group. Directions to learners:

- Form small groups.
- Choose recorders.
- Complete the activity.
- Select one or more presenters.
- Report back to the larger group.
- Debrief the session.

# 4. Group Inquiries

Learner groups develop their own research question and hypothesis, investigate the answer, create a way to share the information, discuss the information with others and reflect on their project.



#### 5. Think-Pair-Share

**Think-Pair- Share** involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

#### 6. Planning an Event

Learners work together for a common goal. Ask learners what special thing they would like to do. They may want to do a week long trip out on the land. They may choose to go to Edmonton to check out local colleges. Planning for an event or activity is a great learning opportunity. There are many steps to take in organizing a trip. Some questions that you can start with:

- What will we need?
- How much will it cost?
- How can we fundraise?
- When will we go?
- What will we do about childcare?
- Who do we need to contact?

#### Celebrate

It is important to celebrate learning and other things in your classroom. Celebration builds community, trust and friendship – all the things you need for successful learning to take place. Some things you can celebrate are:

- Personal and group achievements
- Birthdays
- Holidays
- Seasons

# **Family Involvement**

Many adult learners have children. Get their children involved at the learning centre. You can:

• Invite the Chief or an Elder to read or talk to children.

- Organize an after-school reading or homework club where learners can read to their children or help them with their homework.
- Hold family literacy nights for everyone in the community. Gather supplies: lots of children's books, puzzles, art and sewing supplies, games, milk/juice and healthy snacks. Learners may want to set up activity centres for the children.
- Have learners go to the school once or twice a week to read with their child or a reading buddy. Practice the books ahead of time so learners feel comfortable reading.
- Create a reading centre in your classroom for children in the community. Get some comfy couches, children's books and books on tape. Invite children to come after school to the reading centre. Ask learners to choose a day that they will stay and read stories to the children.

#### **Play Games and Have Fun**

People learn better when they are having fun. Think about a good learning experience you have had – it most likely involves laughter, games and cooperation. There is a list of fun games that complement literacy and language development at the end of the manual.

# **Group Projects**

Get learners involved in a group or class project that will benefit the whole community. Here are some ideas:

- Plan Literacy Week or Family Literacy Day activities for the whole community.
- Plan an open house at the learning centre. Invite community members to come to the centre for tea and bannock.
- Set up a flea market in your classroom. Ask people to donate stuff that they don't want.
- Organize a storytelling event in your classroom. Invite Elders to come and tell stories. Invite community members to attend.

# **Warm-ups and Literacy Games**

Warm-ups create a positive group atmosphere. They help people to relax and they break down social barriers. They can also energize and motivate people to think outside the box. You can use warm-ups to start a lesson or to give people a break from day.

The following warm-ups and games are broken into three categories:

- Get to Know One Another Activities
- General Warm-ups
- Literacy Games

#### **Get to Know One Another Activities**

#### **Introduce Yourself**

Break people into small groups and give each person a penny. Ask them to introduce themselves to the group and talk about what they were doing during the year on the coin.

# What's in a Name (introduction activity)

- Where did you get your name?
- Who were you named after?
- What was/is your nickname?
- What does your name mean?

# The Toilet Paper Activity

This requires a roll of toilet paper and a group that is waiting for introductions. The group leader begins by announcing that, unfortunately, there is only one roll of toilet paper here, so in fairness to all we will share now. Then instructions are given to pass the roll around the table/room with each person to take what he/she thinks they will need. When everyone has some, the leader then apologizes to the group and says, "I'm sorry; I lied. There is actually lots available but this is a way we will determine how many facts are to be shared by

you about yourself, with the group. ONE for each section of paper taken!" NOTE: Facts can be basic...age, birthday, favourite movie, etc. – and a concern for those who took A LOT of paper.

#### Two Truths and a Lie

This icebreaker works best if you don't know the people in your group at all – a first time introduction, though it can be used with people who only know each other a little. When you go to introduce yourself, give THREE facts that are interesting... two of which will be true, one will be a lie. The others will then decide as a group which one is a lie. Winners are those who fool the group!

#### "Do you know me?"

Each person is given a nametag and an index card. The name tag has the name of another person in the group on it. Everyone is told to circulate, meet, mix and mingle to gather information, insights or stories about the person on their tag from group members. The opening line "Do you know me?" is used to help generate clues and conversation. The index card is to be used to write down the information collected. At the end of a designated time – about 15 minutes, each participant introduces their "name tag" and its person to the group.

# Ya really want to know?

Each participant is asked to give his/her middle name and tell how or why that particular name was chosen for them. The instructor should begin the process and if appropriate, do it with a little bit of humor to encourage others to share.

#### Non-Verbal Introduction

Break into pairs and interview each other, with the understanding that you'll get information to introduce each other to the whole group. Oh yes, one hitch. All communication must be non-verbal. You can let people draw pictures, but not write.

# Warm-ups

#### **Sock Toss**

The group stands in a circle. The leader throws a sock to someone and calls her name. This person throws the sock to another and calls her name. This continues until the sock is back to the leader. She sends it around again, but begins to introduce additional socks, so there are lots of socks flying!

#### **Exercise**

Standing in a circle, one person begins a simple repetitive exercise (arm raises, knee bends, swinging leg, up on toes, toe touches, etc.) Group follows until someone else (anyone) decides to do a different exercise, then all follow this one until another is started.

#### **Touch Something**

Leader calls out "touch something...green/with a shoe/electrical/horizontal, etc." Everyone moves to touch that item on someone else, or somewhere in the room. Leader quickly calls next item. Leader can ask others to call out items.

# I Love My Neighbor Who...

One person stands in the middle of a circle. Everyone else is seated in a circle on chairs. Person in the middle says, "I love my neighbor who...wears glasses." Everyone wearing glasses stands up and changes places with someone else who wears glasses. The person in the middle must try to sit down on one of the just emptied seats. The person left without a seat becomes the next person in the middle and uses something different to complete "I love my neighbor who...."

#### Zoom-Errk!

The group stands in a circle. The leader turns her head to one side and says "zoom" to the person next to them. That person turns her head in the same direction and says "zoom" to the next person. This continues until someone says "errrk!" This sends the "zoom" back around the group in the opposite direction until someone says "errk!" and the direction changes again.

Variation: In the hearing impaired version, people fold their arms across their chests. Instead of saying "zoom," they lift one arm up straight from the elbow. The direction is reversed when someone claps their hands.

#### **Balloon Bounce**

Each person blows up a balloon, puts it on their chair and bounces up and down until it bursts.

#### Bear, Man, Gun

Divide the group into 2 lines of people facing each other. There are three possible "characters" the group can assume.

Bear – growl with claws barred

Man – a "he man" stance with grunt

Gun – hunter with gun – bang

The leader calls "time" and each group decides which of the three they will represent. On a signal from the leader, the two groups face each other and assume their stance and sound. Like paper/rock/scissors:

- Man wins over gun
- Gun wins over bear
- Bear wins over man

# Do Nothing

The group stands in a circle. The leader gives instructions to "watch the third person to your left" as they do nothing. Whatever slight motion that person makes, you also do, but exaggerate it. Group becomes very lively. Call a stop when things get lively and give yourselves a hand for "doing nothing" so actively!

# **Idiosyncrasies**

This icebreaker is for introducing people within a group who already know each other but may not know those little things that are you but can be annoying to others. As you introduce yourselves around the room, decide if you will share

one or two idiosyncrasies: For example: I don't do mornings well. I can listen and do two other things at the same time. If I'm quiet, leave me alone.

#### Logos

Each person is given a blank name tag. Explain to the group that corporations are recognized by a specific logo or symbol. (McDonald's arches, 3M, Apple Computer's Apple, etc.) They are given two minutes to draw their personal logo. This logo should reflect their personality, their interests, or any thing they would like other people to know about them. Then give the group time to mingle and see what each other's logo looks like. When it looks like the entire group has mixed, instruct everybody with a similar logo to form a small group. You may be surprised at how many similarities there are in your group.

#### Color Jacuzzi

The object of this small group exercise is to get the group to quickly meet the other members. The instructor calls out a color of the rainbow: for example RED:

- Red typically is the stop/turn-off color so each member of the group quickly tells what is the one thing (that they can disclose in public) that is really a turn off to them.
- Orange: is the motivation color what motivates them?
- Yellow: is the inspiration or creativity color what was the best idea they've had?
- Green: is the money color what do they plan for money, or what is the dumbest thing they ever did for money?
- Blue: is the sky's the limit color what is your favourite fantasy about your future?
- Indigo: is an odd, or different color what is the most daring thing they ever did?
- Purple: is the color of royalty if you were ruler of the universe for a day, what is the first thing you would do?

# Strings

Select a group of tiny items that are related to children and parenting. Tie a string to each one and place it loosely in a large paper bag with the strings hanging out. Go around the group and have each person pick a string. After each

one has their "prize," start at the first person (she's had longest time to think) and ask each person to briefly state a significant thought that the item brings to mind. You will be astounded at the wonderful answers you get from people who usually do not talk – and answers you never thought of. You can leave one or two strings empty. The people who draw the blanks get to share anything they want or what the empty string signifies.

#### **Hum Dingers**

Each participant is given a small slip of paper with the name of a popular children's tune on it (for example, Mary Had a Little Lamb, Happy Birthday, We Wish You a Merry Xmas, etc.) Then ask participants to hide the slip and begin humming their tune. Because you have given 3-4 people the same tune to hum, they are to find their matching hummers. It is great fun!

#### The Magic Wand

You have just found a magic wand that allows you to change three home/parenting related activities. You can change anything you want. How would you change yourself, your partner, your children, etc.? Have them discuss why it is important to make the change. This activity helps them to learn about others' desires and frustrations.

#### Marooned

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. They are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

#### Finish the Sentence

Go around the room and have each person complete one of these sentences (or something similar):

The best job I ever had was...

#### **Tools for English 110**

The worst project I ever worked on was...

The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a session and you want everyone to introduce themselves, you can have them complete "I am in this group because..."

You can also move on to a new subject by asking a leading question. For example if you are instructing time management, "The one time I felt most stressed because I did not have enough time was ..."

#### **Toy Story**

Using Lego, Tinker Toys, clay, log cabins, etc., have each person or small group build a model of the main concept that they have just been presented. After a given time period, have each person or team present their model to the group. They should describe how their model relates to their work or the subject being taught. Encourage creativity!

#### **Ball Toss**

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have them tell what they thought the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

# **Group Poem**

A group poem grows as new lines/stanzas are added. In the following poem, the first line lists people who have been influential in each adult's life; the following lines list what each of these influential persons did. Learners in different classes or even those who are in tutoring situations can add their influential person and what that person did for them to the group poem.

#### **Influences**

Mrs. Hooper, Old Sam, Mom, Lill
They all made us who we are;
Making us sit still and listen,
Showing us not to be afraid of hard work,
Having faith that we could be somebody,
Smiling even when times were bad;
And now duty calls to us.

#### **Penny Activity**

Each person takes a penny and tells the group a story that happened that year. Great way to get people telling stories about their lives.

#### Questions

Have each person come up with answers to a question and have the rest of the group try and figure out the question. For example: Red (answer). What is your favourite colour? (question)

#### Sing a-long:

Row Row Your Boat (do it in rounds with your group)

# **Group Musical**

- Each group gets a sound
- The conductor points to groups and they say their sound
- Boom! Bah! Hey!

# Line Up

Have your group line up according to:

- Height
- Age
- Birthdays
- Favourite fruit (alphabetically)

To make it really fun – have everyone do this without talking.

#### Alphabet Search

- Get into groups.
- Try and find things in the room that begin with each letter of the alphabet.
- You have 10 minutes.
- The group that has the most letters represented wins.

#### **Rhymes:**

Teach an action rhyme to get people moving. This is a great warm up, and parents can use the rhymes at home.

**Examples of rhymes:** (more examples in 1-2-3 *Rhyme With Me* and *Mother Raven Nursery Rhymes*)

Here's a cup

And here's a cup

Two little eyes to look around

Two little ears to hear each sound,

One little nose to smell what's sweet

One little mouth that likes to eat.

And pour a cup

These are Ashley's fingers

These are Ashley's toes

With ears so funny

And here is a hole in the ground

Round and round it goes

At the first sound she hears,

She pricks up her ears,

And hops to the hole in the ground.

# **Paper Bag Skits**

And drink it up with me

First split your group into teams consisting of three to six members. Give each team a paper bag filled with assorted objects. These can be almost anything, i.e. a wooden spoon, a screw, a bar of soap, a computer disk, etc... The object of the game is to present a skit using all of the props provided. The props may be used as they would be in normal life, or they may be imaginatively employed. Give

each group a topic to base their skit on. When all the skits have been planned and rehearsed they are performed for the amusement of all.

#### **Human Machines**

Each group acts out a machine with the sound effects (for example: telephone, fax, washing machine, dryer, blender, typewriter, stereo, airplane, etc.)

#### 20 Questions with a Twist

Take out about 100 post-it notes and give one to each participant. Learners would get in a circle. Each learner writes a noun (person, place, or thing) on the card. Then they stick the post-it on the forehead of the person to their right, noun showing. Each person then gets a turn to ask the group a "yes/no" that will help them guess what it is. If they don't get it right, move on to the next person in the circle clockwise. You can give some sort of prize to the three people that took the least number of guesses to get it right.

#### Agree/Disagree

Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on separate pieces of paper and post them on four different walls of the room. Then make a statement such as "our organization can change the world" and have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response.

#### I've Got Your Number

This exercise requires people to approach and make requests of each other. As people arrive for class, each gets a number that they must wear in a conspicuous place on their clothes. Ahead of time, prepare lots on instructions on little slips of paper, such as borrow something from 1, introduce 2 to 7, have 6 get you a glass of water, find out 12's pet's name. Put all of the instructions in a box. Everyone takes a slip of paper with an instruction on it. When they have completed their instructions, they come back and get a new one. At the end of the time limit (five minutes or so), whoever has completed the most instructions wins. The prize could be something simple. The person with the least number of completed tasks could be required to shake everyone's hand. An extension

#### **Tools for English 110**

would be for the instructor to have everyone line themselves up in order of the least to the most instructions completed. The instructor has everyone look at each person's location. Discuss together any general conclusions about differences in personality, leadership styles, playfulness, competitiveness and just plain luck (or even timeliness if the person with the least number of tasks was late for class!). Consider ways that these qualities might impact the development of networks, partnerships and friendships. Focus on the value of diversity.

#### I've Done Something You Haven't Done

Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has also done it, the learner must state something else until he/she finds something that no one else has done.

#### Rainstorm

Have everyone sit in chairs in a circle and instruct them to mimic the actions of the person to their left. The instructor starts the action by snapping their fingers. Watch one person after the other begin to snap their fingers until the person to your left is doing it and then you begin (like a wave). Once the first action goes all the way around the circle, the action will change. The sequence is as follows:

- Snapping fingers
- Rubbing hands together
- Slapping knees
- Stomping feet while slapping knees
- Slapping knees
- Rubbing hands together
- Snapping fingers
- Resting hands on knees
- Holding hand of the person sitting next to you

# **Literacy Games**

# **Bingo**

- Ask participants to choose a theme, such as literacy, home, school, children, etc.
- Give each participant a Bingo Card (next page), or ask them to make their own.
- Ask participants to call out 16 words related to that theme, one word at a time for example, kitchen, garden, etc.
- Write each word on the board or a flipchart. At the same time, ask each participant to write the word in any of the boxes.
- Call out the words at random. The first participant to get a straight line and call out "Bingo!" is the winner.
- You can play this game using French or an Aboriginal language. Choose a topic like animals or the land, or another topic where people might be familiar with the words. You can call the game another name, if that is more appropriate for your community.



Let's play Bingo!

# Bingo

#### Scrabble

- Divide participants into groups of 5.
- Each member of the group donates the first and last letter of their first and last names. For example, <u>Bill Smith</u> donates 'b', 'l', 's' and 'h'.



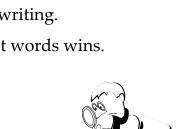
- Each group should have 20 letters.
- Together, the group writes down as many words as they can, using these letters.
- When the instructor calls "Time!", the groups must stop writing.
- Each group reads out their words. The one with the most words wins.

# Alphabet Scavenger Hunt

- Divide participants into groups of 4 or 5.
- They must use all 26 letters of the alphabet for the scavenger hunt.
- In their groups, participants try to find something in the room that they can see that begins with each letter of the alphabet. They need only one thing for each letter.
- The first group to find things for all 26 letters reads out their words. If the words are all OK, this group is the winner. If any are not OK, the game continues until another group finishes.

# **Scattergories**

- Divide the participants into groups of 4 or 5.
- Ask the participants to call out 10 different categories of objects—for example, river, food, car, girl's name, animal, country, etc. The more categories you have, the longer each game will be.
- Write the categories on the board or a flipchart paper.
- Ask one of the participants to choose a letter of the alphabet—for example, 'm'.



#### **Tools for English 110**

- When the instructor says "Go!", all the groups have to try to write down an example for each category beginning with that letter.
- You can do this in an Aboriginal language. Instead of using a particular letter, you may want to use only the category to make it easier. You decide!

#### For example:

River Mackenzie
Food mushrooms
Cars Mercedes Benz

Girl's name Mary
Animal marten
Country Mexico



#### **Crazy Word Chains**

- Ask the participants to sit in a circle.
- Have them clap a slow rhythm.
- The first participant says any word to the time of the rhythm.
- The next participant must then say a word that begins with the last letter of the previous word.
- For example:
- APPL $\underline{E}$ ... $\underline{E}$ LEPHAN $\underline{T}$ ... $\underline{T}$ O $\underline{Y}$ ... $\underline{Y}$ EL $\underline{L}$ ... $\underline{L}$ OO $\underline{N}$ ... $\underline{N}$ IGH $\underline{T}$
- The game starts over when a participant misses a turn or says a wrong word.
- You can also play this game in French or an Aboriginal language.

#### Charades

- You need many short sentences or phrases written on strips of paper. For example:
  - o He goes bowling every week.
  - She often orders pizza for supper.

#### **Tools for English 110**

- o My father went to hunt ducks last weekend.
- Put the strips of paper in a box or bag.
- Divide participants into groups of 4 or 5.
- One participant from one team draws a sentence or phrase out of the bag. They then act out the charade (the sentence or phrase), while the rest of the team tries to guess what it is.



- The team gets one point if they guess the complete sentence within the time limit.
- Other teams must watch quietly until it is their team's turn.

#### Carousel

- Divide the participants into groups of 4 or 5.
- Give each group a piece of flipchart paper with a room of the house written on it—for example, kitchen. Also give each group a different coloured marker.
- Give the group a short length of time to write examples of print they might see in that room—for example, fridge magnets.
- At the end of the time period, the group exchanges their paper with another group, and continues writing things for their new room. They cannot write anything that is already written on their paper.
- At the end of the period, change papers again.
- Continue until all ideas are exhausted.
- Each group shares its last paper with all the groups.
  - You can play this game with a variety of topics. All you need is a topic that lends itself to a variety of situations.
  - You can also play this game using an Aboriginal language. For example, participants might have to write down things they would find in different parts of the house, or in the hospital, etc.

#### **Baggage Claim**

• Give each participant a baggage card. Have them "pack their bags" by writing five interesting facts about their lives on the bag. Try to have them use facts that other people may not know about them. This will make the game a little more difficult.



- Collect the cards.
- Participants now have to pretend they are getting off a flight and they are going to the baggage area to get their bag. Only they "accidentally" pick up someone else's bag. In other words, they get someone else's card.
- They then have to go around the room questioning the other participants until they find out whose bag they have.

#### What's the Question?

- Write one fact on the board. For example:
  - Yellow, or
  - o 5 years, or
  - MacDonald's
- Participants try to guess the question that matches each fact. For example:

Yellow: What's your favourite colour?

What colour is your car? What colour is your parka?

5 years: How old is your child?

How long have you been married?

How long have you lived in Yellowknife?

MacDonald's: What is your favourite food?

Where do you work?

Where are you going to have breakfast?

• The person who guesses correctly gets to write the next fact on the board.



#### **Tools for English 110**

#### Lie Detector

- The instructor writes three statements on the board. Two are true and one is false. For example:
  - o I have been teaching for ten years.
  - o I have a pet dog named Monty.
  - o I have lived in the NWT for five year.
- Participants ask **lie detector** questions to get more information to try to find out which statement is false.
- For example:

**Teaching:** Where have you taught?

How long did you teach in each place?

What subject did you teach?

What year did you start teaching?

**Pet:** How old is Monty?

What does he or she eat?

Where do you keep him or her?

**The US:** Where did you live in the NWT?

Where are you originally from?

When did you graduate from school?

- Participants vote on which statement is a lie.
- Then another person gets to be the instructor.
- You can also play this game in small groups of 3 or 4.

#### How, Why, When and Where

- One player thinks of the name of an object or thing.
- The other players must guess what that object is by asking one of these four questions:
  - o How do you like it?
  - o Why do you like it?
  - o When do you like it?
  - o Where do you like it?



- Each player can ask only one question per turn.
- When a player correctly guesses the word, it becomes their turn to think of an object or thing and be questioned.

#### **Brainstorm Rummy**

- Divide the participants into groups of 4 or 5.
- Give each group a piece of flipchart paper.
- Announce a general topic to the entire group, such as Animals, Holidays, Vegetables, Actors, etc.
- Give the groups one minute to brainstorm and write down as many examples of the topic as they can.
- When the time is up, all the teams must stop writing.
- On the board, write Team 1, Team 2, Team 3, etc.
- Ask each team to read out a word and write it under that team. Once a word has been written on the board, another team may not use it.
- Keep going, until all the teams run out of words.
- The team with the most words wins that round.
- You can obviously play this game in any language.

#### The Human Alphabet

- Prepare for the game by making two decks of alphabet cards. Use index cards or squares of paper and write out the letters of the alphabet, one letter on each card. Make a few extra vowels.
- Each team receives a deck of alphabet cards which they spread out, letters facing up, on a table or on the floor.
- Call out a word.
- Each team must spell out the word using the cards. Each team lines up so that the word is spelled correctly and can be read from left to right.
- The first team to correctly spell the word and display it in the correct order wins a point.



#### **Tools for English 110**

#### I Packed My Grandmother's Suitcase

In a circle, the game begins with the first person saying, "I packed my grandmother's suitcase and in it I packed a \_\_\_\_\_." In the blank they say a word that starts with the letter A.



- The next person continues and says, "I packed my grandmother's suitcase and in it I packed a \_\_\_\_\_ and they repeat the word used for the letter A, and a \_\_\_\_\_." This player says a word that starts with the letter B.
- Continue playing until you reach the letter **Z**.
- The game becomes more difficult as you go along because you have to remember all of the words used for each letter of the alphabet!

#### **List of Annotated Resources**

#### **Websites**

- <a href="http://www.pwnhc.ca/databases/index.htm">http://www.pwnhc.ca/databases/index.htm</a>
  This site contains a photograph database useful for learners to find out more about aboriginal heritage and culture.
- http://www.tnellen.com/cybereng/portrait.html
   Structured poems such as sentence starters "I am...". The learners simply complete the sentence repeatedly to form a poem. See website for 8 portrait poems.
- <a href="http://www.nald.ca/clr/ttk/ttm/cover.htm">http://www.nald.ca/clr/ttk/ttm/cover.htm</a>
   Myrina Rutten-James. English as a Second Language Tutor Training Kit. This is a facilitator training manual that that gives trainees some basic tools for teaching ESL learners. Read more about culture based learning styles of Aboriginal people.
- <a href="http://www.learnnc.org/lessons/ScottErtl5232002212">http://www.learnnc.org/lessons/ScottErtl5232002212</a>
  An excellent lesson plan clearly defines facts and opinions. Learners discover that 99% of ads are opinions!
- <a href="http://www.lessonsfromtheland.ca/">http://www.lessonsfromtheland.ca/</a>

*Idaa Trail. Lessons from the Land: A Cultural Journey through the NWT.* This is an interactive, multi-media website that will take you on a virtual journey of the NWT traditional Aboriginal trails. Click on the Teacher's Guide and download the Study Guide.

Even though the lessons are designed for 120 learners, there are many ideas that can be used in a multi-level classroom. This site also contains another link to the Prince of Wales Northern Heritage Centre.

http://nwtlibraries.ece.gov.nt.ca/web2/tramp2.exe/log\_in?setting\_key=engl\_ish

Type in the name of your book, video or DVD and you will have access to all the public libraries in the NWT as well as Aurora College libraries.

- <a href="http://www.eduplace.com/graphicorganizer/index.html">http://www.eduplace.com/graphicorganizer/index.html</a>
  Do you need a quick print-out of graphic organizers? A wide selection is available at this site.
- <a href="http://www.tracievaughnzimmer.com/teacher resources.htm">http://www.tracievaughnzimmer.com/teacher resources.htm</a>
  Use the lesson plans at the site to teach 110 learners poetic forms: Found Poems, Journal Poems, Magnetic Poetry and Dialogue Poems.
- <a href="http://www.naaf.ca/rec2004.html">http://www.naaf.ca/rec2005.html</a>
   <a href="http://www.naaf.ca/rec2005.html">http://www.naaf.ca/rec2005.html</a>
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   <
- http://curry.edschool.virginia.edu/go/readquest/strat/
   This website has many strategies for reading comprehension, including: column notes, compare/contrast charts, graphic organizers, inquiry chart, KWL, opinion/proof, problem-solving chart, QAR, RAFT, etc.
- <a href="http://www.allamericareads.org/lessonplan/before.htm">http://www.allamericareads.org/lessonplan/before.htm</a>
   This website has activities for before, during and after reading. It also has vocabulary activities, ideas and print-friendly pages.
- <a href="http://www.tv411.org/index.shtml">http://www.tv411.org/index.shtml</a>
   Great on-line website of learning activities for adults. It has sections on reading, writing, vocabulary, math and learning. The activities are practical and geared to adults.

#### **Tools for English 110**

http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm This website has a variety of great reading comprehension activities ranging from English 110 – 130.

#### • <u>www.nwt.literacy.ca</u>

The NWT Literacy Council provides most of its resources on its website. Look for:

- o *The Northern Edge* an interactive on-line newspaper with northern content and activities
- o *The Northern Edge Study Guide* a manual with stories from the on-line newspaper with instructor notes and learning activities
- Northern Writes Study Guide four stories with instructor notes, learning activities and handouts
- Idaa Trail Study Guide a manual that has instructor notes, learning activities and handouts for the Idaa Trail (website above for Idaa Trail)
- How to Kits Literacy Games, Elections, Bingos, Writing Contest, etc.

#### **Books**

- Adult Basic Education. *Career/Life Work 120/130 & Career / College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001.
- Campbell, P. *Teaching Reading to Adults. A Balanced Approach*. Grass Roots Press, 2003.
  - This book focuses on hands-on practical strategies that can be used with learners. Based on a cueing system, Pat Campbell examines the learner's reading strategies. Learners who have difficulty reading follow 4 patterns: print-based, text-based, non-integrative and integrative. Once you target your learner's reading problem, this book focuses on strategies to deal with each pattern. View the two videos which accompany this book: Word Recognition Strategies and Comprehension Strategies.
- Campbell, P., & Brokop, F. *STAPLE Supplemental Training for Practitioners in Literacy Education.* Volume 1 and Volume 2. Literacy Coordinators of Alberta. 1998.
  - Volume 1 introduces reading and writing assessment. The Teaching Reading and Teaching Writing modules are designed for learners who have some knowledge of reading and writing. Volume 2 focuses on learners who are at the beginning level of reading and writing. Adult educators can use the handbook and CD to supplement their existing program. Included are topics on learning styles and teaching English as a Second Language (ESL).
- Fort Resolution Writing Booklets
  - These are good examples of community writing. Go to the Literacy Council's website <a href="www.nwt.literacy.ca">www.nwt.literacy.ca</a> Click on "Resources", then click on "Community Created Resources". Scroll to Fort Resolution Writing Booklets, and click on any of the four booklets: *Echoes, Whispers, Winning Stories*, and *Writing Well*. Also look for the booklet *Animals* from Fort Resolution.

• *The Northern Edge Study Guide.* NWT Literacy Council. Northwest Territories. 2005.

The Northern Edge Study Guide accompanies the on-line newspaper stories available at <a href="www.nwt.literacy.ca">www.nwt.literacy.ca</a>. The newspaper stories are for adult learners and cover stories about the north and celebrate our lives North of 60. The on-line newspapers also have activities. Many activities in the Guide are useful for a multi-level setting where learners work together to achieve a learning objective.

• Prace Pageturners Collection. Victoria, Australia. 2001.

Series 1	Series 2
I Want a Holiday	The Hero
Not Any More	The Duck
Robots	The Stud

Mizuri the Cat Too Many Marias
A Dig's Life Just One Friend
Cuc's Bed Spare Parts
The Beach Convicts

Pay Dirt

Bikini sandals

**Tattoos** 

Each book is rated according to difficulty on the back cover, however, the reading level is Grade 1 – 2. They are available through *Grass Roots Press*, Toll free 1-888-303-3213. Fax (780)413-6582. Web site: <a href="https://www.literacyservices.com">www.literacyservices.com</a>

- Redvers, Peter. *Mother Raven Nursery Rhymes*. Crosscurrent Communications. 1992.
- Tarasoff, M. *Reading Instruction that Makes Sense*. Active Learning Institute Inc. Victoria, BC. 1993.

In-depth teaching/learning strategies focus on learners who have difficulty with print. Graphic organizers, maps and strategy sheets accompany the activities. Instructors learn how to teach questioning and inference skills,

create flexible groupings as well as develop learners' reading fluency. Assessment and evaluation data are available. This appendix includes sight word lists, word patterns, 20 lesson outlines for teaching beginning reading, as well as lined masters for a variety of activities.

- Commercially prepared high interest low vocabulary books and CD Rom published by Grass Roots Press, Edmonton, AB:
  - o Be the Judge Series (2003) Grade 1
  - o Animal Series (2000) Grade 1
  - o Health Series (2000)
  - o Adventure Series (2000)
  - o Mystery Series (2000)
  - How to Series (2000)
  - o Romance (2003)

#### **Magazines**

- The Westcoast Reader. Capilano College, BC.
- English Express. Published by Alberta Learning.

English Express is for adults who are improving their English reading skills. This four page monthly newspaper features national, international and life skills stories that appeal to readers of all ages. The articles are rated by level: literacy, level 1, level 2. Printable handouts available with each issue. Free copies are mailed to schools: fax: 1-780-422-1297 phone: 1-780-427-5724 email: renate.oddy@gov.ab.ca

#### **Videos**

The following two videos accompany Pat Campbell's book *Teaching Reading to Adults*. A Balanced Approach.

Teaching Reading to Adults: Word Recognition Strategies. Grass Roots Press.
 31 minutes. Available through the NWT Literacy Council.

#### **Tools for English 110**

This video identifies and demonstrates appropriate reading strategies designed to meet learners' specific needs.

Teaching Reading to Adults: Comprehension Strategies.
 Grass Roots Press. 28 minutes. Available through the NWT Literacy Council.

This video identifies and demonstrates appropriate comprehension strategies designed to meet learners' specific needs.

• Body Language: An Introduction to Non-Verbal Communication. (1994). Reading People: The Unwritten Language of the Body. (1994).

A cross cultural examination of non-verbal communication, this video is available through Aurora College, Yellowknife Campus Library. <a href="http://www.auroracollege.nt.ca/">http://www.auroracollege.nt.ca/</a>

• First Nations, The Circle Unbroken. National Film Board of Canada. Available through Thebacha Campus Library (Aurora College, Fort Smith, NT). Video/DVD.

A good resource for cultural beliefs and values, this video includes 13 programs about current issues, cultural identity and relations between first nations and Canada.

# Reading

Learners may have varying degrees of reading skills. It is important that you do an informal reading assessment before you make a learning plan for your learner. This section covers:

#### **Reading Readiness Skills**

- Alphabet skills
- Consonant sounds

#### **Reading Strategies**

- Language experience
- Assisted reading activities
- Prereading activities

#### **Read to Comprehend and Respond**

- Cloze procedure
- Following directions
- Text organization
- Main ideas and supporting details
- Comprehension
- Everyday reading materials

#### **Products for 110 Reading**

- Selects and reads material of interest
- Reads pamphlets, brochures, bills, etc.
- Reads language experience stories
- Read simple stories

Learners should be able to do everything on the reading checklist for English 110. The checklist is included in the English 110 curriculum.

#### Reading

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

**Instructor Notes** give background information about the strategies.

**Learning Activities** give instructors detailed ideas on how to use the learning strategy.



**Handouts** are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.



# **Reading Readiness Skills**

Reading readiness skills help prepare learners for the task of reading. The particular skills they need to learn will depend on their previous experience with, and exposure to, reading

Reading readiness skills include basic reading skills such as learning to look at a page from the top to the bottom, viewing a page from left to right and opening a book from the right side. Reading readiness skills also include learning to say the alphabet, recognizing letters and the phonetic sounds associated with each letter and combination of letters. Reading readiness means identifying beginning and ending sounds, and recognizing rhyming words.

This section is a good place to start if you have a beginner reader. A beginner reader may not know the alphabet sounds and may struggle with simple words.

#### This section covers:

- Alphabet Skills
  - Name and sounds of letters
  - Lower case and upper case assessment
  - Print and write letters
  - Vowels

#### Consonant Sounds

- Beginning sounds
- End sounds
- Letter combinations and blends
- Silent letters

#### **Learning outcomes:**

- Say the alphabet
- Recognize and pronounce letters of the alphabet and letter combinations at random
- Distinguish between upper and lower case letters
- Understand that reading proceeds from left to right, top to bottom
- Distinguish between long and short vowel sounds

# Instructor Notes Alphabet Skills

Learners need to know the alphabet and the sounds of each letter in order to start reading. It is important that you have a good understanding of the level your learner is at. Don't assume that your learner knows the alphabet and the sounds. You can do the following assessment activities if your learner is a beginning reader.

- 1. Name and sounds of each letter
- 2. Upper case and lower case
- 3. Print and write letters
- 4. Vowel practice



12 Handouts

#### Activity 1 - Says Alphabet

Ask your learner to identify the alphabet letter names and sounds. Use Handout 1 as an assessment sheet to record your learner's responses.

#### **Activity 2 – Upper Case and Lower Case Letters**

Ask your learner to match upper case with lower case letters. Photocopy Handout 2 and cut out letters and match them with Handout 3.

#### **Activity 3 – Write Alphabet Letters**

Ask your learner to write the letters in each square on Handout 4. Use the assessment sheet to record matching and scribing. Use Handout 5 to record the results.

#### Activity 4 – Alphabet Book

Your learner makes his or her own Alphabet Books using the computer or magazines. Each page is for one letter of the alphabet book. They must find something that starts with each letter of the alphabet. They can add to their alphabet book each day or session. Handout 6 is an example page.

#### **Activity 5 – Short Vowel Sound Practice**

There are vowels in every word. Review Handout 7 with learners and then give them Handouts 8, 9, 10 for practice. and 11 with your learner.

#### **Activity 6 – Long Vowel Sound Practice**

Review Handout 11 with learners and then give them Handout 12 for practice.



# **Letter and Sound Assessment Sheet**

Name Date_	
------------	--

	Letter pronunciation	Sound pronunciation	Comments
a			
b			
С			
d			
e			
f			
g			
h			
Ι			
j			
k			
1			
m			
n			
o			
p			
q			
r			
s			
t			
u			
v			
w			
x			
y			
Z			



# **Alphabet Letters**

a	b	С	d
е	f	g	h
İ	j	k	
m	n	0	р
q	r	S	†
U	V	W	X
У	Z		



# Matching

Α	В	C	D
E		G	Н
	J	K	L
M	Ν	0	Р
Q	R	S	T
U	V	W	X
Y	Z		



# **Print/Write Alphabet Letters**

<u> </u>	



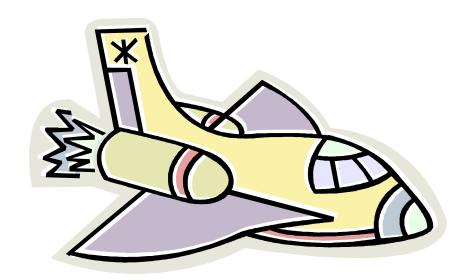
# **Letter and Sound Assessment Sheet**

Name Date
-----------

	Upper/Lower Case Matching	Printing/Writing	Comments
а			
b			
С			
d			
е			
f			
g			
h			
i			
j			
k			
I			
m			
n			
0			
р			
q			
r			
S			
t			
u			
V			
W			
x			
У			
Z			



# A is for



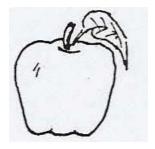
# Airplane



#### **Short Vowel Review**

Every English word has one or more vowels. There are only 5 vowels.

Short **a** sounds like the first letter in **a**pple.

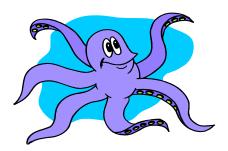




Short **e** sounds like the first letter in **e**ggs

Short **i** sounds like the first letter in **i**gloo





Short **o** sounds like the first letter in **o**ctopus.

Short **u** sounds like the first letter in **u**mbrella





### **Vowel Practice**

Draw a picture that begins with the short vowel sound. Write a word that begins with the short vowel sound.

Draw a picture	Vowel	Write a word
	a	
	e	
	i	
	O	
	u	



#### **Vowel Practice**

Look at the pictures below. Say the name of each picture. What vowel sound do you hear? Put a check in the column that matches the sound in the word.

	а	е	i	o	u		а	е	i	o	u
8											
**						8 105 <sup>4</sup>					
-4											
10											
10											



#### **Short Vowels**

Read the story below.

#### The Ferry

The ferry at Fort Providence runs everyday. Sometimes you have to wait for the ferry. Trucks, vans and cars line up on one side. When the ferry comes, the vehicles drive onto the ferry and then turn their engines off. You can get out of your vehicle and walk around the ferry. Once you reach the other side, you have to wait your turn to get off. There is always a line up on each side.

#### Find and write in the columns:

- 6 words with a short **a**
- 5 words with a short **e**
- 2 words with a short i
- 4 words with a short **o**
- 3 words with a short **u**

а	е	i	O	u
vans				



# **Long Vowel Review**

Every English word has one or more vowels. There are only 5 vowels.

Long **a** sounds like the first letter in **a**te.

Long **e** sounds like the first letter in **e**at



letter in **e**at



Long **i** sounds like the first letter in **i**ce.

Long **o** sounds like the first letter in **o**kay.





Short **u** sounds like the first letter in **u**lu.



# **Long Vowel Sound Practice**

Look at the pictures below. Say the name of each picture. What long vowel sound do you hear? Put a check in the column that matches the sound in the word.

	а	е	i	0	u		а	е	i	0	u
						3					
12											
A STATE OF THE PROPERTY OF THE											

# Reading Readiness Skills

# Instructor Notes Consonant Sounds

Reading readiness skills need to be taught in a context which gives the expectation that reading is for meaning. Learners need to hear stories read aloud and observe that reading and writing are useful and meaningful.

Consonants are a key component to reading. Learners need to know the beginning and ending sounds to words and letter combinations. This section gives a brief overview of:

- Beginning sounds
- Ending sounds
- The letter **y**
- Consonant blends
- Silent letters



14 Handouts

#### **Activity 1 - Initial Sounds**

Initial sounds are the first ones we hear in a word and are usually spelled with the letter they represent. Ask your learner to identify words that begin with the same letter. For example goat, gate, good. Choose an initial sound like **s** and ask your learner to pick out words in a newspaper or magazine that begin with that sound. Refer to Handouts 1a, 1b, 1c, 1d, 1e for practice with initial sounds.

- 1. Ask your learner to write the first letter of the word that names the picture in Handout 1a.
- 2. Ask your learner to write a word that begins with each letter in Handout 1b.
- 3. Ask your learner to look at pictures on Handout 1c and circle the letter they hear at the beginning of each picture.
- 4. Ask your learner to circle the words that begin with the letter on Handout 1d.
- 5. Read over Handout 1e and write some examples of the beginning **k** sound on the board. Learners can finish Handout 1e for practice.
- 6. A sentence is easier to decode if the consonants are present: For example: Pl \_\_\_ s \_\_, c \_\_ m \_\_ e, t \_\_, th \_\_, d \_ g, r \_\_ c \_\_ Give your learner some examples of words with the vowels taken out and ask them to sound them out. Refer to Handout 4 for practice.

#### **Activity 2 - End Sounds**

Ask learners to look at the pictures on Handout 2a and circle the letter they hear at the end of the word. Handout 2b reviews the ending sound k.

#### Activity 3 – The Letter Y

The letter **y** has two sounds. Go over Handout 3 with your learner. Ask them if they know the two different sounds for **y**. Go over the words together. The letter **y** also acts as a vowel in some words. Come up with some words where the **y** acts as a vowel.

#### **Activity 4 - Letter Combinations**

Certain letters are grouped together to make new sounds that are called letter combinations (**sh**, **th**, **ch**). Other combinations create blends (**bl**, **cr**, **st**) or one letter will be silent (as in **K**nife). Go over handouts 4a, 4b, 4c, and 4d with your learners. Review any language experience stories and pick out words that have letter combinations.

#### **Activity 5 – Silent Letters**

Silent letters can be confusing for learners. Review Handouts 5a and 5b with learners. Try and come up with more words that have silent letters.



# **Initial Sounds**

Write the first letter of the word that names the picture.

	 62/00	
*-		



# **Initial Sounds**

Write a word you know that begins with the following letters:

b	n
d	p
f	q
g	r
h	S
<b>j</b>	t
k	V

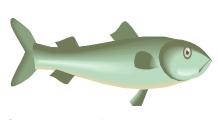
# **Reading Readiness Skills**

	W
m	Z



# **Initial Sounds**

Circle the letter you hear at the beginning of each picture word:



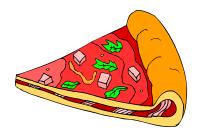
f h i





o g s e o





paz



# Initial Sounds<sup>1</sup>

Circle the words that begin with the letter.

b	(bird)	cub	bad	be	did
c	onto	caribou	cup	eat	and
d	pump	dish	bird	did	card
f	fish	tan	jet	fat	lamp
g	dump	get	bear	go	quit
h	hat	hand	bus	his	met
j	into	tent	job	yes	jam
k	mat	kit	hat	keep	here
1	tall	lip	late	jail	feel
m	mat	men	not	were	man
n	not	wet	use	now	home
p	quit	pet	bed	did	pan

<sup>&</sup>lt;sup>1</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997

# Reading Readiness Skills

q	park	quite	beer	quick	get
r	rest	went	cost	rain	eat
s	spell	such	rug	zone	pass
t	two	lot	top	fit	how
v	vote	love	feel	vet	win
w	us	water	win	into	eat
x	x-ray	vote	Z00	yellow	Xerox
y	wet	yes	yet	jog	play
Z	sat	wet	ZOO	zero	some



# Beginning k

If **k** sound is at the beginning of a word, spell it with a **c** when it is followed by:

- a, o, or u
- a consonant

For example: camp, cot, cup, can, clip, crib, club

If k sound is at the beginning of a word, spell it with a k when it is followed by

• e or i

For example: kiss, key, kick, keg, kin, kill

Fill in the blanks with **c** or **k**.

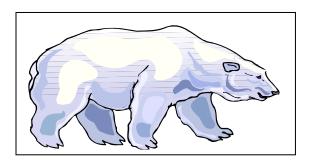
- 1. \_\_ap 6. \_\_lip 11. \_\_op 16. \_\_ick
- 2.\_\_ob 7. \_\_ram 12. \_\_at 17. \_\_uff
- 3. \_\_ut 8. \_\_iss 13 \_\_ey 18. \_\_ar
- 4. \_\_in 9. \_\_ot 14. \_\_up 19. \_\_rib
- 5. <u>\_\_eg</u> 10. <u>\_\_ab</u> 15. <u>\_\_an</u> 20. <u>\_\_od</u>



# **End Sounds**

Circle the letter you hear at the end of the word.





1 s r

z r s





p k f









# End k Sound<sup>2</sup>

If the **k** sound is at the end of a word, spell it with a **ck** when it follows a short vowel sound. **For example:** pack, lock, kick

If the **k** sound is at the end of a word, spell it with a **k** when it does not follow a short vowel sound. **For example:** bank, pink, silk

Fill in the blanks with a **ck** or **k**.

<sup>&</sup>lt;sup>2</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997



# The Letter Y

The letter  $\boldsymbol{y}$  has three sounds.

Say the words: yellow yard yell

• y says its sound at the beginning of a word.

Say the words: many Mary money funny

• y sounds like a long e as in 'see' at the end of a word.

Say the words: cry dry fry my

• y sounds like a long i as in sign at the end of these words.

Write down more words with the three y sounds.

y sound	e sound	i sound
yuck	honey	shy



# Letter Combinations<sup>3</sup>

Certain letters are grouped together to make sounds that are called letter combinations (**sh**, **th**, **ch**, **wh**, **ng**). Other combinations create blends (**bl**, **cl**, **cr**, **sl**, **cr**, **fl**, **dr**).

Say the words. Underline the letter combinations. What sound does it make? List five more words for each letter combination.

ship	fish	
shoes	rush	
 chin	 beach	
children	lunch	
 	 1 1	
what where	wheel which	
ring	hunting	
song	hang	
 this	the	
that	mother	

<sup>&</sup>lt;sup>3 3</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997

# **Reading Readiness Skills**

blab bled	olock olog	
clip clan	elap elear	
flab flowers	led lip	
slip slid	ilap ilept	
creep crept	erank ereak	
drag drop	lrip lrank	

Other consonant blends. Write down three words for each consonant blend below.

sm	tr	sp	br	fl	pr



# **Letter Combinations - One sound/two letters**

<ul><li>th makes this sound</li><li>th makes another so</li></ul>		thin the	thank then		think them
• wh makes one sound	d	when	what		where
• <b>sh</b> makes one sound		ship	shell		shoot
• <b>ch</b> makes one sound		chop	marcl	n	chat
Pick a word from the list.	Fill in the	blanks in the	senter	nces.	
ship thin then check	lunch the what them			bath when wash shut	
1. First let's go fishing.	le	et's have lur	nch.		
2. Mary likes to read wh	2. Mary likes to read when she's in the				
3 are you	u going to	o do tonight	?		
4. It's too cold in here! If	Please	t	he doo	or.	
5. You should eat more.	You look	c too		_•	
6. Please m	y spelling	g when I am	finish	ied.	
7. Lori likes to	h	er car on a	sunny	day.	

8. We saw both of \_\_\_\_\_ in class today.



# Letter Combinations - ch or tch4

The sound **ch** is usually spelled **ch** as in children, check and lunch. When **ch** comes after a short vowel sound, spell it **tch** as in catch, witch and patch.

Some words do not follow this rule such as much, such, which, and rich.

Fill in the blanks with **ch** or **tch**.

1at	8op	15. ca
2ip	9. ba	16in
3unk	10. ben	17. hi
4. in	11ick	18est
5. bun	12. bran	19. ri
6. pa	13. su	20. ha
7. di	14. kien	21 pier
22. It wasilly ir	n the kien.	
23. We hadicke	en for lun	
24. Theildren p	played cain the field.	
25. The ba of _	ips tasted really good.	

<sup>&</sup>lt;sup>4</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997



# **Letter Combinations**

Each picture has a two-letter consonant. Fill in the blanks with sh, ng, wh, th, ch







fi\_\_\_\_

ri\_\_\_\_

si\_\_\_\_







ear\_\_ \_

\_\_ \_eel\_\_ \_air

\_\_\_ urch



wit



\_\_\_ip



\_\_\_eel



Happy bir\_\_\_day to you!



bells ri\_\_\_i\_\_



## **Silent Letters**

Say these words:

tack chicken What letter is silent?

check jacket lock hockey

Look at the vowels in these words. Are they long or short?

back lock thick duck stick deck

**Rule** - Put ck at the end of words that have a short vowel.

#### **Practice**

1. Look at these words. Draw a line through the silent letters.

truck track rock bannock deck

2. Highlight the words that have **ck** sound. Read the story aloud.

#### No Luck

Jack went fishing at the dock. He had no luck.

"This sucks," he said. "I'm going to make a snack."

He drove his truck back to his shack. It did not take him long to bake a bannock!

3. Fill in the blanks with **ck**. Read the words aloud.







ho\_\_\_ey

tru\_\_\_

clo\_\_\_\_



pi\_\_\_up sti\_\_\_s



du\_\_ \_\_



# **More Silent Letters<sup>5</sup>**

1. Read these words:	
• write, wrap, wreck, w	rong
What letter is silent?	Write five words that have this silent letter.
2. Read these words:	
• night, high, fight, thou	ıgh, taught
	Write five words that have this silent letter(s)
3. Read these words:	
• knit, knee, knob, knew	V
What letter is silent?	Write five words that have this silent letter.
4. Read these words:	
• debt, thumb, bomb	
What letter is silent?	Write five words that have this silent letter.

<sup>&</sup>lt;sup>5</sup> **Source:** Ideas, Activities and Exercises for Fundamental Level English, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997

# Reading Readiness Skills

5. Read these words:	
• hour, honour, heir	
What letter is silent?	Write five words that have this silent letter.
6. Read these words:	
<ul><li>batch, itch, ditch, ofter</li></ul>	n
What letter is silent?	Write five words that have this silent letter.
7. Read these words:	
• edge, dodge, badge	
What letter is silent?	Write five words that have this silent letter.
Write 4 sentences that have	e at least 3 words that have silent letters.
For example: I broke my w	rist fighting a fish last night.
1	
2	
3	
4	

Learning to read is complex. Intentional reading strategies like language experience and assisted reading activities must be used to help adults learn to read. Provide a rich learning environment for adult learners by using relevant and culturally appropriate materials.

#### This section covers:

- Prereading Activities
  - Visual text clues
  - Vocabulary reviews
  - Text reviews
  - o K-W-L

#### • Language Experience

- Reading practices
- Word cards
- Extended activities

# Assisted Reading Activities

- Repeat reading
- o Paired reading
- o DRTA
- o Guided reading

#### Print Around Us

Environmental print activities and games

# Learning outcomes:

- Master reading readiness skills
- Use word analysis to extract meaning from written text
- Develop abilities to use correct grammatical, punctuation and spelling conventions as appropriate
- Practice reading aloud
- Start to read fluently
- Understand what they read

- Use prereading activities to set the purpose for reading. Use visual text clues, listing their background knowledge of topic, asking questions
- Use text clues (sign, symbols, pictures, sight words), guided questions, reflection and visualization to construct and confirm meaning
- Make connections between various texts (language experience stories, magazine articles, non-fiction, brochures, labels), prior knowledge and personal experiences

# Instructor Notes Prereading Activities

Prereading activities help learners identify what they already know about a topic and develop strategies to more effectively process what they read. Prereading helps set the stage for reading. When learners have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from instructor directed questions, questions from class discussions or brainstorming, or from the individual learner. Along with the question, it is a good idea to pose predictions of the outcome and problems which need to be solved. When learners have a purpose for reading, they tend to better understand what they are reading.

Some strategies that help learners with prereading are:

- 1. Visual Text Cues Use pictures to ask questions about a topic
- 2. Vocabulary Preview
- 3. Brainstorming
- 4. K-W-L Use a 3-column chart that captures the before, during, and after components of reading a story or book



3 Handouts

## **Activity 1 - Use Visual Text Clues**

Use visuals to ask learners questions that will encourage them to think about their own knowledge of the topic. For example if you are talking about bears, show learners some pictures of bears and ask them what they know about them. Write this information down on paper. Show a video about bears before you read. Highlight the important information in the video. Compare the video to the book.

## **Activity 2 – Vocabulary Previews**

Unfamiliar key words need to be taught to learners before reading so that new words, background information, and comprehension can improve together. List all words in the story or article that may be important for learners to understand. List words that they know and words they may not know. Verbally quiz them on the words before assigned reading begins.

# **Activity 3 – Previewing Text**

Previewing text before learners read helps them learn the material better by setting a purpose for reading, focusing on the most important information, and connecting the information in the text to what they already know. At this level learners should preview the title, table of contents, pictures, how many pages are in the story or book, chapters and headings. The Previewing Text Guide on Handout 1 helps prepare learners for reading.

# **Activity 4 – Brainstorming**

Learners brainstorm information on the topic. As learners offer their personal ideas about a topic, the instructor writes these ideas on the board. In brainstorming, all ideas are written on the board. They then use mapping to organize their ideas under headings. The map represents the information elicited from the learners but shows how things are related. During active

reading, learners may also use mapping. As they read, they include new information on their maps. During post reading, learners can use their maps as a review of information gained.

# **Activity 5 - K-W-L**

**K-W-L** is a 3-column chart that captures the before, during, and after components of reading a story or book. Handout 2 shows an example of K-W-L using the topic 'stress.' Find a book on stress. Grass Roots Press has a very low level photo book called *Stress*. Handout 3 is a blank K-W-L that instructors can use for other topics.

#### How does it work?

- Draw 3 columns.
- Label Column 1 K, Column 2 W, Column 3 L.
- Learners fill in the **K** column before they read the story or book. They write down everything they already **k**now about the topic.
- Learners fill in the **W** column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas.
- Learners read the book.
- Learners fill in the L column after they have read the story or book. They write down the new knowledge they learned. They can also check the information in the K column to see if it is correct.

K stands for Know	W stands for Will or Want	L stands for Learned
What do I already	What do I think I <b>will</b> learn	What have I <b>learned</b>
<b>know</b> about this	about this topic?	about this topic?
topic?	What do I want to know about	
	this topic?	
	-	



# **Previewing Text Guide**

Title				
Number of pages				
Previewing Activity	Yes	No		
Table of Contents				
Chapters				
Pictures				
Headings				
Glossary				
Index				
Other				
What do you think this story, book or article is about?				
Do you know anything about this topic or story?				
Do you think you will like this story, book or article?				



# **Example K-W-L - Stress**

K	w	L
What do I already <b>know</b> ?	What do I <b>want</b> to learn?	What have I <b>learned</b> ?
<ul> <li>Not good for me</li> <li>I get mad easily</li> <li>I eat more</li> <li>I get anxious when I am stressed</li> </ul>	<ul> <li>How can I reduce stress?</li> <li>What are some symptoms of stress?</li> <li>Why do people get stressed?</li> </ul>	?

After you read the story about stress, fill in the **L** column. Compare what you learned with what you wanted to learn. Look for more information on the Internet about stress



# K-W-L - Blank Form

K stands for Know What do I already know about this topic?	<b>W stands for Want</b> What do I <b>want</b> to know about this topic?	L stands for Learned What have I learned about this topic?



#### What is language experience?

The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. In this approach, the learner dictates a story that becomes the basis for a number of reading, writing, and vocabulary development activities. The learner's own words and stories become the basis for learning activities. LEA can de done as a group writing activity as well as part of classroom or community-based projects.

## What is the value of language experience?

Language experience is an easy-to-use teaching tool. When we write down a learner's story and ideas, we create reading material that they know and understand. They can use familiar language to learn to read.<sup>6</sup> When we accept a learner's stories and experience as a starting point for literacy, learning to read and write can be easier. Language experience is a good place to start for non-readers and it works with adult learners at any reading level.

# How does language experience work?

The instructor and adult learner work together on a story. The learner tells the story and the instructor writes the words. They practice the story together and do related activities.

# What are some activities you can do with language experience?

Once you write the story you can do a variety of activities. Ask the learner to pick out the words she or he knows and make flashcards for the words she or he does not know. Make a list of sight words and play sight word bingo. Make a memory game of all the words the learner is learning. The list is endless!

<sup>&</sup>lt;sup>6</sup> **Source:** A Guide for Tutoring Adult Literacy Learners, Ministry of Education, Skills and Training, British Columbia, Joyce Cameron with Myrna Robinowitz, 1988

## Steps for language experience story

- 1. Talk with your learner about what they want to write about. Ask them questions like "What did you do last weekend?" or "What did you do for summer vacation?" to stimulate ideas for the story.
- 2. Jot down in point form what your learner wants to include in the story.
- 3. Help your learner organize their thoughts into a story.
- 4. Ask your learner to tell you the whole story.
- 5. Use a short story if your learner doesn't read well.
- 6. Ask your learner to tell you the story again slowly so you can write it down.
  - a. Print the story.
  - b. Say each word as you print it.
  - c. Make sure to skip a line.
  - d. Write exactly what they say. Do not correct their grammar.
- 7. Read the story to your learner and ask if they want to change anything.
- 8. Read the story again with the changes. Read the story several times and point to the words as you say them.
- 9. Ask your learner to read the story with you.



#### No Handouts

Once you complete the story do these activities. It takes lots of time to do all of them. Usually you work on a story for several weeks.

#### You need

- 1. Index cards
- 2. Scissors, glue, paper, cardboard
- 3. Tape and tape recorder
- 4. Recipe holder for cue cards

## Activity 1 - Reading Practice with Language Experience

- Once the story is written, read the story back to the learner. Point to the words as you read.
- Use choral or echo reading to help the learner read more fluently. (Read with your learner at the same time).
- Have the learner read their story to the group.
- Ask the learner to circle the words that they can read. This provides review of those words.

# **Activity 2 – Word Cards**

- Create word cards with familiar words. Use index cards or make up your own cards with cardboard. Read the words together and ask the learner to match the words with the story.
- Create a word bank with a recipe box and store the word cards in alphabetical order.
- Ask the learner to pick out the sight words in the story. Add them to their word bank.

- Choose some new words to learn from the story and create word cards for them. Match them to the story.
- Spread all the words on the table face up and say the word. Ask your learner to try and pick out the card with the word.
- Use the word cards to make a memory game. Use both familiar and unfamiliar words. Write each word out twice. Place the word cards face down and try to find the matching pair.
- Make rhyming words and create new word cards for them. For example cold hold, fold, sold, told.... Or like hike, bike, mike

# **Activity 3 – Sentence Strips**

Make sentence strips and ask your learner to put them in the correct order. This teaches sequence and helps with comprehension.

# Activity 4 – Other Things You Can Do With Language Experience

- Ask your learner what they would like to work on.
- Record the language experience on tape and ask your learner to read along with the tape.
- Choose a topic to work on like punctuation or grammar. Ask your learner to rewrite the story with proper punctuation and grammar.
- Use cloze procedure. Take out words and ask your learner to find new words that would fit.
- Illustrate and publish your story.

# Instructor Notes Assisted Reading

In assisted reading, the instructor and the learner read together. This approach helps the learner match oral words with the printed words. It helps them to read fluently. The term 'reading fluency' refers to how smoothly a person reads. There are many ways to improve reading fluency. New readers often have trouble figuring out words or stumble over hard words. Some new readers are very stiff when they read. They work so hard to identify the words that they don't get the phrasing right and don't understand what they are reading. Learners do not have to know every word, but they can use their knowledge of the topic and of language patterns to predict words.

Use highly predictable material that reflects the learner's interest. Encourage discussion and questioning by the learner during reading. You can use the following methods for assisted reading:

- 1. **Repeat reading.** Read a sentence or passage aloud to provide a model, and then ask the learner to read it aloud. Do this periodically as you read. Your learner will eventually be able to read the text themselves.
- 2. **Paired reading.** This strategy helps learners hear the relationship between oral and written language. Paired reading is recommended for new readers. Research says that learners who do this strategy consistently show a remarkable improvement in their reading comprehension and word recognition.
- 3. **Directed reading thinking activity (DRTA).** The DRTA is a prediction strategy that helps learners understand the story. Prediction means guessing what will happen before you read the story. The strategy helps learners develop connections for meaning. The instructions for this reading strategy is in the learning activities.
- 4. **Guided reading**. The instructor facilitates independent reading. Set the scene and discuss the book cover and chapter headings to help the learner get into the story. After the learner has read the book or passage ask questions about the book to ensure they understand the message.

## **Choosing Reading Material**

# **5 Finger Rule**

Ask the learner to place one finger on the page for each word they cannot read. If they use all five fingers for one page, the book is too difficult.



You can assess if the learner is working at the independent, instructional, or frustration level. Pick a passage of 40 to 50 words, ask the learner to read it, keep track of the number of mistakes they make.

- Less than 4 mistakes They are at the **independent level**.
- 4-8 errors They are at the **instructional level**.
- More than 8 errors They are at the **frustration level**

Material at the frustration level is too difficult and discourages the learner. Choose material at the independent and instructional levels.



No handouts

## **Activity 1 - Repeat Reading**

- Read the passage to the learner.
- Point to each word so the learner can match the spoken word with the printed word.
- You and the learner then read the passage aloud together.
- Follow the same procedure by pointing to each word as you read.
- You can modify this approach by making a tape of your reading of the text. Give the learner the tape and printed copy so they can read along.

# **Activity 2 - Paired Reading**

Paired reading is a procedure in which the instructor and the learner read together. The instructor sits beside the learner. As they read in unison, the instructor models by reading fluently and moving his/her finger under the words. The learner and instructor then read the same passage together with the learner moving his/her finger under the words. Practice the passage until the learner can read it fluently.

#### How does it work?

- You and your learner read at the same time.
- Practice paired reading for 10 to 15 minutes a day, 5 days a week, for at least 2 -3 months to be most effective.
- Use the same technique each time.

# To begin

- Your learner chooses what she or he wants to read.
- Sit together in a quiet, comfortable spot.
- Hold the reading material so you can both see it.
- Talk a little about the book the front cover, what the books is about, the back of the book, the author. Become familiar with the book.

#### Reading together

- Decide how to start. Create a signal to begin reading out loud together, such as a tap on the arm or 1, 2, 3 go.
- Read at your learner's pace. If you are not reading together, stop and begin again.
- Point to the words as you read them. Take turns doing this.
- Create a signal the learner uses to show he wants to read alone.
- Say things like 'good reading', or 'that was a difficult word' to encourage him or her.
- Point to the word and say the word, if your learner takes longer than 4 seconds to figure out a word.
- Ask your learner to repeat the word with you.
- Start reading together until your learner wants to read on their own.<sup>7</sup>

# **Activity 3 - Directed Reading Thinking Activity**

DRTA is useful for learners who have difficulty with inferences. DRTA is a prediction activity that helps learners identify what they already know about a topic and what might happen in the text. It helps learners to develop connections for understanding print.

# To begin

- Choose an interesting book.
- Find a quiet, comfortable place to work.
- Explain to your learner that this activity helps them read and better understand what they read.
- Before the learner reads, put check marks in the story where you want the learner to stop reading and predict what may happen next.

# Together

- Look at the cover of the book and talk about what you see and predict what might happen in the book.
- Read the first section of the book out loud. Discuss what you thought would happen.

<sup>&</sup>lt;sup>7</sup> **Source:** Brailsfor, Anne. *Paired reading: positive reading practice: a training videotape with accompanying manual.* Edmonton: Northern Alberta Reading Specialists' Council

- Predict what will happen next based on what you have read so far.
- Read the next section. Again discuss what you thought would happen.
- Continue doing this for each part of the book or story.
- When you finish the book, talk about what you liked or disliked about it and why.

#### • Alternate activities:

- Select a passage on a familiar topic. English Express or West Coast Reader offer a wide variety of reading activities. Have the learners look at the picture, callouts, title, maps, etc. List predictions and questions. Read the passage to find out how accurate their predictions were and if their questions were answered.
- Have the learner read a short letter written by the instructor. This
  provides the learner with reading practice and builds rapport.

## **Activity 4 - Guided Reading**

- Facilitate reading by helping the reader get into a story.
- Discuss the cover of the book and chapter headings, and ask prediction questions.
- After the learner reads the book or passage, ask questions about the book to find out if the learner understands the story.

# Some Reading Tips

- Point to the words as you read them to help the learner recognize words. Point to the words when the learner reads to help them keep track of the words. If she or he makes a mistake tap the word to make her or him aware of the mistake.
- Sometimes new readers do not respond to punctuation marks and do not stop
  at the end of a sentence. To help fluency, tell new readers that punctuation
  marks are like 'traffic signs' and must be obeyed. When they read aloud, tell
  them to drop their voice and say STOP when they come to a period until they
  learn to do it automatically.

- If your learner makes more than four mistakes per 75 words, the reading material is too hard for them. Find material that is at their instructional level, not too hard and not too easy.
- Teach your learner the five finger rule on page 102. That way they can assess their own reading level.

# Instructor Notes Print Around Us

Environmental print is all the print around us. Print surrounds us in our home, community and workplace. Environmental print is the print that is found in our everyday lives:

- Labels on food
- The logo of a favourite restaurant
- Traffic signs
- Street signs
- Names of buildings





Environmental print is a tool available to everyone to help with literacy development. Most literacy learners know what signs and symbols mean. Working with environmental print allows learners to be successful and build on what they already know.

**Resources for environmental print are:** books, billboards, calendars, catalogs, comics, containers, coupons, flyers, greeting cards, grocery stores, journals, labels, magazines, menus, newspapers, office supply packaging, posters, recipes, road signs, snack bags, telephone books, and websites.



3 Handouts

# Activity 1 – Let's Take a Walk

Take a walk with learners and start to point out all the environmental print around. Ask learners to read signs and symbols on your walk. When you get back to class ask them to write down all the things they remember and draw a picture to represent the sign or symbol. When they have done this ask them to make a book of all the environmental print they remembered. They can share this book with their children at home. Refer to Handout 1 for an example of different signs and symbols they may see on their environmental print walk.

# **Activity 2 – Environmental Scrap Book**

Give each learner a scrap book. Ask them to divide the book into 26 sections and write each letter of the alphabet in the book. Ask them to go through magazines, newspapers, pamphlets, brochures, and flyers to pick out signs, symbols, or environmental print for each letter of the alphabet. They can start the activity in class and finish it at home with their children. Refer to Handout 2 for an example.

# **Activity 3 - Environmental Print Bingo**

The NWT Literacy Council has developed a How to Kit on Environmental Print. You can find this kit on their website:

http://www.nwt.literacy.ca/famlit/howtokit/enviro/cover.htm. The kit has:

- Word scavenger hunt
- Signs and symbols bingo
- Environmental print memory game
- Environmental matching game

The environmental matching game has been included. Ask learners to paste the sheets onto cardboard and then cut them out. Place all the cards face down and turn up two cards. When you turn the cards up say out loud what the sign or word is. When you find a match keep the cards and try again. If you don't find

#### **Reading Strategies**

a match your opponent goes next. Ask learners to take home the game to play with their children.

# **Activity 4 - Making Signs**

Ask learners to make signs for things at home. The signs can be for each room, for appliances, fixtures, etc. This is a great activity for parents to do with their children. When the signs are done ask learners to put them up around the house and review them with their children.

# **Activity 5 – Things Around Us**

Get learners into 3 or 4 groups. Tell them they are going to brainstorm all the things that have environmental print in their community - home, health centre, band office and school. Each group will get a piece of paper with one of these headings. One person is the scribe, and they write down everyone's ideas. When 5 minutes is up they pass their paper to the next group. They continue to add things to each paper. At the end read the information on all the sheets.

You can use different headings for example, **Things in People's Homes**, kitchen, bathroom, living room, office, etc. This activity helps learners recognize that there is print all around us.



# **Environmental Print Book**

Make a book of all the signs and symbols that you saw on your environmental print walk. You can use clip art in *Word* or draw your own pictures. Write one sign or symbol on each page. Write down what the sign means. Make sure you have 8 pages in your book.

## Some examples are:



This sign means you have to stop.



This sign means you have to yield.

# What do these signs mean?







DOG SLED





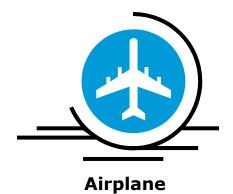


# **Environmental Print Scrapbook**





**Avis Car Rentals** 



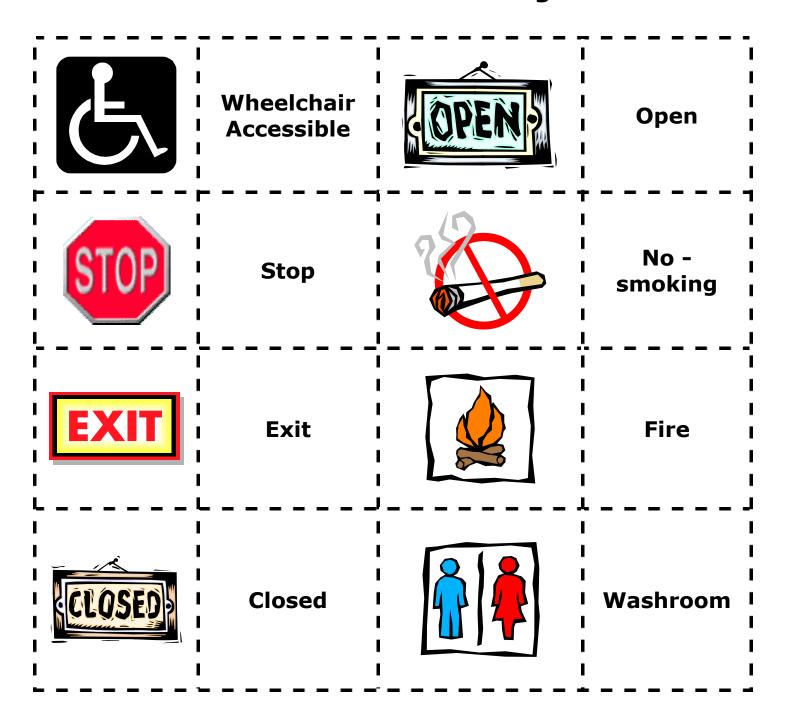




**Adobe Acrobat** 



# **Environmental Print Matching Game**





# **Reading Strategies**

Use a variety of different kinds of texts like notes, journals, poems, short stories, pamphlets, forms, bills, etc. This gives learners exposure to a variety of reading material and helps them with everyday reading tasks.

#### This section covers:

- Following Directions
  - Reading recipes
  - o Writing directions
- Text Organization
  - o Patterns in writing
  - o Time and order
  - Sequencing
- Main Idea and Supporting Details
  - Main ideas
  - o Implied main idea
  - Supporting details
- Comprehension
  - Reading the lines
  - o Reading between the lines
  - o Reading beyond the lines
  - Context clues
  - Cloze procedure

# • Everyday Reading Activities

- o Bills and labels
- Letters
- o Maps
- Advertisements

# **Learning outcomes:**

- Master reading readiness skills
- Use reading strategies effectively
- Master reading readiness skills
- Recognize time/order sequence of text
- Identify the topic, main characters, retell main points of text
- Use basic comprehension strategies to recall information, make predictions and personally respond to text

# Instructor Notes Following Directions

Following directions is a practical skill that helps learners with step-by-step projects. We have to follow directions everyday.

"Assembly required." Those two words often determine whether you buy a specific product or it remains on the store shelf. While you may have tried to use your knowledge and experience to build projects, you've probably caught yourself saying, "When all else fails, read the directions."

New readers often become frustrated by following directions. Their ability to follow directions often affects their learning and performance in school. In addition, this "real world" skill will support them throughout their lives. Activities involving crafts, cooking, and building things are just a few of the meaningful ways that learners can learn to follow directions successfully.

Authentic tasks provide learners with opportunities to follow directions to create something real or complete a real task. Failing to follow the directions correctly on authentic tasks often yields a product that doesn't look, work, or taste right. This helps them understand the importance of following directions correctly.



4 Handouts

# **Activity 1 - Reading Package Directions**

Purchase packages of food (muffin mix, cake mix, soup mix) and have learners read and carry out the directions. **Variation** – decide on one recipe that everyone would like to make. Ask learners to take home the recipe and ingredients and make it at home. Ask them to bring in the finished product the next day. Compare everyone's dish. Are they the same? What is different? Why are they different?

# Activity 2 - Reading a Recipe

Ask each learner to choose a recipe, either online or in print that is appealing and nutritious. A good website is <a href="http://allrecipes.com/">http://allrecipes.com/</a>. Steer learners toward recipes that require ingredients commonly found in the kitchen and those that do not demand expensive or exotic materials and tools. Instruct them to print or copy their recipes so that they can make the recipe at home. If that is not possible make the recipes in class.

Learners evaluate the effectiveness of the recipe's instructions and its taste. Give learners Handout 1 to complete. Learners can share their recipes and ratings with others in the class

# **Activity 3 - Reading Prescriptions**

Read the example prescriptions on Handout 2. Read the instructions and discuss the importance of following directions for medicine use. Ask learners to bring in prescriptions that they have at home. Read the labels together. Talk about what can happen if someone misreads their prescription.

# **Activity 4 – Writing Directions**

1. Ask learners to talk about something they are good at. They may be good at sewing, tanning, hunting or cooking. Ask them to describe how they make something. For example, fur mitts, bannock, sled, etc.

- 2. Use language experience and write down the steps to making what the learner has chosen. Having learners write directions for tasks that they know helps them understand how directions are written. This makes them aware of how steps are explained and sequenced for the person who will be expected to follow the directions. Analyzing tasks in this way also promotes higher level thinking.
- 3. Ask your learners to make an instruction booklet on their skill. Ask them to make a home-made book and write down the instructions in the book. They can use pictures to help with the instructions. Refer to Handout 3 for instructions on how to make a home-made book.

# **Activity 5 – Other Activities**

- Make up grocery lists with the learners and go to the store and find them. Match the words and objects.
- Bring in something that has to be assembled like a desk, chair or table. IKEA has very simple directions that use words and pictures. So if you need something assembled bring it in for a teaching lesson.
- Make up a community scavenger hunt or use Handout 4. Ask learners to follow the directions and complete the scavenger hunt. Give a prize to the winning team.



# **Recipe Review**

Title of Recipe:	Author of Recipe:
Recipe Source:	Rating (out of 5):
Would you recommend	this recipe?
Describe how the food tasted	d.
Was the recipe clear and eas	sy to follow? Why or why not?
What additional information	n should be given in the instructions?
What was the most complication	ated part of the recipe?
How nutritious is this recipe	
Does the recipe offer variation	ons for specific dietary needs? If yes, what?



# **Prescription**

Read the following prescriptions. Explain in your own words what they mean.

Take 1 pill every 6 hours with food. Do not exceed 4 pills a day. If you feel nauseous please consult your physician.

Take 2 pills every 4 hours or as needed on an empty stomach. Do not exceed 12 pills in a 24 hour period. If you have heart pain stop taking the medicine and consult your physician.

Take 1 pill every 8 hours until the prescription is done. Take with food and water. If you have a reaction to the medicine, stop taking it and consult your physician.



# **Homemade Books**

## Foam Book 8

## What you need:

- White computer paper or cardstock
- Fasteners
- Single hole punch
- Markers, pencils
- Foam sheets (from craft store or Wal-Mart)
- Ruler
- Glue gun

#### **Directions:**

- 1. Cut out the paper and foam. Make sure the foam is a little larger than the paper because the foam will be the cover. You can decide on how many pages you would like.
- 2. Use a single hole punch to punch two holes along the side of the foam.
- 3. Hole punch the paper too. Make sure the holes match up. Fasten the paper and foam together with the fasteners.
- 4. Cut out a strip of foam for your binding.
- 5. Fold the strip over the binding. Glue it on.
- 6. Decorate the front with stickers or pictures.
- 7. You can use the book as a journal, ABC book, family book, story book, etc.



<sup>&</sup>lt;sup>8</sup> Source: http://www.mormonchic.com/crafty/books homemade.asp

#### **Bound Book**

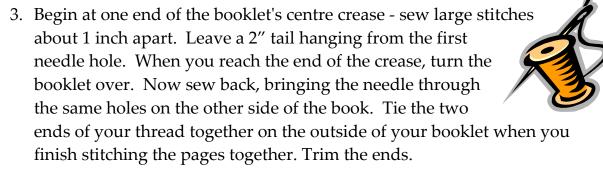
To make a simple bound book, similar to a hardcover book, all you need are a few supplies.

## What you need:

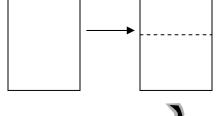
- 8 pieces of 8 ½ X 11" paper
- Ruler
- Pen
- Sharp craft knife
- Adhesive shelf paper
- Cardboard
- Packaging tape
- Button thread or other thick thread
- Large needle
- Rubber cement or glue

#### **Directions:**

- 1. Take 8 pieces of 8  $\frac{1}{2}$ " x 11" paper and fold the paper in half to form a 16-page booklet measuring 8  $\frac{1}{2}$ " x 5  $\frac{1}{2}$ "
- 2. Thread your needle with about 24 inches of heavy thread



4. Cut two 6" x 9" rectangles from cardboard. A craft knife makes a neater cut than scissors.



- 5. Lay the cut pieces side by side, leaving a half-inch space between them. Cover the centre gap with packaging tape this will attach the cardboard pieces together. This is the spine of your book. Your book will not shut if you do not leave a space.
- 6. Cut a piece of adhesive backed shelf paper 15" x 20". Do not peel off the backing yet! Place your book cover in the centre of the shelf paper. Trim off a triangle at each corner.

  Mark a diagonal line about one half inch from the corner of the paper and trim. Peel off the backing from the shelf paper and place your book cover in the centre on the sticky side of the paper. Fold over the edges and your cover is done.
- 7. The first and last pages of your booklet are the endpapers. Glue the first page flat against the cover. Rubber cement makes fewer wrinkles on your endpapers than regular glue, although regular glue will work fine.

# Following Directions Handout 4

# Scavenger Hunt

With your team, try to collect all the items that are listed below. The time right now is \_\_\_\_\_\_. Everyone must be back at \_\_\_\_\_\_.

- An object that is round
- A flyer advertising a community event
- Something in writing that tells how many people live in the community
- A used stamp
- The phone number of the police station
- A list of safety tips from the fire hall
- Three pennies dated from a year in the 1980s
- Something with a picture of a bear on it
- Something written in your Aboriginal language
- A copy of the most recent local newspaper
- An object that is square shaped
- An object that is a triangle shaped
- A black shoe lace
- Two paper clips
- A yellow sock
- A ball of any size
- A map of the Northwest Territories
- A pocket dictionary

# Have fun and good luck!



Recognizing the ways authors organize their writing helps readers make predictions and remember content. With beginning readers, time/order sequencing is probably the most useful area to focus on because it is most familiar to learners.

Text Organization Skills	Characteristics
Sequencing	The ability to recognize the order of events in a story or informational piece
Compare and Contrast	The ability to compare and contrast events, characters, and stories
Cause and Effect	The ability to recognize cause-and-effect relationships
Previewing	The ability to scan titles, subtitles, captions, and pictures to predict the content of written text



#### 4 Handouts

# Activity 1 - Patterns in Writing

- Ask learners to provide an example of something in their life that follows a time sequence (e.g. events of the day, calendar of events, etc). Make a list of the events. Put the events in order: e.g. the things I do in the morning before school, after school, and during the evening.
- Discuss how writers use the same pattern and provide an example.
- Language experience stories can be cut into sentence strips, mixed up and given back to the learner to put in the correct order.

# **Activity 2 - Words that Describe Time and Order**

- Ask learners to tell you how to make moccasins. Ask them to use words that signal time and order.
- Ask them to identify and list other words that signal time/order. For example: first, then, before, next, yesterday, today, after.
- Ask learners to read the story on Handout 1 and underline the words that refer to time and order.

# **Activity 3 - Webbing**

Make a web like the one on Handout 2.

- Main idea weekly activities
- Branches activities learner does during the week
- Make sentences for each activity
- Use words that signal time/ order

# Activity 4 - Sequencing

It is important to know the order or sequence of events that take place in a story. It helps learners understand what they read. Look at the pictures on Handout 3 and ask learners to put them in a sequence that makes a story. Ask them to use the pictures as a guide to tell you a story.

Next read the story on Handout 4 together. Ask learners to put the events in the order that they happened in the story. Ask learners to write a short story about why they have come back to school. Ask them to share their stories with others in the class.

# **Activity 5 – Previewing Text**

Beginner readers need guidance when previewing a text. Follow these guidelines for each new story, chapter or photo story you read or refer back to the Prereading Section for the Previewing Text Guide.

- 1. What is the title?
- 2. Who are the authors?
- 3. Is there a table of contents?
- 4. How many pages are in the book?
- 5. Are there chapters? What are the titles?
- 6. Are there any pictures to help you understand the words?
- 7. Is there a glossary or dictionary? Where?
- 8. Are there any other special sections in the back of the book?



# **Text Organization**

Underline the words the author uses to show time and order.

# **Reading With Little Man Dan**

My boy is called Little Man Dan. I read to Little Man Dan every day.

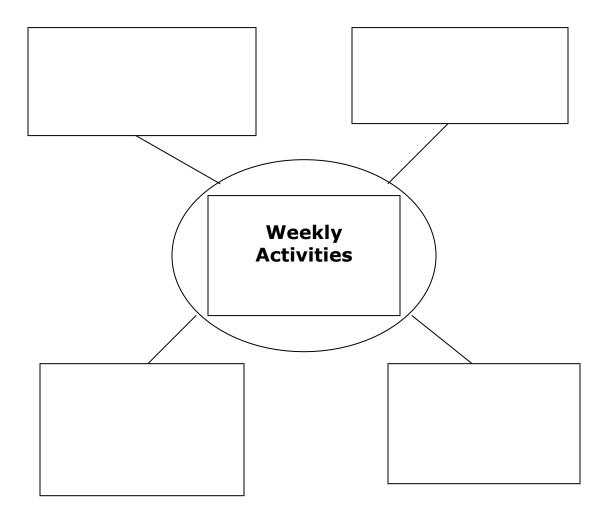
At first, he just stared at the pages because he could not hold up his head.

Later on, he tried to eat the cover. Then, as he got older, he ripped the pages and put them in his mouth. The next thing he did was to poke his finger through the paper. Yesterday, for the first time, we read a book without poking at it. He tried to say a word. Little Man Dan is finally learning to love books.



# Webbing

Write down your weekly activities in each box. Write a sentence on the next page about each activity. Use words that show time and order like: **then, next, after, first, second, before,** etc.



Sentences		
1	 	 
2	 	 
3	 	
4	 	
5		



# **Sequencing**

Put these pictures in a sequence that makes sense. Think of a story that goes with the pictures and tell it to the class.















# **Sequencing**

Read the stories and number the events in the correct order.

# Changing My Life<sup>9</sup> Author Unknown

The reason I went back to school is because I've watched my family live off welfare. My belief is that welfare is not enough money to support my child that's two years old. If I get a good paying job, I can support her in all kinds of ways.

I don't want to live the same way my family does. I don't want my girl to say, "I don't need to go to school." Cause that's what I used to say to my parents.

I reached the point that I realized I do need my education if I want a good paying job.

Once I promised my late Auntie that I'd finish my education. That's a promise I want to keep.

I'll never give up because there is always hope.

I don't want to live the same way my family does.	
I'll never give up because there is always hope.	
I reached the point that I realized I do need my education if I want a good paying job.	
The reason I went back to school is because I've watched my family live off welfare.	
If I get a good paying job, I can support her in all kinds of ways.	
Once I promised my late Auntie that I'd finish my education. That's a promise I want to keep.	

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<sup>&</sup>lt;sup>9</sup> **Source:** <a href="http://www.literacy.ca/lan/bookchng/sk/sk2.htm">http://www.literacy.ca/lan/bookchng/sk/sk2.htm</a>

## Written by Joel Maniapik<sup>10</sup>

I recognize the importance of literacy as I have experienced the benefits of reading and writing since my childhood. My sometimes overly active imagination has been enriched from reading books, magazines and from listening to stories.

I have had to attend upgrading classes as I dropped out of school at grade 8. In the early 80's I attended evening math classes. Then I was in the Basic Office Procedures program in 1985 and took Academic Studies in Fort Smith in 1986. More recently I have taken parts of the Management Studies Program and Elements of Instruction as part of my Professional Development with Nunavut Arctic College. I strongly believe in lifelong learning.

Now, I'm acting co-ordinator for Community Programs (north Baffin) at Nunavut Arctic College. Before I moved to Iqaluit I was an Instructor/Adult Educator at the Pangnirtung CLC. I have learned a great deal from my interaction with adult learners.

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<sup>&</sup>lt;sup>10</sup> **Source:** <a href="http://www.literacy.ca/lan/bookchng/nun/joelman.htm">http://www.literacy.ca/lan/bookchng/nun/joelman.htm</a>

Write a story about why you decided to go back to school.			

# Instructor Notes Main Ideas and Supporting Details

Understanding the topic, or gist, of a story or sentence is a sophisticated reading task. Being able to draw conclusions and evaluate stories and sentences is an important task to comprehension. Paragraphs, sentences, or passages all have topics and main ideas. The topic is the broad, general theme or message. It is what some call the subject. The main idea is the "key concept" being expressed. Supporting details support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point the writer is attempting to express.

# **Grasping the Main Idea**

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the topic sentence of that paragraph.

The topic sentence announces the general theme to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first - and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

# What is an "implied main idea"?

When you read a paragraph, you must look for its main idea. Many paragraphs have topic sentences that express the main idea of the paragraph. Some paragraphs have no topic sentence. This does not mean that there is no main idea in the paragraph. When a paragraph has no topic sentence, the supporting details suggest the main idea. The main idea is implied, or not stated, which means that you have to figure it out by deciding what point the supporting details are making.



6 Handouts

# **Activity 1 - Introduce the Concept of Main Idea**

Provide a list of words in which one is a generalization about the others. Ask the learners to select the word that explains the other. Handout 1 gives learners lots of practice in picking out the main idea. For example:

Instructor Says	Learners' Response		
Apples, oranges, bananas	These things are fruit		
Chairs, tables, desks	furniture		
Hay River, Ft. Smith, Ft. Resolution	towns		
Guitar, piano, drum, violin	instruments		
Rummy, poker, Old Maid	card games		
Category List	Words	What Category?	
Sports Car, Cars, Vehicles	<ul><li>Mustang</li><li>Corvette</li><li>Sting Ray</li><li>MGB</li><li>Triumph</li></ul>	Sport Cars	
Trucks, Vehicles, Transportation	<ul><li>Ram</li><li>Ranger</li><li>Sierra Classic</li><li>F120 Ford</li><li>Pick-up</li></ul>		

Vehicles, 4 Wheel Drive, Truck	<ul> <li>Broncos</li> <li>Blazers</li> <li>Rams</li> <li>Chargers</li> <li>Jimmy</li> <li>Jeep</li> </ul>
Furniture for Sitting, Kitchen Furniture, Living Room Furniture	<ul><li>Loveseat</li><li>Lazyboy</li><li>Couch</li><li>Chair</li></ul>

# **Activity 2 – Implied Main Idea**

What do we mean by the word implied? Give learners an example like: My friend answered the phone yesterday and she was crying. What can we assume from this? That she is sad or something bad happened.

Put a picture that relates to the learners on an overhead. See Handout 2 for an example. Ask who, what, where, when, why, how questions. What do you think is happening? What are they doing? What is the main idea? What is a good title for this picture?

Ask learners to get into groups. Give each group a picture. Ask them to discuss what they think the main idea is.

# **Activity 3 - Introduce Main Ideas and Supporting Details**

Put these words on flip chart paper. Ask learners to underline the word that is the main heading for the other words:

roses,	daisies,	flowers,	violets
cars,	trucks,	vehicles,	vans
boots,	slippers,	sandals,	foot wear
towns,	Inuvik,	Ft. Smith,	Ft. Resolution
mink,	fox,	lynx,	animals

skiing, sports, hockey, basketball gloves, hats, pants, clothing

Discuss why the word selected is correct. Discuss what others can or cannot be added to the list. Explain that authors may organize their ideas by grouping the main ideas and the details together.

# Activity 4 - Main Ideas and Supporting Details in a Paragraph

Model the main idea and supporting details. Write a paragraph on the board or on flip chart paper in which the first sentence states the main idea followed by sentences that provide detail. For example:

# **Winter Sports**

Winter sports are the best! I go to the arena to play hockey on Tuesday and Thursday night. There is ice skating on the nights when there are no hockey games. On the weekends, I go skidooing with my friends. Winter sports are so much fun.

#### Ask learners to:

- Underline the sentence that is the main idea and highlight the supporting details.
- Explain that the supporting details always relate to the main idea.

Learners can practice identifying the main idea and supporting details using Handouts 3, 4 and 5.

# **Activity 5 - More Paragraph Practice**

Learners read the paragraphs on the first part of Handout 6 and underline the main idea and the supporting details. The second part of Handout 6 asks learners to read the paragraph and decide which sentence doesn't fit. They write the sentence in the space provided. To check for understanding ask your learners to retell the paragraph in their own words.

# **Activity 6 – Write a Paragraph**

Ask learners to write a paragraph with a main idea and supporting details. First brainstorm an idea learners would like to develop. Use listing or a mapping strategy to record their supporting details. Ask learners to copy the words from the board to write their paragraphs. The Writing Section has a variety of activities that help learners with writing paragraphs.



# **Main Ideas Practice Sheet**

1. Write down what you think is the main idea for the words listed below:

Pen, pencil, crayon, paintbrush	
Spatula, spoon, tongs	
Tissue, handkerchief, toilet paper	
Scarf, mittens, hat, ear muffs	
Monopoly, masterpiece, checkers	
Poker, rummy, hearts	
The airplane, hockey, hand games	
Violin, drums, horn, piano	

2. Write down what category best suits the words listed.

Category List	Words	What Category
Sports cars, cars, vehicles	<ul><li> Jeep</li><li> Mustang</li><li> Dune buggy</li><li> Taurus</li></ul>	
Trucks, vehicles, transportation	<ul><li>Snowmobile</li><li>Walking</li></ul>	

	<ul><li>Canoeing</li><li>Sailing</li><li>Dog sled</li></ul>
Furniture for sitting, kitchen furniture, living room furniture	<ul><li>Table</li><li>Chair</li><li>Stool</li><li>Island</li></ul>
Sports, track, field	<ul><li>Shot putt</li><li>High jump</li><li>Discus</li><li>Long jump</li></ul>

3. Underline the word that is the main heading for the other words.

roses,	daisies,	flowers,	violets
cars,	trucks,	vehicles,	vans
boots,	slippers,	sandals,	footwear
towns,	Inuvik,	Ft. Smith,	Ft. Resolution
mink,	fox,	lynx,	animals
skiing,	sports,	hockey,	basketball
gloves,	hats,	pants,	clothing



# What is the implied main idea?



- 1. Who is in the picture?
- 2. What are they doing?
- 3. Where do you think this picture was taken?
- 4. What do you think is happening?
- 5. What is the main idea?
- 6. What is a good title for the picture?



# Main Ideas and Supporting Details

Underline the sentence that is the main idea. Highlight the supporting details.

### **Berries**

My grandmother makes jam and tea with berries she picks herself. Saskatoon jam looks purple and it is so tasty. I drink rosehip tea in the winter to get rid of my cold.

Lowbush cranberry jam is so good on my toast in the morning. Every time I eat the jam or drink the tea, I thank

my grandmother for picking those berries.



Read this short story and answer the questions on the following page.

# **Ken's Story**

After work, I used to go home, have supper, then watch TV. We have a satellite dish, so there's always something good on. I would lie on the chair with some potato chips watching the 'boob-tube'. On weekends I'd hang out at the video arcade or play cards with my friends.

Then I met Sara. I really liked her. She's got so much energy. She didn't say I was a couch potato, but I knew she thought that. I knew it was time to change my bad habits.

# **Questions about Ken's Story**

1.	Do you think Ken is:
	lazy?
	spends most of his time sitting?
	does not like to exercise?
2.	What words in the paragraph support your answer?
3.	Why didn't Sara say Ken was a couch potato?
4.	How did Ken know Sara thought he was a couch potato?
5	Did Ken change his ways? What words tell you that Ken did/didn't
J.	become more active?
	become more active;



# Tom, Tom

By Peter Redvers

Tom, Tom, the hunter's son

Stole some meat and away he run,

The meat was stale,

His gut was frail,

So Tom went running to the honey pail.

1.	What happened to Tom to make him run to the honey pail?
2.	What is the poem about?
	Frail means to be weak or sickly.



### **Understanding Paragraphs**

Read the paragraphs below and decide what the main topic is and what the supporting details are.

For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I'd feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes.

Main topic:	
Supporting details:	
electricity, running water we used candles for light Our new home is near ot cabin was 50km from to	othing like our old cabin in the bush. Our new home has r and several rooms. The cabin only had one room and t. We had to wash in the lake or boil water for baths. Ther homes and we are close to the grocery story. Our wn and we had to hunt, fish and gather berries for food. I also miss the solitude or our cabin.
Supporting details:	

It was such a hot day that my ice cream bar melted before I could finish eating it. It melted in my hands. Then it dripped on my shirt. In fact, my ice cream bar slid off the stick and landed at my feet in a creamy, sticky puddle. It is not usually so hot in our community. Next time I will be more cautious eating my ice cream on a hot day.

Main topic:	
Supporting details:	
takes out the garba dinner dishes. My	house everybody has certain chores to do. My brother age. I water and cut the lawn. My sister washes the dad shovels the driveway and my mom does so many count them. When everyone does their chores it makes bothly.
Main topic:	
Supporting details:	

All the sentences in a paragraph should tell about one main idea. One sentence in each of the following paragraphs does not tell about the main idea of the paragraph. On the blank, write the sentence that does not belong.

Last fall we picked many cranberries. We use cranberries all year round. We use them in our bannock, pies and bread. Sometimes we make cranberry jelly that we put on toast in the morning. We hunt and fish in the fall too. Cranberries are really good for you and taste good too.

The biggest shark in the world is the whale shark. It is also the biggest fish in the world. It grows to a length of 150 feet. Most sharks live in warm waters. The whale shark can weigh up to 15 tons. That equals the weight of six large cars. No wonder it is named the whale shark.

I really enjoy hunting and fishing. The thing I like most about hunting and fishing is being out-on-the-land. Some people like the lights and noise of the big city, but I like the quiet and stillness of the bush. I love listening to birds, especially the loon calling its mate. I enjoy tracking caribou through the bush. I go on my snowmobile in the winter. There is nothing like being with nature.

# Instructor Notes Comprehension

Reading comprehension strategies help learners develop the skills to actively engage with text. There are many comprehension strategies. In this section we have included:

- Using questions (read the lines, between the lines and beyond the lines)
- Using context to understand the text
- Cloze exercises
- Compare and Contrast
- Summarizing

Learners use their background knowledge and text information to understand what they read.<sup>11</sup> Knowledge based readers use their personal knowledge to gain meaning from text rather than focusing on the author's message. They need to pay attention to the text information.

Text based readers rely on the text information to give meaning as they read. They usually have difficulty making inferences. In order to teach learners to become integrative readers who use text based information and background knowledge when reading, the instructor needs to use strategies that meet the learner's needs.

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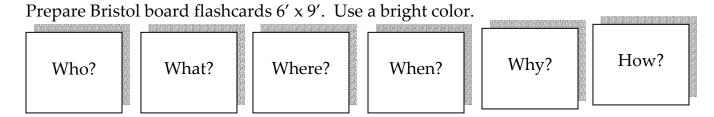
 $<sup>^{11} \</sup>textbf{ Source:} \ \ \text{Pat Campbell}, \textit{Teaching Reading to Adults: Comprehension Strategies} \ , \textit{Grass Roots Press}, 2003$ 



7 Handouts

### Activity 1 - Using Questions - 5 Ws and How

This engaging activity involves body movement. Physically moving from one place to another teaches how question words relate to a sentence as well as reinforcing the idea of sentence structure before they begin to write. Humour and a fast pace motivates adult learners.



Write ten sentences on the board. Not every sentence will have each of the 5 Ws and How. Read the sentences and ask who, what, where, when, why and how. When learners respond get them to stand up and come to the front of the class and get the correct card. Ask learners to stand in the order that each appear in the sentence.

Repeat the same procedure with paragraphs. Learners learn to **read the lines** with this activity.

### **Activity 2 – ReQuest Procedure – Reading the Lines**

This procedure not only reinforces paying attention to the text, but also helps learners focus on questions they need to ask as they read.

- Select a paragraph at the learner's instructional level. The learner and the instructor have a copy.
- Both read the first sentence silently. The instructor models the questions and answers about the sentence. Ask the learner to rephrase for clarity if necessary.

• Both read the next sentence, but the roles are changed: the instructor asks the learner the questions. Ask the learner questions that require him or her to synthesize the information from one or two sentences. At times, ask the learner to verify their answers from information given in the text.

### Activity 3 - Think Aloud Strategy - Reading Between the Lines

•	The instructor models reading between the lines by using the Think-Aloud
	Strategy. He or she reads a passage to the learner. Talking aloud, the
	instructor says, "I know that because the author
	wrote"

• The learner then takes a turn reading a passage the instructor has chosen. Introduce passages that require the learner to make inferences about the plot, setting, etc.

### Activity 4 - Making Inferences - Reading Between the Lines

Mary Tarasoff teaches learners inference concepts by guiding them through a variety of inference types<sup>12</sup>:

- Location e.g. The waitress came as soon as we sat down.
- **Time** e.g. Mom woke me up for breakfast.
- **Action** e.g. With a bat in hand, the player approached the plate.
- **Instrument** e.g. With a loud buzzing noise, the tree was felled.
- **Object** e.g. The heavy ball fell silently to the ground exploding as it landed.
- Category e.g. The canoe and Lund were docked beside the schooner.
- Occupation or Pastime e.g. Her job was to sweep up the hair and put away the scissors.
- Cause/Effect e.g. After six days, water was reaching up to the rooftops.
- **Problem/Solution** e.g. It was late in the afternoon and the baby was crying.

<sup>&</sup>lt;sup>12</sup> **Source:** Tarasoff, M. *Reading Instruction that Makes Sense*. Active Learning Institute Inc. Victoria, BC. 1993.

• **Feeling/Attitude** e.g. As I ran across the finish line, my parents cheered.

#### How to do it?

- The instructor reads a passage. Think out loud as you describe the type of inference. Then explain the information from the text and from prior knowledge that is used to reach the conclusion. List any word clues that are present in the passage.
- Learners read the passage and identify word clues that help with making inference.
- Learners read the passage one line at a time, make inferences, and identify the words/information used to make inferences. The instructor lists the word clues on the board.
- Ask learners to make and identify inferences in their daily reading activities.

#### Activity 5 – Thinking Questions – Reading Beyond the Lines

Learners respond to questions in their journals. The instructor reads the journals and responds to the learner.

• Ask questions like "Do you agree...?", "Do you think this really happened?", "Did you like the story?" "What do you think....?" "How do you feel...."

### Activity 6 - Fact or Opinion - Reading Beyond the Lines

Develop activities that introduce fact and opinion and its importance in critical reading. Discuss the difference between facts and opinions. Handout 1 reviews facts and opinions and has some sample questions.

### **Activity 7 - Context Clues**

Ask learners what they do when they are reading and they come upon a word that they do not know. They may say: skip it, ask the instructor, ask a friend, look it up in the dictionary. There are clues in what we read that sometimes help us figure out words. Some of these words are: is, are, was, were, means, is called, is known as, or, such as, are called.

Go over Handout 2 with learners.

### **Activity 8 - Cloze Procedure**

Cloze procedure is a technique where words are deleted from a passage or story. Learners must put the correct word into the blank as they read the passage.

We use cloze exercises to:

- Show us how learners decode information.
- Assess learners' vocabularies and knowledge of a subject.
- Encourage learners to read for meaning.
- Encourage learners to think about text and content.
- Learn about nouns, verbs, pronouns and other parts of speech.

Use the following techniques to prepare materials for cloze exercises:

- Select a passage that is at the instructional level of your learner. You can use the language experience that you created with your learner.
- Leave the first and last sentences of the passage, and the punctuation.
- Take out every 5<sup>th</sup> word. Or take out nouns, verbs, pronouns in the passage.
- Make each blank the same, so the learner has no visual cues about the size of the word.
- Put the words that you took out randomly at the top of the page.
- Ask your learner to read the whole passage before they fill in the blanks.
- Encourage your learner to use the words at the top of the page to fill each blank.
- Ask your learner to reread the complete passage to see if it makes sense. 13

Handouts 3, 4, 5 and 6 provide different examples of cloze exercises.

### Activity 9 - Cloze Procedure - Adaptations

Here are some ways to adapt cloze exercises:

1.	. Supply choices for the blanks.		
	Just as	have fur, birds have	
	(coats, animal	ls) (feathers, wings)	

<sup>&</sup>lt;sup>13</sup> Source: http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/ - Saskatoon Public Schools, 2004

2.	Give the first letter of the word.
	With the price of f going up all the t, more people are trying t raise some of their f in their own back y
3.	Take out every 5 <sup>th</sup> letter and give no words at the top of the page.
	Instead of grass, you rows of lettuce, tomatoes, beans lining the fences in the biggest city.
4.	Take out nouns, verbs, adverbs, adjectives. You can reinforce parts of speech this way.
	The set his snares yesterday. He will go back tomorrow to check his He usually gets at least one each time.

### **Activity 10 – Compare and Contrast**

Compare and contrast is another way to help learners with comprehension. You can ask three different questions when using compare and contrast questions:

- Compare: How are two or more things alike?
- Contrast: How are two or more things different?
- Compare/Contrast: How are two or more things alike and different?

Go over Handout 7 with learners. Ask them to answer the questions.



### What are the Facts?

### **Facts and opinions:**

- What is a fact?
- What is an opinion?

#### **Facts:**

- Information we can prove and confirm from an atlas, encyclopedia, reference book, knowledgeable person, or other source.
- Information that is true. Something that actually happens.

### **Opinions:**

- Information based on what people believe or think about a topic.
- Information where there is some doubt.

Read the following sentences. Decide if each is a fact or an opinion. Write F for fact and O for opinion in front of each.

1)	 It's okay to drink and drive.
2)	 The fur on some animals turns white in the winter.
3)	 The animal's white fur protects it from other animals who will eat it.
4)	 My favourite fish is pike.
5)	 Skidooing is not allowed on city streets.
6)	 I think your new skidoo is cool!

7)	 You need to take a pill for your headache.
8)	 Aboriginal language use is declining.
9)	 There are 11 official languages in the NWT.
10)	 The Prime Minister is the most important person in Canada.
11)	 Elders are the most respected people in the NWT.
12)	 Alcohol is bad for anyone.
13)	 Drugs are illegal.
14)	 Reading is important to learning.
15)	 Teens shouldn't drink alcohol until they are 19.
16)	 Nunavut became its own territory in 1999.
17)	 Many First Nations groups are working towards land claims agreements in the NWT.
18)	 Parents are children's first instructors.



# **Using Context Clues**

#### How to use context clues?

- If the context clue is (is, are, was, were, or, such as, or) it means the definition will be found after the word you want to know.
- If the context clue is (are known as, is known as, is called, or are called) the definition will be in front of the word you what to know.

**For example** – the bold word is the word we don't know, the italicized word is the context clue and the underlined part is the definition.

Flurries are a light snow which falls for a short time.

Read each selection of text. Underline the context clues. Use the context clues to find the definitions of the bold words.

#### A Mammoth

A mammoth was a mammal that lived during the Ice Ages. The Ice Ages were a time when much of the earth was covered by glaciers, or slowly moving rivers of ice. A mammoth looked like a hairy elephant with large tusks which curled up at the ends. The mammoth's shaggy coat helped it survive in the cold. Things which help an animal survive in its environment are called adaptations. The mammoth had many adaptations which helped it survive in the Ice Ages.

1.	What was a mammoth?
2.	What were the Ice Ages?

3. What is a glacier?
4. What are adaptations?
Snowflakes
<b>Snowflakes</b> are a form of winter precipitation. Rain, snow, sleet and other types of moisture that fall from the sky are known as <b>precipitation</b> . Snowflakes are <b>produced</b> , or made, when a cloud's temperature falls beneath 32 degrees Fahrenheit. Snowflakes are usually in the shape of hexagons. A <b>hexagon</b> is a six-sided shape.
1. What is a snowflake?
2. What is precipitation?
3. What does produced mean?
4. What is a hexagon?



# **Example Cloze Exercise**

Mark has a party today. He many guests. He
a lot of good food and two delicious cakes.
His guests are at his home right now. Mark many
presents. He all his presents and is very happy.
Everyone is singing "Happy Birthday" to him right now.



# **Example Cloze Exercise**

Use the word bank and complete the paragraph.

Harold ran up the stairs and looked for his book. He couldn't find			
the book anywhere. H	larold ev	erywhere. Under his	S
bed, in the closet,	his dresser, a	and even in the trash	
He wa	S	to give up	
when his father	into his room	to help	_
father found the book in Harold's desk drawer. Harold ran to			
bus as fast as he could. When he got on the bus, he			
noticed was the wrong text book.			
about	came	it	
the	searched	his	
can	in	just	



# **Example Cloze Exercise**<sup>14</sup>

Use the word bank and complete the paragraph.

ocean sank	lifeboats cold	1912 voyage
hours	iceberg	submarine
unsinkable	USA	long
survived	halves	oceanographers

The Titanic was a luxury	ocean liner that sank on its first
T	his huge ship was almost 900 feet
(269 meters)	and had been advertised
as "	_•"
On the night of April 14,	, the Titanic hit
an	as it was sailing in the North
Atlantic	The ship had been traveling
from Britain to the	Within a few
th	e ship,
killing about 1,500 people. Mo	ost of them drowned in the
water	because there weren't nearly

<sup>&</sup>lt;sup>14</sup> **Source:** <u>http://www.teach-nology.com/worksheets/language\_arts/cloze/</u>

enough	ough for everyone. Only 705 peop		
	the accident.		
In 1985,	found the remains of the		
Titanic on the ocean floor	r using sonar and a remote-control		
	The giant ship had broken in half as		
it sank, and the two	now rest hundreds of		
feet apart with debris sca	attered between the front and the back.		



# **Example Cloze Exercise - Nouns**

Fill in the blanks with nouns.

### It's Snowing

	It's snowing, it's blowin	ıg
	The old is groans	ing
	There is no	
	On the seat	
And	has to go there in the	•



# **Compare and Contrast**

Comparing words are: like, same as, more, similar, also, both.

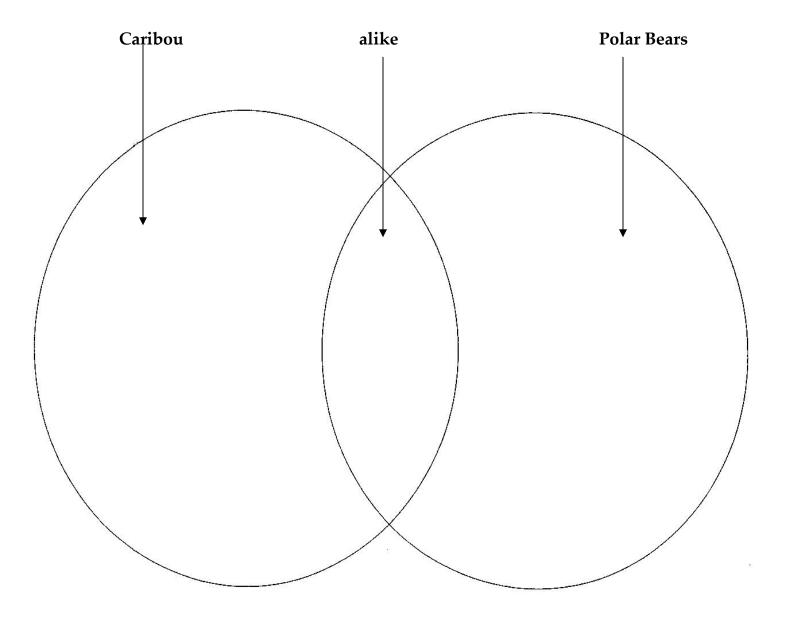
**Contrasting words are:** unlike, different from, less, but, on the other hand.

Characteristic	Polar Bear	Caribou	
environment	Arctic	Arctic, tundra and forest	
diet	meat	plants	
weapons	teeth, claw	antlers, hooves	
teeth	sharp, pointed	blunt, rounded	
animal group	oup mammal		
When it lived?	Ices Ages, now	Ice Ages, now	

1. How are caribou and polar bears alike?

2. How are caribou and polar bears different?

Fill in the Venn Diagram with things that are different and alike.



# Instructor Notes Everyday Reading

Use everyday reading material to teach learners how to read life-relevant documents. Using documents that learners have to read on a daily basis makes the learning relevant and useful. Some examples of everyday reading material are:

bills menus newspapers letters forms journals food labels phone book recipes bank statements advertisements flight schedules credit card offers magazines posters insurance policies packing slips road maps

This section gives instructors ideas of different reading comprehension activities they can do with everyday reading material. Make sure you use all level of questions – reading the lines, reading between the lines and reading beyond the lines.



4 Handouts

### **Activity 1 - Telephone Bill**

Ask learners to bring in their telephone bills. Refer to Handout 1 for a typical telephone bill. Ask learners to read the bill and then answer the questions.

### **Activity 2 – Food Labels**

Bring in a variety of different foods that have labels to the class. Ask learners to compare nutritional facts on each label. Read Handout 2 together and answer the questions about the food label.

### **Activity 3 - Letters**

Read the letter on Handout 3. Ask learners to answer the questions.

### **Activity 4 – Brochures and Guides**

Gather a variety of health brochures for learners to read. Prepare questions for them to answer about the information on the brochures. For health brochures from Health and Social Service, GNWT go to

http://www.hlthss.gov.nt.ca/content/Publications/brochures and fact sheets.asp

For hunting and fishing guides for the NWT go to <a href="http://www.enr.gov.nt.ca/">http://www.enr.gov.nt.ca/</a>. Download these guides and use them as reading material for your learners.

For more brochures check out *Writing for Results* on the NWT Literacy Council's website: <a href="https://www.nwt.literacy.ca">www.nwt.literacy.ca</a>

### **Activity 5 – Credit Card Offers**

Everyday we get mail offering us a new credit card or subscription to a magazine. It is sometimes hard to read and comprehend the information on these forms. Review the credit card advertisement on Handout 4 and answer the questions.

### Activity 6 - Reading at Work

Ask learners if they can think of any jobs that do not involve reading. They may come up with grocery clerk, water truck driver or janitor. Discuss that these jobs involve reading too. Employees must fill out time sheets, read the work schedule, fill in tax forms, etc. Often workers need to take a course on safety in the workplace. Ask them to think about the reading that is involved in the following jobs:

- Truck driver
- Daycare worker
- Cleaning business
- Hotel room attendant



# **Mary's Telephone Bill**

Read the telephone bill below and answer the questions.

N-Tel Account Number 975372

P.O. Box 3305 Invoice date June 5, 2006

Yellowknife, NWT Y4A 6Z7 Invoice # 554874 Scotia Centre Page 1 of 3

cona Centre Page 1 of

Statement for Mary Sample

Previous balance	Payments	Adjustments	<b>Current Charges</b>	Total Amount Due	Amount Paid
72.54	72.54		87.74	87.74	

#### **Account Summary**

<b>Previous</b>	charges	and	credits
-----------------	---------	-----	---------

Previous	balance	72.54
Payment	May 20, 2006 – thank you	72.54

Outstanding balance 0.00

#### **Current Charges**

Total monthly charge	35.79
Long Distance Plan	25.00
Extra Long Distance Calls	21.21
Total GST	5.74

Total amount due by June 20, 2006 87.74

A 5 % late payment will be charged to all past due accounts.

Account Number	Invoice #	Payment due date	Total amount due	Total Amount paid
975372	554874	June 20, 2006	87.74	87.74

Ar	swer the following questions about the telephone bill.
1.	How much was Mary's bill last month?
2.	How much does she owe this month?
3.	When is her payment due?
4.	What happens if she doesn't pay her bill on time?
	If she doesn't pay the full amount by the due date, how much money will she pay in late fees?
6.	Why do you think that Mary's phone bill went down this month?
7.	Where can Mary pay her bill?
8.	What do you think the Long Distance Plan is?
9.	Why does she owe money for extra long distance calls?
10.	Do you have a Long Distance Savings Plan? If so, explain how it works.



# **Nutrition Labelling**<sup>15</sup>

Nutrition labelling is required for most foods. Some foods are exempt from nutrition labelling. These include:

- Ready-to-eat food that is not for immediate consumption but is prepared primarily on site – for example, bakery, deli, and candy store items
- Food shipped in bulk, as long as it is not for sale in that form to consumers
- Plain coffee and tea, some spices, and other foods that contain no significant amounts of any nutrients

Under the label's "Nutrition Facts" panel, manufacturers are required to provide information on certain nutrients. The mandatory (underlined) and voluntary components and the order in which they must appear are:

- total calories
- calories from fat
- calories from saturated fat
- total fat
- saturated fat
- polyunsaturated fat
- monounsaturated fat
- cholesterol
- sodium
- potassium
- total carbohydrate
- dietary fiber
- soluble fiber
- insoluble fiber
- sugars

- sugar alcohol (for example, the sugar substitutes xylitol, mannitol and sorbitol)
- other carbohydrates (the difference between total carbohydrate and the sum of dietary fiber, sugars, and sugar alcohol if declared)
- protein
- vitamin A
- percent of vitamin A present as beta-carotene
- vitamin C
- calcium
- iron
- other essential vitamins and minerals

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<sup>&</sup>lt;sup>15</sup> Source: http://www.fda.gov/opacom/backgrounders/foodlabel/newlabel.html

# Look at the label and answer the following questions.

1.	How many calories are in one serving?
2.	How many calories are in the whole thing?
3.	Look at the list above. Does this label provide the correct information?
4.	How many fat calories are there in one serving?
5.	How many grams of saturated fats are in one serving?
6.	Does this product have a lot of iron in it?
7. nc	Do you think this product is good for you? Why or why

Serving Size ½ cup (11 Servings Per Containe	
Corvingo For Cornaino	
Amount Per Serving	
Calories 90 Calori	es from Fat 30
	% Daily Value
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300ma	13%
	CONTROL TO A
Total Carbohydrate	
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	
Vitamin A 80% •	Vitamin C 609
Calcium 4% •	Iron 4%
<ul> <li>Percent Daily Values are ba calorie diet. Your daily value or lower depending on your Calories: 2.0</li> </ul>	es may be higher calorie needs:
Total Fat Less than 65	
Sat Fat Less than 20	
	10mg 300mg 400mg 2,400mg
	0g 375g



### Letter

#### Dear Parents:

I would like to welcome you to our school on June 20, 2006 for our year end party. We will be having bannock and caribou stew and playing word bingo, and other fun games. We have invited several Elders to come and tell stories too.

We want to celebrate a wonderful year of learning and fun. Each learner will receive a certificate of accomplishment and we will recognize several learners who did really well this year.

We encourage you to come and share your child's accomplishments.

Time: 11:00 am – 2:00 pm

Where: School Day: June 20

We look forward to seeing you there. Please let us know if you are coming. Sincerely,

### The Principal

1.	What is the letter inviting you to?
2.	What is going to happen at the event?
3.	What do you think the term "did really well this year" means?
4.	Why do you think they want you to let them know if you are coming to the event?



# Credit Card Advertisements<sup>16</sup>



plus every dollar you spend earns you Rewards points, redeemable for travel, gifts, weekends away and Qantas Frequent Flyer points # (Qantas Frequent Flyer members only).

Simply cut the interest rate on all your current credit cards by consolidating all your debts at this one low introductory rate and receive Bonus Rewards points too!



1.	What does this advertisement want you to do?
2.	What perks will they give you with the card?
3.	What is the interest rate?
	Do you have a credit card? If so what is the interest rate on

<sup>&</sup>lt;sup>16</sup> **Source:** <a href="http://medialit.med.sc.edu/credit\_cards.htm">http://medialit.med.sc.edu/credit\_cards.htm</a>

5.	Do you get these kinds of advertisements in the mail?
6.	How do you receive bonus reward miles?
7.	Do you think this is a good credit card to get? Why or why not?

# Writing

Learners may have varying degrees of writing skills. It is important that you do a writing assessment before you make a learning plan for your learner.

Learning to write must go along with learning to read: one reinforces the other. Writing activities should be integrated with reading activities. As learners gain experience reading books and other printed matter, they increasingly try to spell words by using patterns they have seen in print. Opportunities to write have been found to contribute to knowledge of how written and oral language are related, and to growth in phonics, spelling, vocabulary development and reading comprehension (Anderson and others 1985). Writing activities should:

- Let learners experience success in writing.
- Help develop the learner's writing skills.
- Help them understand that writing has a purpose to communicate ideas.
- Stimulate and encourage creative writing.

### **Vocabulary Development Strategies**

- Sight words
- Word families
- Word study
- Spelling

### **Developing Writing Skills**

- Sentence structure
- Writing process
- Paragraph writing

### Write to Express Thoughts

- Journals
- Story writing
- Poetry
- Functional writing

#### Writing

#### **Products for 110 Writing**

- Portfolio development
- 3-5 pieces of functional writing
- Simple response journal
- 3 personal narratives of a minimum of 7-10 sentences

Learners should be able to do everything on the writing checklist for English 110. The checklist is included in the English 110 curriculum.

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

**Instructor Notes** give background information about the strategies.

**Learning Activities** give instructors detailed ideas on how to use the learning strategy.



**Handouts** are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.



Vocabulary development should be introduced by using words found in the learners' written, spoken or reading vocabulary. Adult learners experience more success when they learn word chunks such as word families, syllables or affixes. Phonics are introduced to reinforce reading or writing skills for learners who need to focus on text.

#### This section covers:

- Sight Words
  - Word banks/ personal dictionaries
  - Dolch instant word list
  - Fry instant word list
- Word Families
  - Common spelling patterns
  - Word flips
- Word Study
  - o Syllables
  - o Root words
  - Prefixes and suffixes
  - o Compound words
  - o Homonyms
  - Dictionary skills
- Spelling
  - Spelling tips
  - o Problem word list
  - Word wall

#### **Learning outcomes:**

- Use word analysis skills to extract meaning from written text
- Develop sight vocabulary, including commonly used words
- Use knowledge of word families or word patterns to increase vocabulary

- Use basic syllabication to pronounce unfamiliar words
- Begin to identify common root words and compound words, common prefixes and suffixes
- Sort and classify words into different categories
- Identify misspellings in frequently used words
- Use a core vocabulary of spelling words in daily writing
- Apply knowledge of word families and patterns and other strategies to extend vocabulary



Sight words are words that we use a lot. Fluent readers recognize these words at **sight.** Here are two reasons why learners must use sight words to read fluently:

- 1. Many sight words do not sound like they are spelled, so the learner can't sound them out.
- 2. A fluent reader can't take too much time with unknown words. It slows down the reading process and may change the meaning of the author's message.

About 100 words make up 50 percent of the material we read; the 25 most common words make up about one-third. Learners can greatly increase their reading efficiency when they can read half or more of the words quickly without stopping to think.

The most common words include: **the**, **a**, **is**, **of**, **to**, **in**, **and**, **I**, **you**, and **that**. The handout in this session has a detailed list of sight words.<sup>1</sup>

#### **Word Bank**

A word bank is a storage place for learners to keep written words that they have learned so that they can refer to them as needed. They can go to the word bank as they are writing or editing to find out how to spell a word. Word banks are a great way to show learners how much they have learned over a period of time.

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<sup>&</sup>lt;sup>1</sup> **Source:** Literacy Connections – <u>www.literacyconnections.com</u> Fry, E., Kress, J., and Fountoukidis, D. (2000). *The Reading Instructor's Book of Lists*. Paramus, New Jersey: Prentice Hall.



#### 5 Handouts

#### **Activity 1 - Sight Words**

- Use the learner's own vocabulary: Ask the learner to circle five words in their Language Experience story. Have her look at the word and cover it. As she writes the word on a flashcard, have him say it. Then she must check it to make sure it is correct.
- Take learners on a community walk. Discuss and make flashcards with life skills words such as hospital, Northern Store, yield, etc.
- Have the learner put these words in the Word Bank and practice independently. Draw a picture on the back of the flashcard to prompt the learner.

#### **Activity 2 - Word Bank or Personal Dictionary**

Ask learners to make a word bank or personal dictionary. Handout 1 gives detailed instructions on how to make a personal dictionary.

#### How to make a Word Bank

- You can make a Word Bank out of several things recipe card holder with index cards, file folders, a series of envelopes, etc.
- Label the sections in your word bank with each letter of the alphabet.
- When a learner learns to read or spell a new word, write the word on a card.
- Place the word card in the front of the word bank. Practice the word together.
- When the learner knows the word put the word card under the correct letter. Practice these words each week.

#### Activity 3 - Dolch Instant Word List strategies

Use the Dolch Instant Word List<sup>2</sup> on Handout 2. You can also download a copy of the Dolch Instant Word List from

http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html.

- Print each word on a flash card.
- Ask learners to read each word. If he reads it, he gets the card. If not, you get it. Use each list of words separately.
- Print words he missed on flashcards. Give them to your learner in an envelope or box as his 'word bank'. Only use fifteen words at a time.
- Put a tick on the card each time he can read the word.
- After five ticks the learner puts the card in the back of the word bank under the correct letter.
- When there are no words left at the front of the word bank, retest the words at the back of the bank and go onto the next level.
- Ask the learner to choose two or more words from the word bank and dictate a sentence. The instructor scribes the sentence on flip chart paper. The learner reads the sentences aloud each day.
- Have multi-level 110 learners choose words and create sentences. Select a learner as scribe. Learners read sentences aloud.
- Cut up the above sentences into words and have learners recognize individual words and put in order.

#### **Activity 4 – Fry Instant Word List Strategies**

The Fry Instant Sight Word List<sup>3</sup> of 600 words is divided into groups of twenty-five words. Each hundred group is a grade level. The first hundred words are approximately at the grade 1 level. Handout 3 provides the first 500 words of the Fry Instant Sight Word list. For a complete Fry Instant Sight Word list go to <a href="http://connwww.iu5.org/cvelem/RR/Fry\_Words.html">http://connwww.iu5.org/cvelem/RR/Fry\_Words.html</a>. The list can be used as a quick assessment. Determine where to begin the learner by having him/her read

<sup>&</sup>lt;sup>2</sup> **Source:** <a href="http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html">http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html</a>

<sup>&</sup>lt;sup>3</sup> **Source:** http://www.uen.org/k-2educator/word\_lists.shtml

the lists until five or more errors are made in any one group. This is the frustration level. Begin instruction on the previous group.

- Bank the words the learner does not know.
- The learners can flash each other the cards.
- One learner dictates words as the others write.
- Ask learners to select some words and write them in sentences or in a short story.
- Introduce homonyms.

#### **Activity 5 - Sight Bingo**

Give each learner Handout 4. Come up with 25 sight words that they would like to practice. Ask them write the words randomly on the sheet. When everyone has the words copied on the sheet, call Bingo.

#### Activity 6 - Word Slide

A word slide is a manual device that helps learners master sight words. Make a word slide with your learners. Directions for making a word slide and sample words are on Handout 5. Learners can practice reading the words independently and speeding up their reading pace until they can read the words fluently.

#### **Activity 7 – Alphabetical Order**

Write the learner's sight words on index cards and shuffle them. Ask them to put the cards in alphabetical order, using the first letter in each word. Then take five sight words that begin with the same letter and ask them to put the cards in alphabetical order using the second letter in the word. Do the same with the third letter.



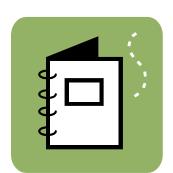
## **How to Make a Personal Dictionary?**

You can easily make a dictionary.

#### **Directions:**

- Use an exercise book or your binder book.
- Count the number of pages and divide them into 26 equal parts for the letters of the alphabet.
- Write one letter on each section.
- Go through your word bank or cue cards and use these words in your dictionary.
- Add to your dictionary as you comes across new words.







## **Dolch Sight Word List<sup>4</sup>**

Pre-primer	Primer	First	Second	Third
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
hers	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	has	him	gave	hot
it	he	how	goes	hurt
jump	into	just	green	if
little	like	know	its	keep
look	must	let	made	kind
make	new	live	many	laugh
me	no	may	off	light
my	now	of	or	long

<sup>&</sup>lt;sup>4</sup> **Source:** <a href="http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html">http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html</a>

			T	T
not	on	old	pull	much
one	our	once	read	myself
play	out	open	right	never
red	please	over	sing	only
run	pretty	put	sit	own
said	ran	round	sleep	pick
see	ride	some	tell	seven
the	saw	stop	their	shall
three	say	take	these	show
to	she	thank	those	six
two	so	them	upon	small
up	soon	then	us	start
we	that	think	use	ten
yellow	there	walk	very	today
you	they	where	wash	together
	this	when	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			



## First Hundred Words<sup>5</sup>

	Group a	Group b	Group c	Group d
1	the	he	go	who
2	a	I	see	on
3	is	they	then	their
4	you	one	us	she
5	to	good	no	new
6	and	me	him	said
7	we	about	by	did
8	that	had	was	boy
9	in	of	come	three
10	not	some	get	down
11	for	up	or	work
12	at	her	two	put
13	with	do	man	were
14	it	when	little	before
15	on	so	has	just
16	can	my	them	long
17	will	very	how	here
18	are	all	like	other
19	of	would	our	old

<sup>&</sup>lt;sup>5</sup> **Source:** <a href="http://www.sesa.org/sesa/agency/programs/DHH/WordFiles/MasterFryList.html">http://www.sesa.org/sesa/agency/programs/DHH/WordFiles/MasterFryList.html</a>

20	this	any	what	take
21	your	been	know	eat
22	as	out	make	again
23	but	there	which	give
24	be	from	much	after
25	have	day	his	many

## **Homonyms that coincide with Fry Word List**

Group a	Group b	Group c	Group d
You, ewe, yew	I, eye, aye	See, sea	New, knew
To, too, two	One, won	Him, hymn	We're, were
Knot, knot	Some, sum	By, buy, bye	Here, hear
For, four, fore	Do, dew, due	Or, ore, oar	Boy, buoy
Your, you're	So, sow, sew	Our, hour	
But, butt	would, wood Know		
Be, bee	bee Been, bean Which, witch		
We, wee	There, their, they're		

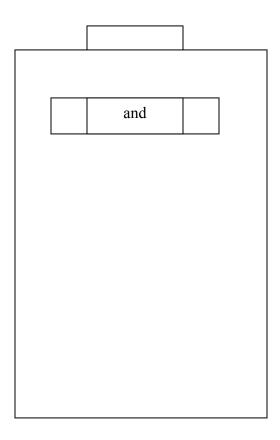


## **Sight Word Bingo**



#### **Word Slide Directions**

- 1. Photocopy and cut out two slides and glue them on card stock paper. You can use the slides on Handout 2 or make your own slides.
- 2. If you make your own slides type the words you want to learn on a sheet of paper. Cut them out and glue the sheet to card stock.
- 3. To make the viewer, cut two rectangles 6 cm by 20 cm out of cardboard. On one rectangle, cut out a rectangular hole 1 cm by 4 cm near the top.
- 4. Tape sides of the viewer together. Leave the top and bottom open.
- 5. Insert the slide through the bottom of the viewer.
- 6. Push the slide up until the word appears in the window.



## **Sample Word Slides**

a	
about	
after	
all	
an	
and	
are	
as	
at	
be	
been	
big	
brother	
but	
by	
can	
come	
could	
dad	
day	
did	
do	
does	
down	

each
find
first
for
from
go
had
has
have
he
her
here
him
his
how
I
if
in
into
is
it
its
just
know

little
long
look
love
made
make
many
may
me
mom
more
most
my
name
no
not
now
of
off
on
one
only
or
other

out
over
people
said
saw
say
see
she
sister
so
some
than
that
the
them
then
there
these
they
this
three
to
two
up
very



#### **Word Families**

**Word families** are groups of words that have a common feature or pattern such as the same combinations of letters in them and a similar sound. We sometimes refer to word families as 'chunks.' Often words that rhyme have common spelling patterns. Use these patterns to learn new words quickly. For example if you know the word **bad** you can make many new words by changing the first letter – dad, fad, glad, had, lad, mad, pad, sad.

The 37 most common word families in English are: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk. <sup>6</sup> Once learners are familiar with these 37 word families, they can use them to decode 500 words. (Wylie & Durrell, 1970)

Word families provide some predictable patterns within words that help learners **crack the code** of the English language. People pick up these patterns as they learn to read.<sup>7</sup>

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<sup>&</sup>lt;sup>6</sup> **Source:** Richard E. Wylie and Donald D. Durrell, 1970. "Teaching Vowels Through Phonograms." Elementary English 47, 787-791. Available on Col, . Enchanted Learning. <a href="http://www.EnchantedLearning.com.2000">http://www.EnchantedLearning.com.2000</a>

<sup>&</sup>lt;sup>7</sup> **Source:** <u>www.LiteracyConnections.com/wordfamilies</u>



#### 4 Handouts

#### **Activity 1 - Common Spelling Patterns**

- Ask learners to group words that have common spelling patterns such as
   ake as in bake. They can use words from their word banks or language
   experience.
- Give learners the Common Spelling Patterns (Handout 1). They can use the handout to help them build new words from words they know.
- Ask learners to look at the alphabet and make words from different endings. Handout 2 provides practice with some common word families.
- Have a contest. Ask learners to come up with as many words as they can for each word pattern. Handout 3 is an example worksheet.
- Put the correct word families together. Handout 4 is an example worksheet.
- Select a word family from 'Common Spelling Patterns' word list and write them on the board. For example: bet, get, jet, pet, let, met, net
- Ask learners to make their own word flips. Check for accuracy of letter formation and spelling.

#### **Directions**

•	Cut out 7 small rectangles and one longer rectangle.		
	L		

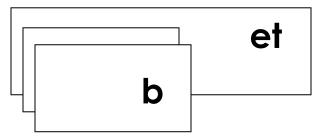
• Print the first letter of each word near the edge of the small rectangle.



• Print the last two letters of the word near the end of the large rectangle.



• Overlap the rectangles and use a paper fastener to join them together.





## **Common Spelling Patterns**

Pattern	Examples	
-ab	cab, lab, blab, crab, flab, grab, scab, slab, stab	
-ack	back, pack, quack, rack, black, crack, shack, snack, stack, track	
-ag	bag, rag, tag, brag, flag	
-ail	fail, mail, jail, nail, pail, rail, sail, tail, snail, trail	
-ain	main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train	
-ake	bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake	
-am	ham, Sam, clam, slam, swam	
-an	can, fan, man, pan, ran, tan, van, bran, plan, than	
-ank	bank, sank, yank, blank, crank, drank, thank	
-ap	cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap	
-at	bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that	
-ay	day, may, pay, say, clay, play, pray, spray, stay, tray	
-eed	feed, need, seed, weed, bleed, freed, greed, speed	
-ell	bell, fell, sell, tell, well, yell, shell, smell, spell, swell	
-est	best, guest, nest, pest, rest, test, vest, west, chest, crest	
-ew	dew, few, knew, new, blew, chew	
-ick	kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick	
-ight	knight, light, might, night, right, sight, tight, bright, flight, fright, slight	
-ill	fill, hill, pill, will, chill, drill, grill, skill, spill, thrill	

	I I
-in	bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
-ine	fine, line, mine, nine, pine, vine, wine, shine, spine, whine
-ing	king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
-ink	link, pink, sink, wink, blink, drink, shrink, stink, think
-ip	dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
-ob	knob, mob, rob, blob, slob, snob
-ock	knock, lock, dock, rock, sock, block, clock, frock, shock, stock
-op	cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
-ore	bore, more, sore, tore, wore, chore, score, shore, snore, store
-ot	got, dot, hot, knot, lot, not, plot, shot, spot
-out	grout, scout, shout, spout, sprout
-ow	cow, how, now, brow, chow, plow
-uck	buck, duck, luck, cluck, stuck, truck
-um	gum, hum, drum, plum, slum
-unk	junk, chunk, drunk, shrunk, stunk, trunk
-y	by, my, cry, dry, fly, fry, shy, sky, spy, try, why



#### **Build a Word**

Build words using the endings – an, ed, ig, at, et, in, op, ot

b ;	c ;	d L	e 1	f	g n
	J				
_	-	_		ι	u
W	Х	y	Z		
-	pove and wri	te down all	the words	you can mak	e using
•	oove and wri	ite down all	the words	you can mak	e using
-	pove and wri	te down all	the words	you can mak	e using
	i p w alphabet alan. alphabet alan.	i j p q w x  alphabet above and writed.  alphabet above and writed.	i j k p q r w x y  alphabet above and write down all an.  alphabet above and write down all ed.  alphabet above and write down all	i j k l p q r s w x y z z salphabet above and write down all the words y alphabet above and write down all the words y sed.	i j k l m p q r s t w x y z  alphabet above and write down all the words you can mak n.  alphabet above and write down all the words you can mak ed.  alphabet above and write down all the words you can mak ed.

Look at the alphab the ending <b>at.</b>	et above and write 	down all the word	ls you can make using 
Look at the alphab the ending <b>et.</b>	et above and write	down all the word	ls you can make using 
Look at the alphab the ending <b>in.</b>	et above and write	down all the word	ls you can make using
Look at the alphab the ending <b>op.</b>	et above and write	down all the word	ls you can make using
Look at the alphab the ending <b>ot.</b>	et above and write	down all the word	ls you can make using 



#### **Word Families Worksheet**

Word families are words with common spelling patterns such as "ab." - <u>c</u>ab, <u>cr</u>ab, <u>d</u>ab, <u>gr</u>ab, <u>n</u>ab, <u>fl</u>ab, <u>j</u>ab, <u>l</u>ab.

Write down word families for each word. Compare with others. See who got the most.

bad			
main			
bake			
swam			

came			
camp			
hand			
cat			
batch			
paw			



## **Word Family Sort**

List the words below under the proper word family. Add ones from your word bank or language experience story.

sack	lap	tack	fan	fat
tap	sat	trap	pan	hack
hat	whack	brat	knack	can
ran	sap	drat	lack	mat

cat man cap back

bed	den	bet	cell	men
net	sell	bed	ten	met
shed	then	shell	shred	get
pen	fell	jet	well	sled

pet red hen tell

kick	bin	dig	tick	bit
chin	kin	spin	sit	brick
twig	then	fit	pig	thin
fig	skin	stick	well	knit

hit big win sick

not	lock	cob	pot	cop
rock	drop	mob	dot	knock
lob	stop	pot	chop	clock
shot	pop	hop	block	spot

hot top bob sock

truck	spun	tug	nut	but
suck	slug	sun	fun	hut
stuck	hut	dug	gun	buck
bun	mug	luck	plug	rug

luck	bua	cut
	bug	cut

# Instructor Notes Word Study

The field of **word study** provides learners with an opportunity to manipulate words (and parts of words) in meaningful and enjoyable activities and games. Reading can develop quickly when we use word study activities to increase vocabulary.

Word study activities call for **active** problem solving. Learners are encouraged to look for spelling patterns, form hypotheses, predict outcomes, and test them. These activities require learners to continually ask themselves, "What do I know about this new word, and how is it similar to words that I already know?"

In this section we will look at:

- Syllables
- Root words
- Prefixes and suffixes
- Compound words
- Homonyms

#### **Word Sorts**

Word sorts can be used for learning vocabulary in content area reading, or for discovering word patterns. The learner sorts a list of words either by given categories or by relationships he must discover himself. Word sorts help learners activate and use their knowledge as well as providing them an opportunity to learn from and with each other.

- In open sort activities, the way of sorting words is not given ahead of time. Rather, learners are given words to write on cards and told to group the words together in some way. Then they discuss the different ways they grouped the words and the reasons behind their groupings.
- In closed word sorts, learners are told how to group the words. You might say, "Sort the words according to whether they are important places, people, or discoveries", or "Group the animals according to whether they are mammals, fish, reptiles, or birds". Word sorts can be done with learners working individually, in pairs, or small groups.



10 Handouts

#### Activity 1 – Learning about Syllables

- Tell learners that syllables are chunks of sound. All words have at least one syllable. Syllables can be just one letter or a group of letters – it's the sound that matters. One way to understand what syllables are is to think of a song, like "Happy Birthday". Each syllable is a different beat in the song, i.e: "Hap – py Birth – day to you." If you say these words aloud you will hear the chunks or beats of sound. Ask learners to think of a familiar song and tap out the syllables.
- Select a learner's name. As you pronounce each syllable, tap the table and how many sounds the name has. For example Ber tha – tap twice which is two sounds. Do everyone's name in the class.
- Do the same thing for learners' home communities. For example: Tuk to yak tuk (tap 4 time – 4 sounds).
- Select sentences some learners have written. Read them out loud pronouncing the words indicating the syllable breaks. Ask learners to tap and keep track of the number of syllables. For example:
  - o My birth day is in No vem ber. (8 syllables)
  - The men be gan load ing the barge. (8 syllables)
  - We start ed yell ing and scream ing when we won the race. (13 syllables)
- Write the sentences on the board with the breaks in between to show learners how to break down words.
- Ask learners to break words into parts by reading words from their word bank. If they have difficulty, tell them to place their hand under their chin and feel how their chin drops down for each spoken sound.8

<sup>&</sup>lt;sup>8</sup> Source: Campbell, Pat. *Teaching Reading to Adults. A Balanced Approach*. Grass Roots Press. Edmonton, AB. 2003

• Cut the words on Handout 1 into syllables. Mix the cut out syllables. Learners reassemble the pieces to produce the original word.

#### **Activity 2 –Root Words**

A root word is a word that has nothing added at the beginning or the end. It stands on its own as a word, and has a meaning. New words can be made from root words by adding beginnings (prefixes) and endings (suffixes). Review learners' language experience stories and pick out all the words that have root words in them.

#### **Activity 3 - Prefixes and Roots**

Put these examples on the board. They are also on Handout 2.

Root Word	un	re	pre
load	unload	reload	preload
The fishermen	They <b>unload</b> the	Then they <b>reload</b> the	The fishermen
<b>load</b> the fish	fish boxes at the	empty fish boxes	<b>preload</b> the empty
boxes with pike	dock.	onto the boat.	boxes on the boat
			the night before.

Review these words with learners – ask them to write down a definition for each prefix on their handout. Ask them to complete Handout 2.

#### **Activity 4 – Suffixes**

Put these examples on the board.

- I walk home every day.
- I walked home yesterday.
- I like walking.
- I am a faster walker.
- I am the fastest walker in the group.
- He walks home, too.

Talk about each sentence and decide whether the suffix makes the statement in the present or past tense. The suffix **ed** makes a word in the past tense. Give learners Handout 3 and 4 for review.

#### **Activity 5 - Compound Words**

A compound word is made up of two small words that combine to make a new word. Learners match words to make compound words on Handout 6. Handout 7 uses these same words in a word search. Learners look back to their language experience stories and word banks and pick out any compound words and write them in the list provided on Handout 8.

#### **Activity 6 – Homonyms**

Homonyms can be particularly tricky for learners. Learners need to know that many words sound the same but are spelled differently and have a different meaning. Knowing these words really helps with reading comprehension. Review Handout 8 and 9 with learners and ask them to complete the handouts.

#### **Activity 7 – Word Sorts**

- Write 10-15 words on large index cards and place in a pocket chart.
- Learners write these words on separate smaller cards or papers at their desks.
- Learners sort the words into different piles depending on the features words share. They can sort all words that begin with a certain sound, have a certain vowel sound, or contain a certain blend.
- For example ask learners to create word cards for the following words: tab, gate, that, came, back, lake, lamp, cane, tractor, pail, hand, same, cab, rain.
   Ask learners to identify the word patterns they see and then sort the words into those categories. In this example, long "a" and short "a" sounds would be a good choice.

#### **Activity 8 – Dictionary Skills**

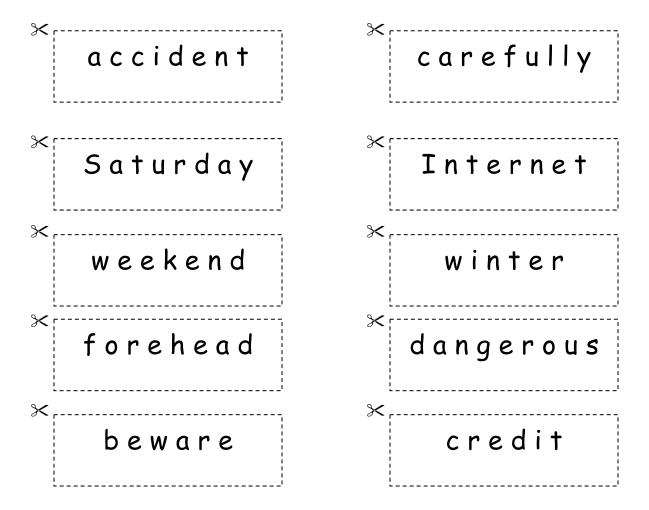
 Learners choose words from their reading, writing or vocabulary development activities and include these in their personal dictionaries.
 Keep track of words by entering them in a notebook tabbed with alphabet letters. New words are entered alphabetically, defined and written in a sentence. The learners can easily refer and add to it throughout the program.

• Introduce dictionary skills by having the learners open the dictionary to find words under guide words. Give them a guide word and ask them to look it up. Ask them to write down 5 words on that page. This helps learners familiarize themselves with the dictionary.



## **Syllables Worksheet**

- 1. Cut out the words below.
- 2. Then cut each word into syllables.
- 3. Mix up the syllables.
- 4. Now try and put the words back together.
- 5. If you can, try and make some new words from the syllables.





What does the prefix **un** mean?

## **Prefixes and Roots<sup>9</sup>**

A root word is the small word found in a larger word. You can make new words by adding a prefix to a root word.

Root Word	un	re	pre
load	unload	reload	preload
The fishermen	They <b>unload</b> the	Then they <b>reload</b> the	The fishermen
<b>load</b> the fish	fish boxes at the	empty fish boxes	<b>preload</b> the empty
boxes with pike	dock.	onto the boat.	boxes on the boat
			the night before.

	r -
W	hat does the prefix <b>re</b> mean?
W	hat does the prefix <b>pre</b> mean?
Α.	Add the prefix <b>un</b> to the root word in bold and write the meaning. The first one is done for you.
1.	The fishermen <b>tie</b> the boat.
	<i>Untie – do the opposite action</i>
2.	I am <b>able</b> to empty the fish boxes.
3.	Lock the car!

<sup>&</sup>lt;sup>9</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997

4.	Some people think it is <b>wise</b> to buy a new car.
5.	The boat is <b>safe</b> to travel in the water.
	Add the prefix <b>re</b> to the root word and write the meaning.  They will <b>build</b> their boat soon.
2.	I had to <b>trace</b> the letter on blue paper.
3.	I had to <b>write</b> my paper for Friday.
4.	I have to <b>do</b> the laundry tonight.
5.	I have to <b>pay</b> my sister tomorrow.
C.	Add the prefix <b>pre</b> to the root word and write the meaning.
1.	I like to <b>heat</b> my soup in the morning.
2.	I like to <b>view</b> the artefacts at the museum.
3.	We always get a <b>test</b> on Monday.

4.	I always wash my floors on Saturday morning.	
5.	The chef <b>cooks</b> the shrimp the night before.	
D.	Fill in the blanks with the proper prefixes: un, re, pre	
	I always try to <b>pay</b> my bills on time.	
	Sometimes Ipay my phone bill.	
	Last year, I didn't work and many of my bills werepa	id.
	My sister paid them for me, so I want topay her now.	



## Suffixes and Roots<sup>10</sup>

#### Read these sentences

- I walk home every day.
- I walked home yesterday.
- I like walking.
- He walks home, too.

We add suffixes to root words to make new words. **Walk** is the root word and **ed, ing,** and **s** are the suffixes.

Here are some simple rules for adding suffixes.

- **Rule 1** Just add **ed** or **ing** to words that end in a consonant.
  - howling, howled, hunting, hunted
- **Rule 2** Double the final letter in a word if the word ends in consonant, vowel consonant (cvc) and the suffix begins with a vowel.
  - getting, dripping
- **Rule 3** If the word ends with an e drop the e and add ing or ed.
  - naming, named, phoning, phoned

<sup>&</sup>lt;sup>10</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997

## **Vocabulary Development Strategies**

## Add **ed, ing** and **s** to these words

Root Word	ed	ing	s
turn			
scare			
look			
call			
drip			
drive			
kill			
wait			
plan			
kiss			
swim			
beg			
like			
vote			
move			
love			
rain			
jump			
rub			



# Suffixes and Roots<sup>11</sup>

There are lots of different kinds of suffixes.

For example: respect respectful

We are respectful to our Elders.

More words with suffixes:

Root Word	Suffix	New Kind of Word
friend	-ly	friendly
write	-er	writer
agree	-ment	agreement
thick	-ness	thickness
act	-ive	active
allow	-ance	allowance
cheer	-ful	cheerful

Read these sentences. Add a suffix to the word on the left to make a new word to fit in the blank:

apart	Our new	is on the fourth flo	oor.
cheer	He smiles all the time. He is a		_person.
sick	Everyone has the flu. There is community.	a lot of	in our
ship	The barge came in! We receive for the year.	d our	of food
glad	I will donate my	time and energy to t	the project.

<sup>&</sup>lt;sup>11</sup> Source: Ideas, Activities and Exercises for Fundamental Level English, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997



# **Put it all Together**

List words from your story that have prefixes or suffixes. Keep a running tally of these words. Remember to add them to your word bank. Underline the root word. An example is done for you.

Prefix	Suffix endings
en <u>joy</u>	<u>care</u> ful



# **Compound Words**

What is a compound word? We make a compound word when we put together two smaller words. Here are some examples.

Two smaller words	Compound word		
after noon	afternoon		
to day	today		
birth day	birthday		
arm chair	armchair		
may be	maybe		

The compound words below are taken apart. Write the word from List 2 that matches the word in list 1. The first one is done for you.

List 1		List 2
1. grand <u>father</u>		ball
2. table	-	gun
3. pop	-	gown
4. hand		father
5. drive		stream
6. fire		man
7. night	-	some
8. shot		way
9. foot		corn
10. up		cloth



# **Compound Word Search**

Find the words below in the word search. Words are up, down and diagonal.

У	q	j	t	У	V	r	n	g	X	р	р	b	t	е
u	а	0	У	X	k	Z	j	r	р	W	k	0	b	f
b	p	W	С	k	u	g	t	а	1	С	d	У	j	1
t	i	S	е	n	р	р	р	n	r	а	а	1	k	k
n	а	r	t	V	q	k	f	d	У	m	i	р	С	a
n	i	b	t	r	i	У	d	f	t	а	f	r	W	С
0	m	g	1	h	е	r	d	а	1	r	n	h	0	k
g	h	n	h	е	d	а	d	t	Z	m	u	k	m	n
q	g	S	i	t	С	а	m	h	0	С	g	f	X	a
r	f	p	У	j	g	1	У	е	W	h	t	1	С	m
Z	b	а	i	Z	1	0	0	r	С	а	0	r	k	е
р	0	p	С	0	r	n	W	t	X	i	h	X	С	r
h	а	n	d	S	0	m	е	n	h	r	S	u	u	i
n	0	0	n	r	е	t	f	а	b	i	k	r	V	f
а	j	У	t	i	0	f	0	0	t	b	а	1	1	С

afternoon armchair birthday driveway fireman football grandfather handsome maybe
nightgown
popcorn
shotgun
tablecloth
today
upstream



## **Compound Words**

Talk with your classmates. Can you think of any more compound words you know? If so, write the two smaller words and the compound word in the table below.

Read your language experience stories. What compound words have you used? Write them in the table below.

Two smaller words	Compound word



## **Homonyms**

Homonyms are words that:

- Sound the same.
- Are spelled differently or the same.
- Have different meanings.

For example: I made the bed.

The **maid** made the bed

too two

toward, in the direciton of

also, more than enough

Fill in the blanks with **to, too** or **two.** 

to

too

to

	two the number
1.	Mary went the Northern store.
2.	Great Slave Lake is way cold for swimming.
	There are Elders left in the community that can speak their language.
4.	They are going Great Bear Lake to go fishing.
5.	It was snowing hard go out on the land.
6.	I am pleased meet you.
7.	There are reasons I came back to school.
8.	The girls want go
9.	There are many thingsdo at the cabin.
10.	. The suitcase is heavy for me carry.

## **Vocabulary Development Strategies**

Fill in the blanks with there, their and they're.

## there their they're

		there their	belongs to, a possessive pronour	n							
		they're	a contraction for "they are"								
	1.	dogs	are really good sleddogs								
	2. 1	. I put the shovel over by the window.									
	3. 5	She told us that _	coming to visit u	as at the camp.							
	4. 1	. Is enough bannock for everyone?									
	5. 5	She took care of dogteam while they were away.									
	6	here!									
	7. l	I think	going to buy a truck.								
	8		are ten children in	family.							
	9. \	We went	yesterday.								
	10		very happy in	_ new house.							
Fil	ll in	the blanks with	the correct answer								
1.	Is th	nis the	answer.	right	write						
2.	The	еу	for gold in Yellowknife.	mined	mino						
3.	Iwa	as	_ for parking near a fire hydrant.	find	fined						
4.		e buildings in Yel n I thought they	lowknife are muchwould be.	higher	hire						
5.	The	ey have r	narried for ten years.	bean	been						
6.	I rea	ally like to	northern stories.	read	reed						
7.		ere are no NWT.	in the northern part of	dear	deer						
8.	I wi	ill late to	night.	be	bee						

## **Vocabulary Development Strategies**

9. The two countries signed a	treaty.	piece	peace
10. The on the Honda ca	ime off.	wheel	we'll
11. My son wants to his h	air purple.	die	dye
12. Did the movie you?		bore	boar
13. Thein Rwanda las	sted many years.	war	wore
14. Please do itme.		for	four
Write a sentence for each word tha	t was not used above	•	
1			
2			
3			
4			
5			
6			
7			
8.			
9.			
10			
11			
12			
13			
14			
==-			



# **Homonym Word Search**

Find the words below in the word search and match each pair of homonyms on the back of this sheet. Words are up, down and diagonal.

d	i	a	m	е	f	f	q	r	m	e	r	u	0	h
i	k	r	s	1	e	g	0	a	m	j	r	t	s	n
r	t	0	0	1	i	f	d	r	i	h	a	e	n	0
k	n	W	0	е	g	e	t	h	g	i	e	W	h	0
У	е	h	r	е	h	d	0	n	1	d	b	r	0	t
r	W	a	x	1	t	W	a	r	e	e	d	a	е	t
r	p	f	r	0	t	a	h	e	f	0	u	r	r	е
r	i	i	1	h	r	a	e	d	r	v	h	a	d	е
d	a	a	r	0	е	t	a	m	d	i	u	e	s	m
h	x	b	p	u	u	e	r	e	g	s	f	p	a	W
Z	r	e	t	r	0	r	e	h	е	1	a	t	i	е
u	f	a	h	i	Z	r	h	a	r	e	k	1	1	s
b	a	r	i	е	a	Z	x	e	C	i	b	a	e	s
1	k	g	W	h	i	W	d	e	r	e	d	a	f	k
v	е	x	d	t	i	n	h	b	t	k	n	0	W	s

ate	hare	nose	see
bare	hear	our	sew
bear	here	pair	tail
dear	high	pare	tale
deer	hole	pear	their
eight	hour	read	there
flour	knows	red	too
flower	made	reed	two
for	maid	sail	wait
four	meat	sale	weight
hair	meet	sea	whole

# Instructor Notes Spelling

Spelling can be an overwhelming task for some learners. Several strategies can be used to help learners at the 110 level with spelling.

Instructors can help their learners become good spellers by:

- Encouraging them to look closely at words and talking to them about words.
- Encouraging them to try new words (they won't do this if you're always criticizing their spelling).
- Playing word games with them, such as: Hangman, Boggle, Scrabble
- Encouraging effective memorizing strategies.
- Encouraging spare time reading.
- Respecting good mistakes: those which use letter patterns which do make the right sound, even though they are not right for that particular word. So, for **purpose**:
  - purpus would be a good guess like focus.
  - prupose would be a less good guess



3 Handouts

#### **Activity 1 - Spelling Tips**

Review Handout 1 with learners. It is easier to say and spell words by breaking them into chunks:<sup>12</sup>

- Break the word into parts called word families or syllables.
- Say the parts loudly or softly (accent).
- Find short words inside the long words.
- Add beginnings (prefixes) and endings (suffixes) to a word.
- Put two words together to make a compound word.

#### **Activity 2 - Problem Word List**

Encourage learners to make a **Problem Word List.** Ask them to put all their spelling mistakes on one sheet of paper. Include mistakes from your story writing, spelling tests and writing assignments. They can refer to the list any time they have to spell a problem word.

## Activity 3 - Word Study Chart

A word study chart is designed to encourage learners to look closely at a word, pay attention to its pronunciation, think about different forms of the word and demonstrate understanding. Ask learners to complete the chart on Handout 2 for each spelling word. You can develop your own word study chart with different categories like root word, divide into syllables, add a prefix or suffix, etc.

### Activity 4 - Word Wall

Create a word wall for each new unit. Put words on the wall that you are learning. When you are finished a unit, ask learners to make sure they have all

<sup>&</sup>lt;sup>12</sup>**Source:** <u>http://www.education.tas.gov.au/English/spellstrat.htm</u>

#### **Vocabulary Development Strategies**

the new words listed in their personal dictionaries. Start a new word wall for each new unit.

#### **Activity 5 – Word of the Day**

Each day write a difficult word on the board. Ask learners to guess verbally what the definition is. When everyone has had a chance to guess, talk about which definition they think is correct. If no one has the right answer, ask them to look up the definition in a dictionary. Use a simple dictionary. Ask them to write a sentence using the word. At the end of the week ask learners to spell each word and write a sentence for each word. They can add these words to their personal dictionaries or word banks.

#### **Activity 6 – Building Words**

Ask learners to make word cards for the prefixes, suffixes and base words below. Use three colours to differentiate the word parts. Ask them to make as many words as they can for each base card using the prefixes and suffixes. You can use this activity with your weekly spelling words.

Pref	ixes	Suff	ixes
re	in	ion	able
dis	un	ive	ance

#### **Base Words**

act	appear
create	direct
cover	forget



### **Activity 7 - Word Web**

Ask learners to work individually or in pairs and use words from their spelling list to build word webs. Word webs show all the different prefixes and suffixes you can use with a word. Some examples of words that you can use are relate,

#### **Vocabulary Development Strategies**

place, occupy, real, kind, amaze, lead. Handout 3 has blank word webs that can be used for spelling words.

#### **Activity 8 - Spelling Game**

Good spellers recognize common spelling patterns. This game helps learners predict how to spell because they know they have a limited number of options. For example: if they hear an **o** sounds as in hope, they know the spelling options are **oa**, **oe**, or **o**. The game is like Hangman except that people have to guess the letters.

- Write the first letter of the word.
- Put down dashes to represent the other letters.
- Allow ten guesses for the next letter. If there is no correct guess, put the letter in and go on to the next one.
- Continue until you complete the whole word.

**Activity 9 – Introduce Word Association Game** 

• It helps to write the letters of the alphabet on the board or paper. For example: T \_\_\_ \_\_ \_\_\_

You can play many variations to this game. Get everyone in a circle. The instructor says a word and the next person says a word related to that word and so on. You can also do this with word patterns or rhyming words: follow, hollow, swallow, low, toe, foe, sew. Write the words on the board as learners say them and then study the words after.

### **Example of Word Association:**

Arctic Winter Games, hockey, puck, hit, punch, drink, coke, and so on



## **Spelling Tips**

- 1. Make flashcards to study and review.
- 2. Write your words in your personal dictionary.
- 3. Use your spelling words to write sentences.



- 4. Make a word search. Try this website out: <a href="http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html">http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html</a>
- 5. Write the words in ABC order.
- 6. Cut your spelling words out of a magazine or newspaper.
- 7. Draw pictures of your spelling words.
- 8. Play a game of Hangman using spelling words.
- 9. Look at a spelling word, **say** it out loud, **cover** it up, remember how the word is spelled and **write** it out. **Check** your answers.
- 10.Break the word into syllables or chunks.



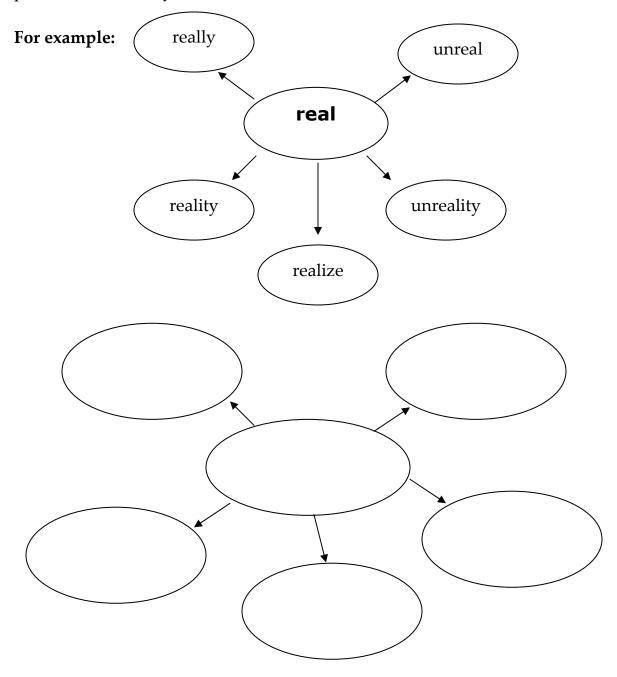
# **Word Study Chart**

Word	Say it	Rhyming Word	Suffix or compound word	Write a sentence
make	<b>✓</b>	bake	making	It is your turn to make dinner.



## **Word Webs**

Make a word web for each of your spelling words. For each word think of any prefixes or suffixes you can add to the word.



## **Vocabulary Development Strategies**

## **Developing Writing Skills**

Learners at the 110 level are beginning writers. They need to learn the fundamentals of sentence structure and paragraph writing. Model writing skills on the board and give learners lots of practice with writing sentences and editing their writing.

#### This section covers:

- Sentence Structure
  - Word order
  - Subject and predicate
  - o Capital letters and end punctuation
  - Fragment or sentence

#### Writing Process

- Writing process guidelines
- Ideas for writing
- o Plan, organize, edit
- Writing conference

### • Paragraph Writing

- Intro to paragraph writing
- Paragraph writing practice

### Learning outcomes:

- Write sentences
- Understand simple subject and predicate in a sentence
- Use end punctuation correctly
- Uses capitals to begin a sentence and name people and places
- With assistance, brainstorm, categorize and organize information and ideas for writing
- Order ideas to create a beginning, middle and end in writing
- Brainstorm, categorize and organize information and ideas for writing with assistance
- Explore and use the keyboard to compose and revise their writing

#### **Developing Writing Skills**

- Write a first draft
- Add or delete words to make sense
- Rewrite corrected material to produce final copy
- Edit for spelling familiar words, end punctuation, basic capitalization

# Instructor Notes Sentence Structure

Learners at this level need to know only the basics of sentence structure. They need to understand that each sentence has a predicate and a subject. Learners should be able to identify if a sentence is a complete sentence or a fragment. They should also be able to write a proper sentence with capital letters and correct end punctuation.

#### This section covers:

- Word order
- Capitals and end punctuation
- Subject and predicate
- Fragments



5 Handouts

## Activity 1 - What is a sentence?<sup>13</sup>

Write these words on the board. Hit train the a car Ask learners if this is a sentence. Ask them to make as many sentences as they can with the words (hit train the a car).

- The car hit a train.
- The train hit a car.
- A train hit the car.
- A car hit the train.

Ask learners why these are sentences. Make a list of their answers. Tell learners that a sentence has

- Order
- A subject and predicate
- A capital letter at the beginning
- A period (.), question mark (?) or exclamation mark (!) at the end
- A complete thought

Review Handout 1 together to understand more about sentences.

## Activity 2 – Word Order<sup>14</sup>

Handout 2 provides learners with practice in putting words in the proper order to make a sentence.

<sup>&</sup>lt;sup>13</sup> Source: Ideas, Activities and Exercises by Laurie Gould and Jan Weiten from Vancouver Community College,

<sup>&</sup>lt;sup>14</sup> Source: Ideas, Activities and Exercises by Laurie Gould and Jan Weiten from Vancouver Community College, 1997.

## **Activity 3 – Subject and Predicate<sup>15</sup>**

Every sentence needs a subject and predicate. Handout 3 gives a thorough explanation of subject and predicate and some practice questions in picking out the subject and predicate. Learners have to complete the sentences with either the subject or predicate.

#### **Activity 4 - Capital Letters and End Punctuation**

Handout 4 gives a complete summary of end punctuation. It reviews the period, exclamation mark and question mark. Learners must put a capital letter at the beginning of the sentence and on proper nouns and put in the proper end punctuation for each sentence.

## **Activity 5 - Fragment or Sentence?** 16

Learners read each group of words and decide if it is a sentence or a fragment. If it is a fragment they make it into a sentence.

<sup>&</sup>lt;sup>15</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997

<sup>&</sup>lt;sup>16</sup> **Source:** *Ideas, Activities and Exercises for Fundamental Level English*, compiled by Laurie Gould and Jan Weiten, Vancouver Community College, 1997



## What is a Sentence?

Α	sentence	is a	word	or	group	of	words	that	has:
<b>.</b>	SCITCETICE	10 0	WOLG	01	Sicar	O.	WOLGS	cricic	TIGO.

- Order
- A subject and predicate
- A capital letter at the beginning and .! or? at the end
- A complete thought or idea

1.	A sentence is a group of words in an order that makes sense.	Check the
	group of words that are sentences.	

	group of words that are sentences.			
	<ul> <li>Went yesterday snowmobiling.</li> <li>I went snowmobiling yesterday.</li> <li>Yesterday, I went snowmobiling.</li> <li>Snowmobiling I went yesterday.</li> </ul>			
2.	A sentence has two main parts, a subject	t and a p	redicate.	
	subject predicate	subject	predicate	
	Their daughter works at the school.	She	e left.	
	Underline the subject and circle the pred Check the group of words that are complete		· ·	of words
	• The Elder.			
	<ul> <li>Told stories.</li> </ul>			
	<ul> <li>On the way home.</li> </ul>			
	<ul> <li>The Elder told stories.</li> </ul>			
	On the way home, the Elder told sto	ories.		
	<ul> <li>Told stories on the way home.</li> </ul>			

## **Developing Writing Skills**

3.	A sentence begins with a capital letter and ends mark (?) or an exclamation mark (!) Check the g both a capital letter and correct end punctuation words to make a proper sentence.	roup of words that have
	I went camping last weekend	
	Why did you go camping.	
	Do you like camping!	
	• I love camping.	
	• I can't wait to go camping next weekend.	
1.	A sentence expresses a complete thought or idea that are a complete thought. Rewrite the ones the thought into a proper sentence.  • The baby cried.	<b>9 -</b>
	<ul><li>She is strong.</li></ul>	
	<ul><li>Told stories.</li></ul>	<del></del>
	• The Elder.	
	Had lunch.	<del></del>
	I like stories.	<del></del>
	No fun.	
	I like to laugh.	



### **Word Order**

A sentence is a group of words in order that make sense.

Put a ✓ beside sentences. Put a × if the words are in the wrong order. Rewrite words to make a sentence.

1. Mary likes to ride on a snowmobile. □

2. She coming is to our cabin. □

3. He walked up slowly the mountain. □

4. The big two men got in to the monster truck. □

Rearrange these groups of words to make a sentence.

**For example:** on Saturday the swimming pool we went

We went to the swimming pool on Saturday. On Saturday, we went to the swimming pool.

1. to school they walk the children every morning

2. the storm will reach on Sunday Paulatuk.

## **Developing Writing Skills**

3.	he takes	his do	gs in the spring	out on the land
Pu	t these w	ords ir	n the right order to r	nake a sentence that answers the questions.
1.	Where is	s the so	oap?	
	in	bathr	oom	
	the	the		
	soap	is		
2.	When di	d Mar	y and John move to	Yellowknife?
	John		moved	
	Yellowk	nife	to	
	Mary		year	
	last		and	
3.	How tall	is the	tallest building in Y	ellowknife?
	tallest	the		
	is	13		
	stories	high		
	building	g in		
	Yellowk	nife		



# **Subject and Predicate**

A sentence has two parts.

Subject	Predicate
someone	does something
Rick Hansen	went around the world.
My brother	lives in Ottawa.
She	will call you later.
someone	is something
George Tuccaroo	is a funny guy.
The old man	is an excellent hunter.
They	are my friends.
something	does or is something
The bird	will fly away.
Yellowknife	is the largest city in the NWT.
It	snowed all night.

Fill in the missing **subject** to make a sentence about the NWT.

1. \_\_\_\_\_\_ is my favourite community.

2. \_\_\_\_\_likes to play hockey.

3. \_\_\_\_\_\_ is the largest lake in the NWT.

4. \_\_\_\_\_hunt caribou in the spring.

5. \_\_\_\_\_\_ is the warmest place in the NWT.

6. \_\_\_\_\_\_ is a great river to canoe.

#### **Developing Writing Skills**

Fill	in the missing <b>predicate</b> to make a sentence about the NWT.
1. I	Inuvik
2. 5	Short trees
3. 7	The snow and wind
4. I	Blizzards
5. (	Great Slave Lake
6. 5	Some people

## **More Practice**

Underline the subject with one line and the predicate with two lines.

- 1. The dog barked non-stop for an hour.
- 2. Mary ate her dinner slowly.
- 3. We watched Survivor on TV.
- 4. Many people crowded into the community hall.
- 5. Everyone enjoyed the feast for National Aboriginal Day.
- 6. The road construction on Highway 1 caused delays.
- 7. The speaker waited unit the room was quiet.
- 8. We finish class at 3:30 pm.
- 9. The quad ran out of gas.
- 10. The temperature in the NWT is very low in January.



# **Capital Letters and End Punctuation**

Use these rules to make a poster about capital letters and end punctuation. Make your own examples for each rule.

#### **Periods**

- A period is used at the end of a statement.

  For example: It is raining. The lake is cold. I am going hunting.
- A period is used at the end of an imperative sentence that makes a request. **For example:** Always shut off the computer when you're finished.
- A period is used after most initials and most abbreviations.

**For example:** Premier J. Handley P.O. Box 100

#### **Question Marks**

• Use a question mark at the end of a question. For example: When are you going camping?

#### **Exclamation Mark**

• Use an exclamation mark after a statement that has strong feeling or emphasis.

For example: Oh no! What a terrible accident!

## Capitalization<sup>17</sup>

#### You should always capitalize:

- The first word in a sentence When it rains, it seems to pour.
- The pronoun I At the game I shouted at the players.
- Proper nouns Mary, Deline, Northwest Territories, Great Slave Lake
- Day of the week and month Tuesday, March

<sup>&</sup>lt;sup>17</sup> **Source:** Checking Your Grammar by Marvin Terban, 1999

#### **Developing Writing Skills**

Correct the following sentences by putting a capital letter at the beginning of the sentence, on names and places and the proper end punctuation.

- 1. dr. Tripp is my instructor
- 2. aurora college in yellowknife has many programs
- 3. tourists love to come to the north to see the northern lights
- 4. I need help My house is on fire
- 5. the calgary flames lost in the final game against tampa bay
- 6. did you watch the hockey playoff
- 7. does the nurse give out medication at the health centre
- 8. what day is Halloween this year
- 9. i am going to the east arm this summer for a camping trip
- 10. cigarette smoking causes cancer, don't start smoking
- 11. what an awesome dress
- 12. what a beautiful sunset over great slave lake
- 13. why is the elder so happy
- 14. wow you look great
- 15. what's the man's name I think I met him at centre square mall
- 16. the airplane came really close to the mackenzie mountain range
- 17. is susan's birthday in january or february



## **Fragment or Sentence?**

A sentence expresses a complete thought or idea. Incomplete thoughts are called fragments. There are three ways to identify a fragment.

- 1. Read the sentence out loud. Does it sound right?
- 2. Check for a subject and predicate.
- 3. If there is a subject and a predicate ask: Does the sentence express a complete thought?

Read the groups of words below. Put a  $\checkmark$  beside the sentences. Rewrite the fragments to make a sentence.

1.	That dog is barking. $\square$
2.	Is running away. $\square$
3.	She has a new job. $\square$
4.	On the counter. $\square$
5.	Will be sunny tomorrow. $\square$
6.	Washing the dishes. $\square$
7.	The man on the street. $\square$

# Instructor Notes Writing Process

To write, learners need to generate, organize, and communicate ideas. Often learners would rather not plan before writing. These learners would prefer to "jump in" and just start writing. For some learners, it is important that they go slowly and take time to think about what they want to say before writing. In general, learners should be taught that writing is not an emergency event and that the processes of planning, thinking, and organizing are just as important as the final product.

Learners' ability to generate and organize their ideas can impact the richness of their final piece of writing. In order to generate and organize ideas well, learners must be able to get started and concentrate on the task and monitor the quality of their work. Depending on the type of writing task, learners also may need to be able to present their perspective and think creatively to come up with new ideas. For example, learners may need to decide what to write about, develop a topic, research a topic, produce original thoughts, elaborate on ideas, use prior knowledge, think critically, and apply new and learned concepts. All of these skills can help a learner with generating and organizing their ideas when writing.

Here is a simple guideline to follow when helping learners with writing:

- 1. **Begin** with a topic the learners are interested in.
- 2. **Talk** over what they want to write. Help the learner write ideas or words they may need.
- 3. **Write** a rough draft. Explain to the learners that all writers use a rough draft.
- 4. **Encourage** learners to proofread their work. Underline words they are not sure of. This is a good time to practice dictionary skills.
- 5. **Read** over the piece of writing together. A piece of writing can always be changed, or you can add more information.

## **Developing Writing Skills**

#### This section covers:

- The writing process
- Planning
- Organizing/webbing
- Writing
- Editing
- Writing conferences



8 Handouts

#### **Activity 1 - Writing Process Guidelines**

Review Handout 1 together and discuss the writing process. Tell learners that you are going to go through the process together as a group and then they will have a chance to write about something they are interested in.

#### **Activity 2 - Plan**

Think about what you want to write about. Brainstorm ideas with learners. Review the list of topics on Handout 2 for ideas. Choose a topic and make a list of ideas related to the topic.

#### Activity 3 - More Ideas for Writing

Ask learners to draw a rough sketch/map of their community or a neighborhood where they once lived or live now. Ask them to draw the map, label particular objects where things happened. For example: here's where I first fell off my bike...here's the house where my best friend lived...here's the rock I fell off and broke my arm. Ask learners to show the map to the class and explain your map; describe the neighborhood and what went on. Ask them to pick a story from their map that they would like to work on. Handout 3 has an example that learners can look at.

### Activity 4 - Organize

There are many ways to organize ideas. Once learners have brainstormed ideas they need to be able to organize them in a meaningful way. Handout 4 shows an example of one way to categorize information and gives a blank form for learners to fill in. Handouts 5 and 6 give learners practice at taking a list of ideas and categorizing them into different sub-headings.

#### **Activity 5 – Draft, Share and Revise**

Once learners have some ideas written down they can start to write. Tell learners just to write and not to worry about spelling and punctuation. They should start with their topic sentence and then use the categories as their supporting details. Ask learners to read their writing aloud to themselves or another classmate. Ask questions like "How does it sound?" "Which sounds better, this or that?" Ask learners to revise their work from the feedback they get from their peers.

#### Activity 6 - Edit

Give learners some practice at editing sentences and paragraphs. Make sure they use capital letters and end punctuation. Give learners Handout 6 to practice their editing skills. Ask them to edit each other's writing.

#### **Activity 7 - Prepare for Final Copy**

Ask learners to rewrite their piece with the correct punctuation and grammar.

#### **Activity 8 – Writing Conference**

Conference writing is an activity where writers discuss and share their writing with an individual or group. Conference writing helps writers improve their own writing by:

- Developing their ideas.
- Correcting their own mistakes.
- Learning to communicate clearly and effectively.

#### **Guidelines**

- Do not correct spelling errors or general surface structure details during conferencing.
- Create a supportive environment.
- Resist directing changes that will take ownership away from the writer.
- Respond first to the message and content before moving on to any teaching points.

#### **Developing Writing Skills**

#### **Steps**

- 1. Have each writer select a topic to write about.
- 2. Discuss the selected topic with the writer.
- 3. Instruct each writer or group of writers to write a **first draft**. Encourage writers to express their thoughts and ideas freely without worrying about writing rules.
- 4. Arrange a private conference with each writer.
  - i) Have each writer read his or her story.
  - ii) Listen to the story and repeat what you heard.
  - iii) Ask each writer relevant questions relating to content, but not grammar or spelling.
  - iv) Let the writer discover things that might be added or changed.
- 5. Instruct each writer to write a second draft, making the additions and corrections that were discussed.
- 6. Arrange another conference with each writer and repeat Step 4. Does the writer want to make further changes?

Handout 8 provides learners with an outline to fill out for peer conferencing.



## **Writing Process Guidelines**

The writing process guide describes eight basic steps:

**1) Plan** Think about what you want to write. Read. Talk to others. Brainstorm. Collect your ideas. Make a topic list. Choose a topic.

**2) Organize** Make an outline, a mind map, or a web. What ideas go together? What order makes sense?

Write your thoughts down. Don't worry too much about spelling or punctuation. Take your time. Read over what you've written to help you write more. Talk to someone if you get stuck.

4) Share
Read your writing out loud to someone. Ask for feedback: 'How does this part sound?' or, 'Which sounds better, this or this?'
Talk to other learners about grammar, spelling, etc.
Take notes about any feedback you get. Give polite feedback to others.

Does the story make sense? Do the parts fit together? Are the transition words clear? Move parts of the text around. Add words or sentences. Take words out of sentences. Try different words.

**6) Edit** Check grammar, spelling and punctuation.

**7) Prepare final copy** Proofread and make changes.

**8) Print**Use a word processor to make a final hard copy.
Where possible, use a word processor to compose, revise, and publish.



# **Ideas for Writing**

- A typical evening at home...
- My worst vacation...
- The hardest thing I've ever done ...
- Putting my foot in my mouth ....
- What do I worry about ...
- We all make mistakes ...
- My community...
- Why weekends should be longer...
- A terrible storm...
- What is important to me...
- A place I'd like to visit...
- My favourite family story...
- Things I'd like to change...
- My hopes and dreams for my children...
- Book characters I'd like to meet...
- A great place to go...
- Sometimes I wish...
- I know a lot about...

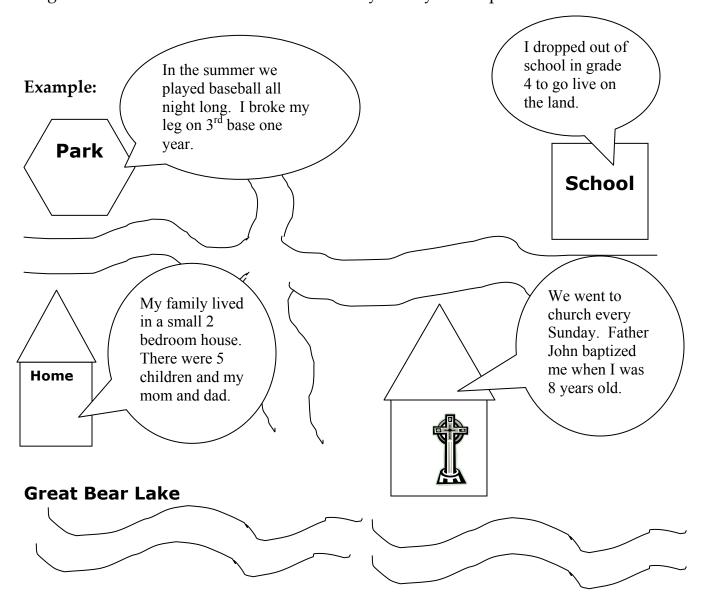
What are some other topics you would like to write about?



# More Ideas for Writing

Draw a rough sketch/map of your community or a neighborhood where you once lived or live now and label particular places where things happened. For example: here's where I first fell off my bike...here's the house where my best friend lived...here's the rock I fell off and broke my arm.

Show your map to others in the class and explain your map; describe the neighborhood and what went on. Pick a story from your map to write about.

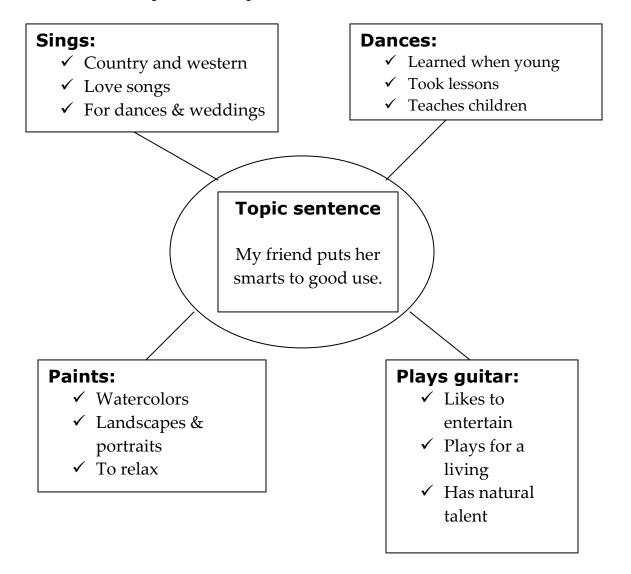




# **Categorizing Ideas**

The learners decided to write about someone who has lots of smarts. This person sings, dances, paints pictures, and plays guitar.

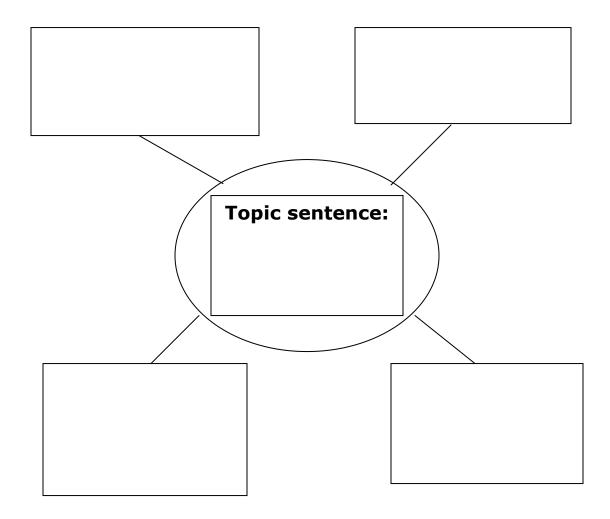
Look at this sample web/ map.



# **Categorizing Ideas**

**Now you try!** Brainstorm for a topic sentence. Put it in the circle.

- In the squares, write your ideas about that topic sentence.
- Then write a sentence for each square.





# **Organizing Ideas**

Here is a list of 18 northern words. Write the word in the correct list.

Ft. Simpson bannock black spruce canoe	buffalo steak poplar dried fish Hay River	aspen Tulita white spruce tamarack	kayak berries Inuvik Ft. Smith
Northern Food		Towns in the NWT	
Northern Trees		Boats	



# **Organizing Ideas**

Put a  $\sqrt{\phantom{a}}$  beside the best heading for each group of words.

1.	oranges	apples	grapes	peaches
		_ meats		
		_ fruits		
		_ vegetables		
2.	pike	pickerel	char	whitefish
		_ crabs		
		_ birds		
		_ fish		
3.	red	green	orange	blue
		_colors		
		_numbers		
		_words		
4.	jazz	rock	disco	country
		_magazines		
		_music		
		_stories		
5.	pencil	pen	marker	highlighter
		work tools		
		hand tools		
		writing tools		



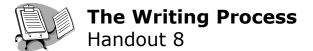
## **Editing**

Editing is a very important part of the writing process. Edit these sentences and paragraph for practice. Look for capital letters, spelling and end punctuation.

#### **Remember:**

- All sentences end with a period (.), question mark (?) or exclamation mark (!).
- All sentences begin with a capital letter.
- All names and places also have a capital letter.
- 1. do you wnat to go out on the lnad
- 2. mary told me to go home at lunch
- 3. what a beautiful sunset
- 4. I'm am so escited
- 5. will you help me make diner
- 6. what time is it
- 7. the sky is coudy
- 8. it is raining outside
- 9. please put you raincoat on
- 10. help my

i am going out on the land tody with my famly we plan on fishing, hiking and camping near great bear lake we often see caribou and muskox near the lake we are going for 2 weeks what a great time we will have john and sara my chidren will also be coming with us they are always saying, "when are we going out on the land?" i can finally say today



# **Writing Conference Checklist**

Author:Title:	_
Self Reflection	
	1 (
I read this piece: once twice se	·
One change I decided to make is	
I think this makes sense because	
The part I like best is	
Peer Conference	
Conference Partner Name:	
Something you did well in this piece is _	
I especially like	
Something I suggest you consider is	
Do you need an extended instructor con	nference? Yes No
If yes, state at least two specific things yo	ou would like to discuss:
1	
2.	

# Instructor Notes Paragraph Writing

The Paragraph Writing section takes learners from sentence formation to paragraph writing through a process approach. This not only develops learners' paragraph writing skills, but also encourages them to become independent and creative writers.

A paragraph is a unit of text that develops one idea or topic in specific detail. Like a paper, a paragraph has a beginning, a middle and an end. The beginning, or the topic sentence, forecasts what the paragraph is going to be about. The middle develops the idea in detail by giving specific support for it, and the conclusion emphasizes the insight you have arrived at.



9 Handouts

#### Activity 1 - Review Main Idea

Copy a short paragraph onto the board. Ask learners to read the paragraph aloud. Ask learners what the paragraph is about. Once they have correctly answered, ask the learners if there were any sentences that told them what the paragraph would be about. They should answer that all of the sentences talk about the main idea. Next, have props or pictures of a theme, such as health (pamphlet, medicine, etc.) and ask learners what the props/pictures are about (or what the big idea is). Prepare 3-4 lunch bags with pictures and/or props. Give groups of learners a bag. Each group takes out the items, and discusses what the idea is. On a sheet of paper, they write their answer. Then bags are exchanged until each group has received all the bags and written down their ideas. Then as a class, review the contents in each bag and discuss the main idea of each bag.

## **Activity 2 – Topic Sentence**

Now that learners are aware that paragraphs talk about one main idea, introducing the topic sentence should be easy. Ask learners to copy a short paragraph from the board. Ask them what the main idea is. Then explain that all paragraphs have a topic sentence that tells the reader what the paragraph will be about. Ask learners to identify the topic sentence.

Have the learners use the green crayon to underline the topic sentence. Next, prepare three paragraphs on separate chart/poster papers. Leave out the topic sentence and in its place draw a green line. On sentence strips, write the topic sentence of each paragraph. Post the three paragraphs on the wall/board. Tell learners that each paragraph is missing its topic sentence. Place the sentence strips with the topic sentences in a visible spot by the charts. Using tape, ask learners to place the topic sentences onto the correct paragraph. Then review. Handout 1 provides a practice activity for learners.

#### **Activity 3 – More Practice with Paragraphs**

- What is a paragraph? What is included in a paragraph? Review topic sentence (beginning), supporting details (middle), and ending sentence.
- Ask learners to read the paragraphs on Handout 2 and highlight the topic sentence in green, the supporting details in yellow and ending sentence in red.

## Activity 4 - Traffic Signal Activity<sup>18</sup>

There are three parts to a paragraph— a **beginning** (topic sentence), a **middle** (supporting sentences), and an **end** (ending sentence). This is a great activity to show learners how a paragraph is set up. Handout 3 gives detailed instructions for learners.

Everyone gets 1 green strip, 3 yellow strips, and 1 red strip. Brainstorm topics for paragraph. Choose a topic to write about. Take out a green strip. Come up with a topic sentence based on the topic you have chosen.

**For example:** Education is very important.

Everyone writes the topic sentence on a green strip. Green means "go" and we have begun our paragraph. Take out the 3 yellow strips and think of three supporting sentences, or sentences that are about the topic sentence.

**For example:** It provides you with new opportunities.

You learn new skills for the future.

You can get a better job with an education.

You now have to close/finish/end the paragraph or **Stop**. Ending sentences can

- Repeat the topic sentence in a different way.
- Express how we feel about the topic.
- Express what we think about the topic.

**For example:** It is important to get an education.

I enjoy learning new things.

I think education is really important for my children.

\_

<sup>&</sup>lt;sup>18</sup> **Source:** <u>http://www.busyinstructorscafe.com/units/paragraph.htm</u>

#### **Developing Writing Skills**

#### Put it all together:

Education is very important.

It provides you with new opportunities
You learn new skills for the future.
You can get a better job with an education.
I think education is really important for my children.

## Activity 5 - Paragraph Writing - 5 Senses

Use this activity to introduce paragraph writing to 110 learners. Our five senses include our eyes, ears, nose, taste buds, and skin. We use our five senses to see, hear, smell, taste, and touch or feel.

- **Five Senses** Go over the list of words on Handout 4 with learners and ask them to put them into the correct category. This is a good introductory activity for this lesson.
- **Senses at home** Ask learners to fill out Handout 5 at home. It asks them to brainstorm and list things they see, hear, smell, taste and touch at home.
- Senses in the community Then go for a walk in the community. After the walk, brainstorm the things people saw, heard, smelled, tasted, and touched in the community. Ask the learners to fill out Handout 6.
- Prepare learners to write a paragraph. Brainstorm for a main idea and a closing sentence.
- Model an outline of a paragraph on the board to show how the main idea, supporting details, and the closing sentence fit together. Learners who have difficulty with spelling and writing do well with this strategy.
- Ask learners to write a paragraph with the brainstormed main idea and closing sentence. They can write their paragraph on Handout 7. Ask them to fill in the Paragraph Checklist on Handout 8 and hand it in with their paragraph.

## Activity 6 – My Family

Learners write a paragraph about their family. An example paragraph and questions on Handout 9 will help learners get started.

## **Activity 7 - Other Ideas to Teach Paragraph Writing**

- **Paragraph Sequence:** Write the sentences of a paragraph onto separate sentence strips. Place strips into a large envelope. Learners need to place the sentence strips in the correct order to create a paragraph. They then copy the paragraph onto a sheet of paper for assessment.
- **Topic Sentence Match:** Using large index cards, make a stack of paragraphs without topic sentences and a stack of cards with the topic sentence. Learners need to match the paragraphs with the correct topic sentence. They read the paragraphs to themselves and make an illustration.
- **Picture Prompt:** Place a stack of card with pictures glued on (you can print pictures from the computer or cut them out of newspapers and magazines). Learners are to choose a card and write a paragraph on what they see. Remind the learners to add a title.
- Story Packets: On a large envelope, write a topic and words associated with that topic. Place paper inside the envelope. Allow learners to choose a story packet and write about the topic printed on the envelope. Some examples of story packets are Christmas, School, Birthdays, Camping, Traditional Life, etc.



# **Topic Sentence**

Write down the correct topic sentence from the list below for each paragraph.

1
There are so many choices. There's ice cream, cake, pie and cookies. I think brownies are my favourite. I wish I could just eat only desserts and never spinach!
2
They pinch my feet. I can't wiggle my toes as much as I want to. My feet get hot in boots. I can't wait until summer when I can wear my moccasins around town.
3
I like to feel the wind go through my hair. Everything passes by you really fast. Then you hit a big wave. That's when I slow down.
4
They like to lie around all day. They walk really slow. Sometimes they lick their paws and their fur. They lie in the sunlight. That's why some of them get fat!
5
In the morning he wakes me up for work and makes me breakfast. Sometimes he walks me to work. He laughs at my jokes even when they are not funny. He smiles at me knowingly. He's a good partner.
Cats are lazy animals
I don't like to wear boots
I love dessert!
My husband is a great guy.

• I like to boat.



# Parts of a Paragraph

Read the following paragraphs and:

- Identify the main idea of the paragraph.
- Highlight the topic sentence in green.
- Highlight the supporting details in yellow.
- Highlight the ending sentence in red.

School is very important. You learn how to read books. Instructors teach you how to add and subtract. You learn how to write and use computers. I think school is really important for kids.

J 1
Main Idea:
Dogs are wonderful pets to have. Dogs know how to do tricks. They love to run and play. Dogs are furry and very cute. They love to lick you when you hug them. They are fun to have.
Main Idea:
My favourite holiday is Christmas. I like decorating the tree with lights and ornaments. My favourite part is Christmas dinner. I love sharing food and laughter with friends and family. I also like getting and giving presents. Christmas is a time for warmth and joy.
Main Idea:
I like to go shopping in Yellowknife. I buy clothes for myself and my children. I like to try on different things. I also buy household things that I can't get in my community. The prices are much cheaper in Yellowknife too. Everytime I go to Yellowknife I look forward to going shopping.
Main Idea:

#### **Developing Writing Skills**

No language is too hard for a child to learn. Children can easily learn more than one language or dialect at a time. A child can master up to 90% of a language in the first four years of their life. Children have the capacity to learn several different languages at one time when they are young. It is important to teach your children your first language at an early age.

Main Idea:
There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services. Second, Canada has a high standard of education.
Education is free until grade 12 and then there are grants and loans for college and university. Finally, Canada has lots of space for people to live. Canada has
lots of national parks and green space for people to use. As a result, Canada is a great place to live.
Main Idea:



# Writing a Paragraph - Traffic Signal System<sup>19</sup>

#### **Go - Topic sentence (Green)**

This sentence that tells what the paragraph will be about.

## **Continue - Supporting Sentences (Yellow)**

These sentences add details to the topic sentence.

## **Stop - Ending Sentence (Stop)**

This sentence closes the paragraph. It tells the reader that the paragraph is finished.

#### You need:

Green, yellow and red strips of paper

#### Step One: Go

Brainstorm some ideas for a topic. Write the topic sentence on the green strip of paper.

## **Step Two: Continue**

Brainstorm supporting ideas for your topic. Choose 3 ideas and write three supporting sentences on the yellow strips of paper about the topic.

## **Step Three: Stop**

Write the ending sentence on the red strip of paper. Ending sentences can

- Repeat the topic sentence in a different way.
- Express how we feel about the topic.
- Express what we think about the topic.

## **Step Four – Put it all Together**

Put all your strips of paper together in the correct order. Read your paragraph to make sure that it makes sense. Rewrite your paragraph on the next page.



<sup>&</sup>lt;sup>19</sup> **Source:** <u>http://www.busyinstructorscafe.com/units/paragraph.htm</u>

# **Developing Writing Skills**

Topic Sentence		
Supporting Sentences		
Ending Sentence		



## **Five Senses**

We have five senses – hearing, smell, sight, touch and taste. Look at the list of words below. Write each word under the proper sense. Some words may go under more than one heading.

stinky	pale	bumpy	cold	dark
rustling	colourful	bitter	rough	loud
silky	sticky	damp	spicy	blurry
striped	musty	hot	large	small
smelly	yummy	smooth	bright	dull
soft	salty	sweet	pine	dripping
light	horns	wet	plain	shiny

Taste	Hearing	Sight	Touch	Smell



## **Senses at Home**

People have five senses. We use our eyes, ears, nose, taste buds and skin to help us understand the world. Brainstorm at least three things you can see, hear, smell, taste and feel or touch at home.

In my home I	
See	
Hear	
Smell	
Tacto	
Taste	
Touch or feel	



# **Senses in the Community**

People have five senses. We use our eyes, ears, nose, taste buds and skin to help us understand the world. Take a walk and find at least three things you can see, hear, smell, taste and feel or touch in your community. Write these things down in the chart below.

In my community I
See
Hear
Smell
Taste
Touch or feel



# **Write Your Paragraph**

Write a paragraph to describe your walk. Use the words and phrases in your chart to help you write 5 sentences. Remember, the first sentence introduces the paragraph. The middle 3 sentences are supporting sentences. The last sentence closes the paragraph. Write a title for your paragraph.

Title:	 
<b>Topic Sentence</b>	
Supporting Sentences	
<b>Ending Sentence</b>	



# **Paragraph Checklist**

Name	Date
Before you hand in your paragraph, check off	the following skills:
Did you indent the first word?	
Did you use a topic sentence or main ide	ea?
Is each sentence (supporting details) rela	ated to the topic sentence?
Is the closing sentence related to the topi	ic sentence?
Is there a capital letter at the beginning a of each sentence?	and correct punctuation at the end
Did I correct the spelling?	
Did I use the dictionary or thesaurus to fi improve my vocabulary and spelling?	find the meaning of words that wil
Did another learner proofread my parag	raph?
Comments:	



# Write a Paragraph - My Family

I have a big family. I have four brothers and three sisters. Most of them live in the NWT. Also, I have four children of my own. I have three daughters and one son. My son is the youngest. He is only 5 years old. My daughters are twelve, ten and eight years old. I live with my common-law in a rented house in our community. We both help out with taking care of the children and housework. I love my family very much.

Write about your family. Try to answer some of these questions in your paragraph.

- How many people are in your family and where do they live?
- How many children do you have and how old are they?

• What is something special about your family.

	 -	-	

Developing Writing Skills

# **Developing Writing Skills**

## Write to Express Thoughts

Learners at the 110 level are just beginning to learn to write. Give them lots of opportunities to write journals, draw pictures and tell stories. Teach writing skills that will help learners in their everyday lives.

#### This section covers:

- Journals
  - Making a journal
  - o Journal writing ideas
  - Scrapbooks

#### Story Writing

- Storytelling
- Photo stories
- Talking books
- Traditional skills stories

#### Poetry

- Introduction to poetry
- o Poetry and me
- Poetry and art

## • Functional Writing

- Filling out forms
- Writing letters and emails
- Working with numbers

## **Learning outcomes:**

- Experiment with words and simple sentences to express own ideas
- Apply new information, ideas and experiences to prior knowledge and experiences
- Share own stories with peers and instructors and respond to questions and comments
- Use a variety of forms to describe familiar experiences, events, and feelings such as stories, poetry, letters

## Write to Express Thoughts

•	Fill out a variety of appropriate functional writing forms such as application forms, catalogue orders, etc.

# Write to Express Thoughts Journals

Down through history people have written journals. Good thing too! If it weren't for this there might not be any reliable records of the past. Journal writing is an incredibly flexible instructional tool, useful across the entire curriculum. While often used as a class start up activity, it is used primarily to give learners an opportunity to speculate on paper, confident that their ideas, observations, emotions, and writing will be accepted without criticism.

The benefits of journal writing are many. Learners can:

- Sort out experiences, solve problems and consider varying perspectives.
- Examine relationships with others and the world.
- Reflect on personal values, goals, and ideals.
- Summarize ideas, experience and opinions before and after instruction.
- Witness his or her academic and personal growth by reading past entries.

Encourage your learners to write in a journal everyday. Journaling is a key component to any writing unit. There are many different ways learners can use journals:

- **Dialogue Journals**: A dialogue journal is a written exchange between the learner and instructor on any subject. The instructor may have the learners write their feelings about their progress, learning, ideas or thoughts they may want to share.
- **Response Journals**: Learners write their feelings and impressions about a particular topic. They are encouraged to explore how a story, poem, or event relates to their lives. They can respond to stories, films, TV programs, video clips on websites, etc.
- **Personal Journals:** Learners write about their lives. They keep their journal for themselves.
- Free Writing Journals: Give learners a topic and ask them to free write about the topic. Things they know about the topic or things they would like to learn about the topic. Give them 1 minute to write and then share with other learners.

## Write to Express Thoughts

•	<b>Picture Journals</b> – Learners can use pictures from magazines or family
	photos to make a picture journal. Ask them to write down a few words
	about each picture.



#### 2 Handouts

#### Activity 1 - Making a Journal

Learners make a home-made journal. They can use the journal for their personal writing. Handout 1 gives instructions on how to make a cloth binder that learners can use to put pictures in and to write in.

## **Activity 2 - Different Journal Writing Ideas**

- Use response journals for social studies and science. Learners can respond to topics that you are studying.
- Let learners free write each day. Give them a topic each day and one minute to write down things. A list of topics is on Handout 2.
- Write down a simple proverb on the board each day. Ask learners to respond to it. Instructors can collect these responses and start a dialogue with learners about the proverb. Some simple proverbs are:
  - o All's well that ends well
  - A change is as good as a rest
  - o A picture says a thousand words
  - o Burning the candle at both ends
  - Blowing your own trumpet
  - Blood is thicker than water
  - Don't put the cart before the horse
  - o Don't put off until tomorrow what you can do today
  - Don't shoot the messenger
- Give each learner a small notebook and call it their **idea** journal. They can use it when they think of something they want to remember. Encourage them to carry it around with them and put it by their bedside so they can write down ideas and dreams.

## **Activity 3 – Scrapbook Journal**

- Buy scrapbooks for each learner.
- Give learners a list of topics like:
  - o Things I like
  - o My goals
  - o What I value
  - What makes me laugh
  - My strengths
- Ask them to title different pages in their scrapbooks and find pictures that describe them. Ask them to write a few words about each picture.

#### **Activity 4 – Homemaking Journal**

Homemaking Journals were actually passed down through generations in the 'olden days.' It is a journal where you record in one place all things related to homemaking. You can use the cloth book (Handout 1) for this journal too. You can pick and choose any of the following to include in your Homemaking Journal or include them all if you wish!

- Recipes (especially beloved family recipes)
- Inspirational poems, quotes, Bible verses
- Health remedies and tricks
- List of birthdates and anniversaries
- Holiday traditions
- Kid stuff (activities, projects, ideas)
- Gardening information
- Seasonal tips
- Seasonal information about each year (when the ice broke up, first snowfall, first caribou hunt)
- Your daily routines



## Make a Journal - Cloth Book

#### What you need:

- Binders
- Material
- Glue guns
- Scissors
- Cardboard
- Batting

#### **Directions:**

- 1. Cut out material about 2 inches larger on each side than the binder when it is opened up.
- 2. Cut two pieces of cardboard the size of the closed binder.
- 3. Cut out 2 pieces of material about 1 inch larger than the size of the cardboard.
- 4. Cut out batting the same size as the binder when it is open.
- 5. Place the larger material on a table. Centre the batting on the material and put the binder on the batting.
- 6. Glue the material to the inside of the binder with a glue gun. You have to glue the material one side at a time.
- 7. Put the other pieces of material on a table. Put the cardboard pieces on top of the material and glue the material around the cardboard edges.
- 8. Glue the material covered cardboard to the inside of the binder. Be sure to cover up the edges of the material. You are done!







# **Free Writing Ideas**

<ul> <li>If I could fly I would</li> </ul>
• If I could chose a time to live it
would be because
When I'm old
<ul> <li>Fifteen things I want to do in my</li> </ul>
lifetime
• Love is
• Friendship is
• Being happy is
• When I get out of school
• My best birthday
• My most embarrassing moment
• My favourite trip
• In 20 years, I will be
• I was most angry when
• My worst mistake was
• Three items I would place in a time
capsule. Why?
• If I won the lottery
• If I could apologize to one person it would be because
If I could speak to animals  If I was an animal it would be
If I were an animal it would be because

# Instructor Notes Story Writing

Learners already know how to tell a story. They do it every day! Every time they tell someone about something that happened to them or something they did, they tell the "story" of what happened. For example, they probably tell their children stories all the time about what it was like to be young many years ago.

Stories can be about anything. All learners need to know are the basics. At this level, learners only need to know about:

- Characters
- Setting
- Problem
- Solution



#### 4 Handouts

## Activity 1 - Storytelling

Sit in a circle and pass a talking stick around. Ask learners to tell a funny story about their family, a trip or situation that happened to them. Once everyone has had a chance to tell their story – tell them they are well on their way to writing stories. Telling a story is a lot like writing a story. There are characters in the story, it takes place somewhere and usually there is a problem that needs to be solved. Go over Handout 1 and talk about the basics to story writing. Write a story together on the board. Use Handout 2 to prepare for the story.

## **Activity 2 - Traditional Storytelling**

Read the statement below and ask learners what storytelling means to them. Ask them if they think it is important to write traditional stories down.

"Well, storytelling to me is when you hear something that brings back a memory. Especially when the old people, when they talk, there is a lot of memory that comes along, and that is what storytelling to me is: bringing back those old memories and bringing back the life. And a lot of times we need those stories to remind us why we travel this road. That's what it means to me." By Rosa and Melvin John (<a href="http://cado.ayn.ca/fn\_stories.asp">http://cado.ayn.ca/fn\_stories.asp</a>)

# **Activity 3 – Photo Stories**

- Take a series of photographs and ask learners to describe what is happening in the photo or use the photo as a prompt to create a story around it. This can also be done as a group activity by having each learner write a line in response to the same photo.
- Put a picture on the overhead. Explore the meaning of the picture by asking the 5Ws + How questions. Ask learners to respond in writing. For an example of this activity refer to Handout 3.

- Give learners a digital camera or Polaroid camera and ask them to take
  pictures in the community. Ask them to write a story about the pictures
  they have taken. They can take pictures of:
  - o Interesting people, buildings or sites
  - Their children
  - o Elders
  - Traditional activities
  - Buying something at the store, etc.

## **Activity 4 - Talking Books**

**Talking books** are a great literacy activity. They are made on the computer using the program PowerPoint to add text, pictures and sound. Talking books can be used with all levels from 110 – 150. Instructors can use them individually or as a class activity.

#### You can make talking books:

- With pictures of familiar people, places, themes and ideas that are important to your learners and their community.
- With recorded narration of familiar voices, including their own.
- That are tailor-made to the interests of your learners.
- That the learners actively make. This opens up more possibilities of creative and imaginative writing.

# Learners can make talking books:

- To teach or show a skill, such as how to skin a moose; how to grow a plant; how to use the writing process.
- To tell family stories or events.
- To re-tell familiar legends, myths, stories or rhymes.
- Using language experience stories

# Using talking books has many benefits.

- They help learners write stories.
- They help learners that are new or struggling readers.
- You can create books in Aboriginal languages. This helps build Aboriginal language skills.

- They learn new computer skills like typing, pasting pictures and using clip art.
- Publishing a book helps creates ownership.
- They build learners' self-esteem.
- Digital photography brings the learners, their communities and lives to their writing.
- Once you make a talking book it can also be printed for use off the computer.

If you would like more information on how to make talking books contact the NWT Literacy Council. They have a CD that shows how to make talking books in detail they also run workshops on how to make talking books.

## **Activity 5 - Traditional Skills Stories**

- Ask an Elder to demonstrate how to prepare and smoke fish. Take pictures of him or her doing this. Write the instructions under the pictures.
- Make moccasins with an Elder or a learner who has the skill. When
  learners have completed the moccasins ask them to describe how the
  moccasins were made. Make a web and describe the process. Write
  sentences in the correct order. You can also take pictures of each stage and
  write an instructional manual.
- Ask learners if they have ever attended a summer camp or fished on a lake? Write what they learned: What did they do on the land? What did they hunt? How did they catch the fish? What other traditional activities did they learn? New writers often like to write about what they have done or known.

## Activity 6 – Group Writing

Cut up the story starters on Handout 4. Give each learner one story starter and ask them to start the story. Give them 5-10 minutes to get a good start. When they have several sentences down ask them to pass their story to the right. The next person continues the story. Do this until everyone has written something for each story. You can also fold the paper so only the last line is showing. This makes the story very silly.



# **Basics to Writing Stories**<sup>20</sup>

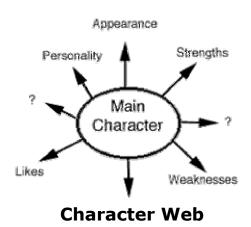
You need to have 4 things in a story:

## Main Character - Who is your story about?

Every story starts with a main character. It can be an animal, a person, or a thing. If you want to illustrate your story, choose a main character you like to draw.

Start by asking yourself some questions:

- Who is your main character?
- What does he, she or it like/dislike?
- What is your character's personality?
- What does your character look like?



# Setting - Where does your story takes place?

Every story has to happen somewhere. However, the setting can have either a large or small impact on the entire story.

Ask yourself these questions:

- Where does the story take place in space, in China, in your back yard, or someplace completely from your imagination?
- When does the story take place in the past, the present or in the future?

# The Problem - What is the challenge your character must face and overcome?

When you give your main character a problem to solve, your story comes alive. Think about fairy tales and all the problems that the main characters have to face. Use conflict in your story. Conflict means someone or something tries to stop your character (the hero of the story) from solving the problem. Ask yourself these questions:

\_

<sup>&</sup>lt;sup>20</sup> **Source:** <a href="http://blackdog4kids.com/holiday/summer/do/read/howto.html">http://blackdog4kids.com/holiday/summer/do/read/howto.html</a>

- What is your main character's problem?
- Is the problem big enough so that it will take a whole story to solve it?
- Do other characters help create the problem?
- Does the setting influence the problem?
- What steps does your hero take to solve the problem?

# Resolution - How does the main character finally solve the problem?

The story must have a satisfying ending. The best ending is when the hero is about to give up but solves the problem at the last minute before disaster strikes.

Ask yourself these questions:

- How does your main character finally solve the problem?
- If possible, can they solve it using their own strength or wits?
- Does the story or character end up back where it started?

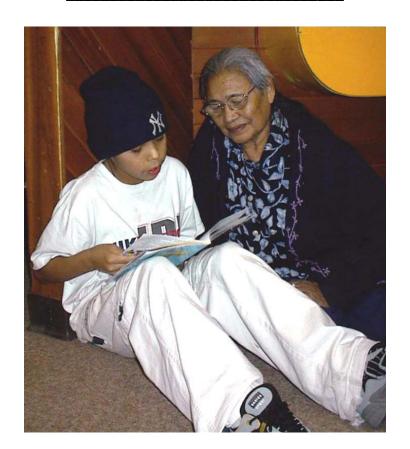


# **Write a Story**

Who are your characters?	
Where does the story take place?	
What is the problem?	
How is the problem resolved?	



# **Writing Development**



Who is in the picture?

What are they doing?

What is the main idea of the picture?

- a) A boy is reading to an Elder.
- b) They are bored.
- c) A boy is sharing his ideas with an Elder.

Title the picture.



# **Story Starters**

*	Cut these out and put them into a hat or jar. Ask each particiant to pick one.
1.	The most frightening thing
2	When I was young
3	If I had a million dollars I would
4	Life would be way more fun if
5	My camping trip was
6	Going out on the land
7	When I looked up into the sky
8	One night long ago
9.	There was once this guy named

10. My favourite thing to do is ....

# Instructor Notes Poetry

Poetry is the art of expressing your thoughts in words. Poetry is all around us. Long before words were put on paper poems were shared by voice alone. Predictable language in poetry can make adult learners feel confident about their reading and writing.

This section mostly has autobiographical poems. An autobiographical poem is personal—it reveals something about the person writing the poem. It does not have to rhyme.

For lots of poetry activities go to

http://www.msrogers.com/English2/poetry/30 days of poetry.htm. This website gives ideas for 30 days of poetry. The activities can be adapted for the 110 level.



6 Handouts

# **Activity 1 – Introduction to Poetry**

Ask the question "What is poetry?" Flipchart learners' responses. Ask learners if they have a favourite poem, rhyme or song they would like to share with the class. Many children's books are done with rhymes and flow like poetry. Choose some poems, rhymes, songs and books to share with learners.

## **Activity 2 - Mother Raven Nursery Rhymes**

Read *Mother Raven Nursery Rhymes* by Peter Redvers from Hay River to learners. You can get a copy of the book from the NWT Literacy Council. Handout 1 has some of these rhymes. As a group choose a classic nursery rhyme and northernize it.

## **Activity 3 – Poetry about Me**

Start learners out with poems about themselves. These poems don't have to rhyme and they are easy to do. Handouts 2, 3, 4 and 5 are templates for personal poems. Ask learners to fill out the poems and share them with others in the class. You can also find more ideas at

http://www.tnellen.com/cybereng/portrait.html

## Activity 4 - Poetry and Art

Create a picture using only words. From a distance it will look like a picture but up close you can see all the words. The words should describe the picture. You can do this with any concrete thing – like an apple, pear, house, etc. Use different colour pencil crayons to illustrate your art poetry. For examples of these you can go to <a href="http://www.msrogers.com/English2/poetry/30">http://www.msrogers.com/English2/poetry/30</a> days of poetryday 1.htm

## Activity 5 – I like ... because...

This is a really fun activity to do with learners and you can do this with a range of learners. Ask each person to fill out Handout 6. Each person writes down what they like and why. For example

I like *eating apples* 

because they are juicy and tasty

I like going out on the land

Because it gives me meaning and purpose

Cut the sheet of paper in half so you have all the 'I likes' in one pile and the 'becauses' in another pile. Mix up each pile and then read them out. You will get really silly sentences like "I like eating apples because it's fun and gives me meaning and purpose." The more people you have for this activity the better.

## Activity 6 - Word Poems

Learners write a word poem using words from a novel, story or article.

- Give learners a choice of words to pick from.
- Ask learners to write the word vertically down the left side of the paper.
- The first letter of the word is the first letter of the first line of the poem. The second letter of the word is the first letter of the second line of the poem, and so on.
- Words, phrases, or sentences can be used in the poem.

#### Note

You can also do name poems. Ask learners to describe themselves with words that start with each letter of their name. Tell learners they can use a dictionary to find words that describe themselves.

Example Word Poem - Mission	Example Name Poem - Sally
<b>M</b> y culture lost	Silly I am
<b>I</b> nstitution	<b>A</b> ttitude good
<b>S</b> cared	<b>L</b> ikable me
<b>S</b> o lonely	Loyal friend
I feel	Young at heart
<b>O</b> bliterate	
<b>N</b> ever again	



# **Mother Raven Nursery Rhymes**

Peter Redvers, the author of these poems, lives in Hay River.

#### Jack and Jill

Jack and Jill chopped through the ice To fetch a pail of water, The ice was thin And Jack fell in And Jill came sliding after

Then up they popped And home they hopped Before their bodies froze, Jack caught a chill And got quite ill And Jill lost all her toes.

## Humpty, Dumpty

Humpty, Dumpty fell in the snow The temperature was forty below, And all the nurses And all his friends Couldn't get Humpty to warm up again.

#### Peter, Peter

Peter, Peter, dryfish eater Had a wife and liked to please her, He took her to his smoke-house shed, And there they wintered, quite well fed.

#### Tom, Tom

Tom, Tom, the hunter's son,
Stole some meat and away he run,
The meat was stale,
His gut was frail,
So Tom went running to the honey pail.

# Little Miss Moosehump

Little Miss Moosehump
Sat on a tree stump
Eating some tea and bannock,
But a raven flew near
And cawed in her ear –
Caw! Caw!
And caused poor Miss Moosehump to
panic!



# Who am I?

I am (first name)
Son/Daughter of (you can also use brother/sister of)
Who needs
Who loves
Who sees
Who hates
Who fears
Who dreams of
Resident of
(last name)



# Who Am I

I am (different roles you play – learner, cook, poet, friend)
I am (words that describe you – skinny, pretty, short)
I am (characteristics of you – happy, funny, friendly)
I am (write the word 'me')
Rewrite your poem on good paper or on a word processor

I am (family relationships – mother, sister, daughter)



# I AM Poem?

Poetry deals with the emotions, just as music. A poem about you is personal. It does not have to rhyme. Below is a simple plan to write your own poem about yourself. Just follow the steps and—before you know it—it's done.

First Stanza
I am (two special characteristics you have)
I wandar (samathing way are actually gurious about)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I suggest (our patrical decima)
I want (an actual desire)
I am (the first line of the poem repeated)
Second Stanza
I understand (something you know is true)
Turiderstaria (sometiming you into wise trac)
I say (something you believe in)

I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

Rewrite your poem on paper or on a word processor.



# **Truth or Lie**

- The piece should be ten lines long, and should begin and end I am.
- The lines in between have both truthful statements and lies.
- Make the lies believable: we know you aren't ten feet tall and that you don't have an NBA contract. Also don't directly contradict yourself. If you say you are 20 in one line and that you are 25 in another line, we will know that one of these is a lie.
- When you complete the poem give it to another person and see if they can figure out what is true and what is a lie.

I am.			
I am.			



# I like ... because ...

I like			
0.4			
<b>X</b>	 	 	
because			
,	 	 	
~			

# Instructor Notes Functional Writing

Functional writing skills include completing application forms, taking telephone messages, making bank deposits, writing letters and emails, filling out medical forms, etc. Practice real life writing activities based on the needs and interests of the learners. Use real documents that learners have to use in their daily lives. For example, job applications, income support forms, Employment Insurance forms, health care renewal forms, etc.

Here is a list of functional writing ideas.

- Fill out application forms and other forms
- Develop a resume and cover letter
- Compose different kinds of letters (friendly, complaint, request)
- Sign learners up for an email account with hotmail
- Show learners how to use MSN instant messaging
- Practice taking telephone messages
- Write notes to instructors
- Make birthday cards on the computer
- Write out grocery lists or other kinds of lists
- Fill out bank deposit slips and cheques
- Do Internet banking
- Practice writing memos
- Fill out medical forms



8 Handouts

## Activity 1 - Filling out Forms

Ask learners to practice filling out forms. Familiarize learners with keywords and their variations (e.g. date of birth, birth date, last name, surname etc). Use real forms. You can get forms from the bank, health and social services, worker's compensation board, health centre, etc.

## **Activity 2 – Job Application Forms**

Gather a wide variety of job application forms. Review the forms together and look for what they have in common. Ask learners what information they need to take with them to apply for a job. Ask learners to fill in Handout 1. Discuss the things that employers are allowed to ask on application forms. Discuss the things that are not appropriate things to ask.

Ask learners to fill out one application form. Tell them they must be truthful, neat and use proper punctuation.

## **Activity 3 - Memos**

Memos solve problems either by informing the reader about new information, like price increases, or by persuading the reader to take an action, such as attend a meeting, or use less paper. Regardless of the specific goal, memos are most effective when they connect the purpose of the writer with the interests and needs of the reader.

Ask learners to read the memos on Handout 2 and answer the questions. Then ask them to write two memos using the suggestions on Handout 2.

# Activity 4 - Writing Letters and Emails

There are many different kinds of letters – business letters, complaint letters, request letters, cover letters for jobs, friendly letters, etc.

- Ask learners if they have ever been to a restaurant and either received really bad service or didn't like the food. Ask them what they did about it. Write a complaint letter together to the manager.
- Go over Handout 3 with learners. Talk about what is important to write in a complaint letter. Ask them to review the letter that you wrote together to see if you included the important things.
- Ask them to fill in the blanks and review the scenario on Handout 3. Ask them to write a letter of complaint for Mary (person in scenario).
- Model how to write a friendly letter. Use Handout 4 for the learner's personal letter.
- Handout 5 provides more letter writing opportunities.
- Most communication happens through emails now. If your learners do
  not have an email account set them up a hotmail or yahoo account. Ask
  them to email each other messages.

## **Activity 5 - Working with Numbers**

Functional writing also includes writing cheques, writing numbers and making a budget. Handouts 6, 7 and 8 provide practice for learners on writing cheques, writing numbers and making a budget.

## Activity 6 - Writing at Work

Ask learners if they can think of any jobs where you don't have to write at work. They may come up with a list of jobs in the community where they think there is no writing involved. Ask learners to come up with a list of writing activities that each job may require:

 Cashier, front desk clerk, Community Health Representative, Delivery Driver, administrative assistant, etc.



# **Job Application Forms<sup>21</sup>**

Almost all job applications ask for the same information. Most are split into different parts – personal information, work history and information about your education. Since you have an idea what an employer might ask, you can prepare your answers before at home.

Check **yes** on the things that you might find in the personal section of a job application.

What do they want to know?	No	Yes
Name		
Weight		
How did you hear about this job?		
Date you can start		
Address		
Criminal history		
Are you employed now		
Allergies		
Medical problems		

<sup>&</sup>lt;sup>21</sup> **Source:** <u>http://www.tv411.org/index.shtml</u>

Check **yes** on the things that you might find in the work history section of a job application.

What do they want to know?	No	Yes
Your last four jobs		
Previous salaries		
Do you work hard?		
Number of years/months at last job		
What were your duties?		
Why you left your last job?		
Former employer's address		
Did you have problems at your last job?		
Did you get along with people at your last job?		

Check **yes** on the things that you might find in the education history section of a job application.

What do they want to know?	No	Yes
The name of your high school		
Number of years you completed		
Did your instructors like you?		
If you graduated		
Post-secondary education		
What you studied		
What special skills you have		



## Memos

Memos are a type of letter that usually informs the reader about something.

- A store might post a memo informing their customers that they will be closed for a holiday.
- A parent might write a memo to their child's teacher about their child missing school for some reason.
- A boss might write a memo to his or her staff telling them they must recycle their paper from now on.

Below are two examples of memos.

#### Example # 1

To: Our customers
From: Store manager
Date: August 30, 2006
Subject: Holiday Hours

Our store will be closed on Monday, September 1<sup>st</sup> for Labour Day. We will reopen on Tuesday morning at 9:00 am. Have a fun and safe holiday.

# Example # 2

**To:** All staff

From: Executive Director

Date: September 15, 2006

**Subject:** Recycling

We now have a recycling program at the office. Please recycle any used paper. There are blue bins around the office you can put your recycled paper in.

# Paper you can recycle:

- Newspaper
- White copy paper
- Coloured copy paper

# **Your Turn!**

Write a memo for the following situations:

- 1. Write a memo to all staff in your organization telling them about an upcoming social event.
- 2. Write a memo to community members telling them about an upcoming meeting.
- 3. Write a memo to customers of a store telling them about a sale that is coming up.

Use the following format for your memo.
To:
From:
Date:
Subject:



# **Complaint Letter<sup>22</sup>**

A complaint letter is a kind of business letter. Writing one can be tricky. You may be angry, but your goal is to get the person reading your letter to help you. The next nine questions offer tips for what to do before writing a complaint letter. Fill in the blanks in each sentence.

	ter. Fill in the blanks in each sentence.
1.	Before writing a complaint letter, you should find out the company's to know where to send it.
	<ul><li>Address</li><li>Business hours</li><li>History</li><li>Other customer complaints</li></ul>
2.	Before putting your complaint on paper in a letter, it's a good idea to organize your
	<ul><li>Thoughts</li><li>House</li><li>Paragraphs</li><li>Schedule</li></ul>
3.	Before writing a complaint letter, find out who
	<ul> <li>Handles complaints</li> <li>Runs the company</li> <li>Keeps the books</li> <li>Answers the phones</li> </ul>
4.	When writing a complaint letter you should be as as possible about the information you are presenting.
	<ul><li>Funny</li><li>Mad</li><li>Demanding</li><li>Clear</li></ul>

<sup>&</sup>lt;sup>22</sup> **Source:** <a href="http://www.tv411.org/index.shtml">http://www.tv411.org/index.shtml</a>

5.	When writing a complaint letter you should write a practice saying what you want.	to
	<ul><li>First draft</li><li>Speech</li><li>List</li><li>Story</li></ul>	
6.	When writing a complaint letter, it's a good idea to stayyou say exactly what you mean.	so
	<ul><li>Focused</li><li>Angry</li><li>Negative</li><li>General</li></ul>	
7.	Make sure your complaint letter is as as possible.  • Informal • Accurate • Entertaining • Long	
8.	When finishing a complaint letter, it's good to end withget positive results.  • Thank you • Good bye • A threat • Facts	to
9.	When finishing a complaint letter, use a closing such as followed by a comma.  • Love • Your friend • Best wishes • Sincerely	

A complaint letter contains a summary of the problem and states the action you want taken. Focus on the facts of your case. **For example:** 

Mary's roof started leaking again after it was fixed less than six months ago. Help her decide what information to put in her complaint letter. Check the **yes** column to keep an item on Mary's list. Check the **no** column to reject an item from the list.

Mary's List	No	Yes
Customer for 20 years		
58 years old		
Fixed roof six months ago		
I'm frustrated		
Leaks in kitchen and bathroom		
The roofers were very nice		
Run a daycare centre in home		
No one returns my phone calls		
I can't do it myself		
I will sue		

Using the information you checked off write a complaint letter for Mary using the template on the next page.

# **Complaint Letter**

Date:			
To: Address:		From: Address:	
Dear			
I am having pro	blems with my roof.		
Sincerely,			
Mary			



# **Friendly Letter**

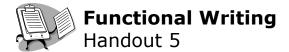
Date:	_	
Dear		
Your friend,		



# More Letter Writing

Write letters for the following scenarios.

- 1. Your family is going out on the land for 3 weeks in April. You will be taking your children with you. You would like to have the school put together a package of homework for your children so they don't fall behind in school. Write a letter to the principal explaining your trip and your request for homework for your children.
- 2. You would like to continue your schooling but your Employment Insurance runs out next month. You only have one year left and then you will be finished. You need to find another source of funding to complete your program. Write a letter to your band or hamlet requesting funding for your program.
- 3. Your class invited Elders to come to your program to tell stories and teach traditional skills. Write a letter thanking the Elders for taking the time to come to your program.
- 4. Write a personal letter to a friend telling them about going back to school.



# **Writing Numbers**

Write the following numbers in words: Note: be sure to put a hyphen between all the numbers from 21 (twenty-one) to 99 (ninety-nine).

Numbers	Words
0	
2	
6	
13	
14	
26	
35	
49	
61	
77	
84	
98	
100	



# **Writing Cheques**

Each cheque has this information:

- Date
- The name of the person or business who gets paid
- The amount of money, in numbers and in words
- The signature of the person who is paying
- A number in the top right corner to help people keep track
- The name, address, and phone number of the person who is paying in the left top corner

Here is an example of a blank cheque and a filled in cheque.

			No 543
	Date		
Pay to the order of		\$	
			/100 dollars
Bank of the North Lynx River Branch Lynx River, NT IOU OGO			
Memo			
Mary Tindi 27 Main Street	Date	June 10, 2005	No 544
Yellowknife Pay to the order of Northern Store			135.77
One hundred thirty-five dollars			77/ <b>100 dollars</b>
Bank of the North Lynx River Branch Lynx River, NT IOU OGO			
Memo June bill at the Northern		<u>Mary Tindí</u>	

#### **Your Turn**

Now use this information to fill out the cheque below.

- The date is March 30, 2005.
- The person or business who gets paid is Shell Canada.
- The amount of money is \$450.00.
- The person who is paying is Dave Hunter. Make up an address and phone number in Lynx River for Dave.
- The money is a fuel bill.

	No 543
D	ate
Pay to the order of	<b>\$</b>
	/100 dollars
Bank of the North	
Lynx River Branch	
Lynx River, NT IOU OGO	
Memo	

#### **Write to Express Thoughts**

#### Here are two more cheques to fill out.

- **First cheque** Make up a name and address for someone who pays \$198.45 on April 8, 2005, to Northwestel for the phone.
- **Second cheque** Make up a name and address for someone who pays \$298.74 on Dec. 30, 2005, to the ABC Insurance Company for car insurance.

		No	543
	Date		
Pay to the order of		\$	
		/100 dol	lars
Bank of the North			
Lynx River Branch			
Lynx River, NT IOU OGO			
Memo			
		No	543
	Date		
Pay to the order of		\$	
		/100 dol	lars
Bank of the North			
Lynx River Branch			
Lynx River, NT IOU OGO			
Memo			



## **Making a Budget**

Category	Monthly Budget Amount	Monthly Actual Amount	Difference Between Actual And Budget
Income:			
Wages Paid (net pay)			
Employment Insurance			
Income Support			
Family Allowance			
Other money			
Income Subtotal			
Expenses:			
Mortgage or Rent & Insurance			
Utilities: Gas/Water/Electric			
Cable TV/ Internet/ Telephone			
Maintenance - home/vehicle			
Car Payments/ Insurance			
Other Transportation Fees			
Child Care			
Entertainment/Recreation/ Eating Out/ Hobbies			
Groceries, Household Products			
Clothing			
Pets			
Miscellaneous Expenses			
Expenses Subtotal			
Remaining Income (Income Less Expenses)			

## Speaking, Listening and Viewing/Representing

Reading, writing, speaking, listening, and viewing and representing are all parts of literacy. It is important that literacy learners be allowed to practice all of them using an integrated approach that fosters the connections between language and literacy.

#### **Speaking**

- Fun speaking activities
- Group discussions
- Class projects

#### Listening

- Active listening
- Current events
- Listening games

#### **Viewing/Representing Strategies**

- Critical viewing
- Representing

#### **Products for 110 Reading**

- Asks questions to clarify understanding
- Share information and ideas with others
- Practices active listening and follows directions
- Develops some critical viewing skills
- Uses simple charts or webs as a way of organizing information
- Creates visual o communicate personal understanding of text

Learners should be able to do everything on the speaking, listening, viewing and representing checklists for English 110. The checklist is included in the English 110 curriculum.

#### Speaking, Listening and Viewing/Representing

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

**Instructor Notes** give background information about the strategies.



**Learning Activities** give instructors detailed ideas on how to use the learning strategy.



**Handouts** are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.



## **Speaking**

The following speaking activities should be integrated with other activities and not taught in isolation.

#### This section covers:

- Fun with Speaking
  - o 1 minute talks
  - o Role plays
  - o Games and activities
- Group Discussions
  - o Problem solving
  - o Talking circles
  - Debates
- Class Projects
  - o Job interviews
  - o Planning local events
  - o Reading buddies
  - Readers theatre

#### Learning outcomes:

- Use language appropriate to setting and audience
- Share information and ideas on a topic with a familiar audience
- Ask questions to clarify and extend information
- Respond appropriately to questions or comments
- Provide information in a logical order

# Instructor Notes Fun Speaking Activities

Learners might be intially nervous about speaking in a small and/or large group. This section provides you with a variety of quick fun speaking activities that can be done throughout the year. These activities will help learners talk, share their opinions and listen to others. It is important that you create some guidelines before doing any activities that are risky.

#### Guidelines can include:

- Listen while others are talking
- Respect other people's opinions
- Everyone has the right to pass
- Laugh and have fun (but not at people)



3 Handouts

#### Activity 1 - Something in Common

Ask learners to pair up. They must find five things with their partner that they have in common. When they are done ask them to find a new partner and do the same thing. Do this until they have met with everyone in the class. At the end of the exercise ask what was the one thing that people had most in common.

#### **Activity 2 - One Minute Talks**

Write down some topics on small pieces of paper and put them in a hat. Each week ask learners to pick a topic from the hat and talk about it for one minute. Some topics are: parenting, traditional skills, Aboriginal language, hunting, sewing, vacation, dogs, school, work, funny story, etc. The one minute talk does not have to be practiced and learners can say whatever comes to their mind.

#### **Activity 3 – Discussion Envelopes**

Write down some controversial statements and put them in an envelope. Ask learners to get into groups of 4 people. Each group picks a statement from the envelope and discusses it. Make sure everyone gets a chance to talk. After one minute ask each group to report back to the larger group. Some controversial statements are:

- Everyone should speak English in our community.
- Everyone should learn to speak our first language in our community.
- Schools should close down early for the Spring hunt.
- Instructors should teach our children to read and write.
- Parents should teach their children to read and write.
- Children should have a set bed time everynight.

 Parents should spank their children when they do something really bad.

#### Activity 4 - Find a Person

Create a bingo card with different statements. Learners have to walk around the room and ask other learners if the statements is true for them. If it is they can write their name in the square. The learner who completes their sheet first wins a prize. Refer to Handout 1 for an example.

#### Activity 5 – Where Shall We Go on Holiday?<sup>1</sup>

Tell the learners to form groups of 4-5. Give each learner a role card, and explain that they are planning a family holiday. Ask them to study their cards for a minute or two and prepare themselves for the argument. Ask the family members to introduce themselves, without revealing their tasks. Ask the father to open the family discussion. The activity ends when they've come to a conclusion of where to go. You can ask the learners to read out their cards at the end and compare how much of their goals they were able to reach. The role cards are on Handout 2.

### Activity 6 – How Should We Spend \$100,000?<sup>2</sup>

Tell the learners to form groups of 4-5. Give each learner a role card, and explain that they are a family who just won \$100,000 from a lottery. Ask them to study their cards for a minute or two and prepare themselves for the argument. Make sure everybody knows who's who in the family. Ask the mother to open the family discussion. The activity ends when they've come to a conclusion about how to spend the money. You can ask the learners to read out their cards at the end and compare how much of their goals they were able to reach. The role cards are on Handout 3.

#### **Activity 7 – True of False**

Tell your learners a story about yourself. You can either tell them a real story or a false story. Ask the learners if they think your story is true.

<sup>&</sup>lt;sup>1</sup> **Source:** <a href="http://www.englishlearner.com/instructors/speaking.html">http://www.englishlearner.com/instructors/speaking.html</a>

<sup>&</sup>lt;sup>2</sup> Source: http://www.englishlearner.com/instructors/speaking.html

How do they know? Get them to ask you questions about your story like: When did that take place? How old were you? Where did it take place? Ask each learner to tell a story about themselves that is either true or false. Ask the other learners to ask questions to decide if the story is true of false.

#### Activity 8 - Story in a Bag<sup>3</sup>

Fill several paper bags with 5-6 random objects. You'll need one bag per group of four learners. To make this activity interesting, the objects should be diverse and unrelated to each other. Go for a combination of the unusual and the mundane.

- An example of a diverse content bag is:
  - o a postcard from somewhere exotic
  - o a can-opener
  - a candle
  - o a surgical mask
  - o a teddy bear

At a signal, each group of learners opens its bag, removes its objects and invents an oral story incorporating all the objects found in the bag. The stories can become very complex and creative in order to make each object a step in the plot.

Here's an example based on the bag items described above.

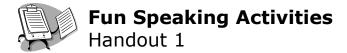
One morning Shelley received a postcard from her old college friend, Louise. The card was from Singapore, and in it, Louise had invited Shelley to come for a visit. Shelley flew to Singapore and met Louise. The first night she was there, they went to a play at a local theatre. It was a murder mystery and the ladies were feeling a bit nervous walking back to Louise's home after the show. When they got home Louise tried to turn on the light, but there was no electricity. She lit a candle and .....etc."

It's important that the story be oral, and not written and then read. This allows spontaneous changes, and for group members to jump in and

<sup>&</sup>lt;sup>3</sup>Source: http://www.teachingenglish.org.uk/try/speaktry/speaking activities.shtml

#### **Speaking**

correct each other or add details in the final telling. When the groups have finished, each group shares its story with the whole class. Each learner in the group should tell one part and hold up the related object when it is mentioned in the story.



## **Find a Person**

Who loves strawberries	Who loves to fish	Who has more than 4 children	Who can speak more than 2 languages
Who volunteers at the school	Who watches Oprah	Who reads everyday	Who likes to hunt
Who likes to sew	Who has been to Edmonton	Who does traditional dancing	Who drums
Who has a pet	Who is a grandmother	Who loves math	Who likes to public speak



## Where shall we go for our holiday?4

#### The father

Your idea of a holiday is something relaxing, short and cheap. Going abroad is so tiring. You like your brother very much - why not take him and his wife, too?

#### The mother

You want to go to some exotic place like China or Peru, for at least three weeks. Unfortunately, you can't stand your brother-in-law - he should stay at home.

#### The 18-year-old daughter

You want to go to the sea for at least two weeks, by plane, of course - and bring your boyfriend, too - this is the most important.

#### The 16-year-old son

You don't want to go with your boring family anywhere - but if you have to, it should be as short and as close as possible.

#### The 13-year-old son

You've never flown in your life you very much want to try it. You like big cities where there are a lot of interesting things to do.

#### The father's brother

You want to go with your brother's family wherever they go—and take your wife as well.

#### The neighbour

You don't want them to go away, because they always ask you to look after their house, and you hate it.

<sup>&</sup>lt;sup>4</sup> Source: <a href="http://www.englishlearner.com/instructors/speaking.html">http://www.englishlearner.com/instructors/speaking.html</a>



## How should we spend \$100,000?<sup>5</sup>

#### The father

You want to buy a car, and perhaps some new garden tools, because you like gardening. You can't stand travelling, but the house could be renovated, too.

#### The mother

Here's the chance to travel round the world with the whole family! And, perhaps, to buy some new clothes, too. You are not against gardening. The old family car is in perfect condition - why waste money on a new one?

#### The 19-year-old daughter

If you built an addition to the house, you could have a separate part of it for yourself, and perhaps for your boyfriend, too.

#### The 17-year-old son

You've been wanting drum equipment for years. You also like travelling, and would like to get your hands on the old family car, too. Unfortunately, you hate gardening - your father always makes you help him.

#### The 14-year-old daughter

Clothes, clothes! And if you had an addition to the house, you could have your own room at last.

#### The father's brother

Clearly, they should buy a new computer, colour laser printer, TV, stereo, and renovate and make a new games room.

#### The neighbour

You like borrowing your neighbour's garden tools - but you hate noise.

<sup>&</sup>lt;sup>5</sup> Source <a href="http://www.englishlearner.com/instructors/speaking.html">http://www.englishlearner.com/instructors/speaking.html</a>

## Instructor Notes Group Discussions

There are many ways you can get your learners involved in group discussions. You must establish a climate for discussion in your class right from the start. Set up guidelines that allow everyone to have an opportunity to participate in group discussions. These guidelines might include:

- Everyone has their own opinion
- Everyone has a chance to talk
- Listen while others are talking
- Respect what others have to say
- Ask questions

Discussion assists learners in the development of reasoning, critical thinking, and problem-solving skills. It gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences, and find alternative solutions.

Before the discussion begins, it is necessary for the group to establish the purpose.



2 Handouts

#### Activity 1 - Agree or Disagree

Make up cards that say Agree and Disagree and put them up at opposite ends of the class. Make up some controversial statements. Read the statements and ask learners to stand by the card that best represents what they believe. Ask them to discuss the statement and why they agree or disagree with it. Ask each group to try and persuade the other group they are right. At the end ask if anyone has changed their opinion. You can do this with several different statements.

#### **Activity 2 - Problem Solving**

Ask learners to get into groups of 4 people. Give each group a scenario and ask them to solve the problem together. Give them 10 minutes to solve the problem. Ask each group to share their problem and solutions. Some example problems are on Handout 1.

#### **Activity 3 - Talking Circles**

**Talking Circles** provide safe environments in which learners are able to share their points of view with others without fear of criticism or judgment. Talking Circles are useful when a topic has no right or wrong answer. Use a feather or other object as the talking stick. When a person has the stick it is their turn to talk. Some guidelines for a Talking Circles are:

- Address all comments to the issue or topic, not to comments made by other learners
- Only one learner speaks at a time
- Allow learners to pass
- No put down allowed
- Encourage listeners to focus on the speaker

• Encourage the speaker to speak the way they want through stories, examples etc)

#### Activity 4 - Book Discussions

Groups of learners read the same book together or individually. They get together after and discuss the book together. Learners speak about what they enjoy and what they would like to learn more about. Discussion about books helps learners to share their ideas and opinions.

#### Activity 5 - Debates

Ask learners to get into groups of four. Give two learners one side of a topic and the other two the other side. Ask them to come up with a 5-minute speech on their view point. They can research the topic on the Internet. Give them time to prepare.

Ask each group to present their topic. Other classmates can mark them on content and delivery. Ask learners to decide who they think won the debate.

Some topics for debate are:

- Capital punishment
- Abortion
- Money for residential school survivors
- Environmental issues
- Gas pipeline
- Diamond mining
- Traditional way of life

#### **Activity 6 - Proverbs**

Proverbs teach a lesson by using imagery. They are passed down orally from one generation to another by many cultures.

Each day write a proverb on the board for learners to discuss. This can be done each morning. Discuss what the proverb means and if learners know of other proverbs with the same meaning. Handout 2 has a list of common

#### **Speaking**

proverbs and you can find an excellent list with country of origin at <a href="http://www.corsinet.com/braincandy/proverb.html">http://www.corsinet.com/braincandy/proverb.html</a>.

Here are some Dene proverbs <sup>6</sup>

- The robin is a beaver's friend.
- It was the spider that showed us how to make a fishnet.
- Help an elderly person who is tired and you may be given an extra day on top of your biological time.

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<sup>&</sup>lt;sup>6</sup> **Source:** Camsell, Doris. Teleph1 interview. February 22, 2006



## **Problem Solving**

Use these questions to solve the following problems.

- What is the problem?
- What are some solutions?
- What will happen with each solution?
- What is my decision?

#### **Problem 1**

You just started a new job. You need to get to work by 7:00 a.m., but your babysitter won't let you drop your 7 and 8-year-old sons off before 7:30 a.m.

#### **Problem Two**

Your boss has put you on a job that you know is unsafe.

#### **Problem Three**

You have applied for a learner loan but have been turned down.

#### **Problem Four**

Your daughter wants to quit school. She is only 15 years old.

#### **Problem Five**

You want to go out on the land with your family but school is still in.



#### Proverbs<sup>7</sup>

- A clear conscience is a soft pillow.
   German Proverb
- A closed mouth catches no flies. Italian Proverb
- A fool sees not the same tree that a wise man sees.
   William Blake "Proverbs of Hell" (1790)
- A friend in need is a friend indeed. English Proverb
- A hard beginning maketh a good ending.
   John Heywood "The Proverbs of John Heywood" (1546)
- A healthy man is a successful man. French Proverb
- A hungry man is an angry man. English Proverb
- A little too late, is much too late. German Proverb
- A lock is better than suspicion. Irish Proverb
- A man may well bring a horse to the water, but he cannot make him drink. John Heywood "The Proverbs of John Heywood" (1546)
- A penny saved is a penny gained. Scottish Proverb
- Advice when most needed is least heeded. English Proverb
- All is well that ends well.
   John Heywood "The Proverbs of John Heywood" (1546)
- An apple a day keeps the doctor away.
   Proverb of Unknown Origin
- As we live, so we learn. Yiddish Proverb
- Beggars shouldn't be choosers. John Heywood "The Proverbs of John Heywood" (1546)
- Better late than never.
   John Heywood "The Proverbs of John Heywood" (1546)

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<sup>&</sup>lt;sup>7</sup> **Source:** http://www.corsinet.com/braincandy/proverb.html.

## Instructor Notes Class Projects

Working together as a class provides learners with an opportunity to learn together, share ideas and work cooperatively. Class projects are projects where the entire class is involved to make something happen. Often there is a final outcome to the project – a class trip, a play or skit, a display about something, etc.



2 Handouts

#### Activity 1 - Job Interviews

Ask learners these questions:

- Have you ever had a job interview before?
- What was it like?
- Can you remember any of the questions?
- Were you nervous?
- What kinds of things does an employer want to find out in an interview?

Ask learners what jobs they would like to apply for. Ask them to prepare for an interview by reviewing the questions on Handout 1. Set up interview times and interview learners for the specific job they wanted. You can do the interviews in front of the whole class or individually.

#### Activity 2 - Planning Local Events

Work together as a group to plan a local event for NWT Literacy Week or Family Literacy Day. The event can be for the whole community or for learners' families. There are many speaking roles when organizing an event. Ask learners to volunteer to MC the event, read stories, introduce guest speakers, run activities, etc. This is a good opportunity to practice speaking skills with a broader audience. Check out the NWT Literacy Council website for community activities you can do around literacy. <a href="https://www.nwt.literacy.ca">www.nwt.literacy.ca</a>

#### **Activity 3 - Reading Buddies**

Pair learners up with young children at the school or preschool. Learners can read to their little buddy once or twice a week depending on the needs of the school. This is excellent practice for oral reading in a non-threatening way. At the end of the year hold a reading party for learners and their reading buddies.

#### **Activity 4 - Readers Theatre**<sup>8</sup>

Readers Theatre or RT is a form of theatre or drama that focuses on reading. RT adds fun and excitement to oral reading activities, and helps stimulate interest in reading and learning. RT helps learners improve their reading skills



by providing a purpose for practicing reading, and helps them understand what they read. Generally two or more people read a story aloud and use their voices, facial expressions, and gestures to interpret the story. It's non-threatening, since readers have a script and get to practice lots before performing. You can do this with any level. Refer to Handout 2 for scripts at the 110 level. Here are some steps to doing RT:

- **Step 1:** Duplicate and distribute scripts.
- **Step 2:** Read the script out loud to learners and encourage learners to join in on the repetitive words and phrases marked ALL. Read the story several times.
- **Step 3**: Assign parts to learners. Several learners can take one role on. This might help with people's fear of reading in front of people.
- **Step 4:** Ask learners to highlight their parts and practice by themselves or with a group.
- **Step 5:** Read it again with everyone reading their parts.

#### Activity 5 - Interest Talks

Ask learners to think about a topic that really interests them and that they know about. It could be going out on the land, hunting, sewing, being a parent, a sport they like, etc. Ask them to prepare a short presentation on their chosen topic. Give them some guidelines for the presentation.

- It should be 5-minutes long.
- You can show pictures in your presentation.
- You should have some speaking notes that are in point form.
- You should talk about something you know really well.
- Make eye contact with your audience.
- Speak clearly and loudly.

<sup>&</sup>lt;sup>8</sup> Source: Family Tutoring, NWT Literacy Council, 2006



6. What is your greatest strength?

7. What is your greatest weakness?

## **Interview Questions**

1.	Tell me about yourself.
2.	Are you interested in a full-time or part-time position?
3.	Can you tell me about your responsibilities at your last job?
4.	Why are you interested in this position?
5.	Why are you interested in working for our company?



## **Readers Theatre Scripts**

### **Hickory Dickory Dee**

From Mother Raven Nursery Rhymes by Peter Redvers & Don Harney

**Roles:** Reader #1, #2, #3

All	Hickory, dickory, dee	
Reader #1	A bear climbed up a tree	7
Reader #2	When he heard a sound	
Reader #3	The bear jumped down	
All	Hickory, dickory, dee	

## **Goodnight Moon**

Based on the book, Goodnight Moon by Margaret Wise Brown

**Roles:** Reader #1, #2, #3, #4, #5

**Reader #1** In the great green room

There was a telephone

And a red balloon And a picture of . . .

**All** The cow jumping over the moon.

**Reader #2:** And there were three little bears sitting

on chairs

And two little kittens And a pair of mittens And a little toy house And a young mouse

And a comb and a brush and a bowl full

of mush

And a quiet old lady who was

whispering "hush."

#### **Speaking**

**Reader #3** Goodnight room

Goodnight moon

Goodnight cow jumping over the moon

Goodnight light and the red balloon

Goodnight bears Goodnight chairs

**Reader #4** Goodnight kittens

And goodnight mittens

Goodnight clocks

And goodnight socks Goodnight little house And goodnight mouse

Goodnight comb

And goodnight brush

**Reader #5** Goodnight nobody

Goodnight mush

And goodnight to the old lady whispering

"hush"

Goodnight stars Goodnight air

**All:** Goodnight noises everywhere

#### Fire! Fire!



By Bill Martin Jr.

Roles: Reader #1, Reader #2, Reader #3, Reader #4

**All:** Fire! Fire!

**Reader 1:** said Mrs. McGuire.

**All:** Where? Where?

**Reader 2:** said Mrs. Bear.

All: Down! Down!

**Reader 3:** said Mrs. Brown.

All: Help! Help!

**Reader 4:** said Mrs. Kelp.

**All:** Here I come,

**Reader 1:** said Mrs. Plumb.

**All:** Water! Water!

**Reader 2:** said Mrs. Votter.

**All:** Well, I declare!

**Reader 3:** said Mrs. Wear.

All: Oh, help, come and save us!

### Speaking

**Reader 4:** cried Mrs. Davis.

**All:** As she fell down the stairs

With a sack of potatoes

## **Grizzly Bear**

Roles: Reader 1, Reader 2, Reader 3



Reader 1	Grizzly bear, grizzly bear where have you been?
Reader 2	Over the mountains,
Reader 3	Such things I've seen!
Reader 1	Grizzly bear, grizzly bear what have you done?
Reader 2	Eaten blueberries
Reader 3	Made ripe by the sun.
Reader 1	Grizzly bear, grizzly bear what have you found?
Reader 2	Ice-cold spring water
Reader 3	Deep from the ground.
Reader 1	Grizzly bear, grizzly bear what do you dream?
Reader 2	Sweet tasting salmon
Reader 3	Swimming upstream.
Reader 1	Grizzly bear, grizzly bear where do you Creep?
Reader 2	Into my dark cave
Reader 3	Al1, let me sleep

## Speaking

## Listening

Listening is just like any other skill we need to learn. We need to learn how to do it properly, practice it and do role plays. Integrate these listening activities into other areas of the English 110 curriculum.

#### This section covers:

- Active Listening
  - o Practice active listening
  - Communication breakdown
  - o Role plays

#### • Listening Activities

- Listening games
- o Listening for punctuation and words
- Guest speakers
- Following directions

#### **Learning outcomes:**

- Demonstrate active listening behaviours such as giving non-verbal encouragement, showing enjoyment and appreciation, asking relevant questions, identifying relevant information
- Consider other's ideas and observations to discover and explore personal understanding
- Respond to oral instruction in sequence
- Follow directions to complete tasks
- Ask for more information where necessary



Experts say that about two-thirds of everything you learn, you learn through listening. Yet, very few people are good listeners. "The average person remembers only about 25 percent of what he or she hears, and some people remember as little as 10 percent. The problem is that while hearing is incredibly easy, listening takes a real effort." (Amberg, Jay. *The Study Skills Handbook*. "Learning to Listen," p. 59.)

Active listening is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they don't listen attentively. They are often distracted, half listening, half thinking about something else. When people are engaged in a conflict, they are often busy formulating a response to what is being said. They assume that they have heard what their opponent is saying many times before, so rather than paying attention, they focus on how they can respond to win the argument.

There are no shortcuts to improve your listening skills, but here are some tips that might make you a better listener.

- Be attentive. You have to make an effort to listen carefully. Don't daydream and don't talk.
- Think about the main point the speaker is trying to make. To remember it, write it down. If you are in class, write a summary of the information when the speaker has finished his/her presentation.
- Paraphrase or restate in your own words what the speaker is saying.
- Try to leave emotion out when you're listening. Try not to argue back in your mind. These things detract from what the speaker is saying.
- Ask for clarification if you don't understand a point the speaker is making. Be polite.
- Avoid distractions. Sit close to the speaker, if possible.

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<sup>&</sup>lt;sup>9</sup> Source: http://www.ch4549.org/TSTQUEST/LISTEN.HTM



3 Handouts

#### Activity 1 - What is Active Listening?

Ask learners what they think the term **active listening** means and why and when we should practice using active listening. List their responses on flipchart paper. Give them Handout 1 to review.

#### **Activity 2 – Practice Active Listening**

Post a question or topic that will be discussed. Ask learners to pair up and sit face to face. One person speaks first and one person listens. The speaker will only speak. The listener will only listen. At the facilitator's "start" signal the speaker takes one minute to answer the question. The listener paraphrases what she or he has heard, without judgment or amendment. The speaker tells the listener what she or he has done well as a listener. The process is reversed (i.e., first speaker now listens.....) After finishing the structured exercise, participants take 2-3 minutes to converse about what they have in common and what their differences are about the question or topic.

#### **Activity 3 - Communication Breakdown**

Whisper a sentence into the ear of a learner. This learner whispers the sentence to the next and so on until the last learner receives the message. The last learner tells the class what they heard. Discuss how messages change as they are passed from one person to another.

Discuss causes of the communication break down. What people hear and what they pass on to other people is not always accurate. What are some barriers to good communication? List them on flip chart paper.

#### Listening

Put What are the Barriers?'10 handout on an overhead. Explain the communication loop – sender, receiver, message, feedback. Why is the receiver not getting the message? Why is there a question mark after feedback?

#### Activity 4 - Role Plays

Hand out the role play scenarios. After the role play, have the class identify the behaviours that showed good or poor communication. Discuss the solutions needed for good communication.

Education, Culture and Employment, August 2001

<sup>&</sup>lt;sup>10</sup> Source: Adult Basic Education. Career/Life Work 120/130 & Career /College 130/140 Curriculum.



## What is Active Listening?

**Active listening** is a way of listening and responding to another person that helps us understand what is being said.

#### Why use active listening?

- Helps us understand what is being said
- Makes us listen with a purpose
- Helps us communicate with friends, family, co-workers
- Shows mutual respect

#### When should I use active listening?

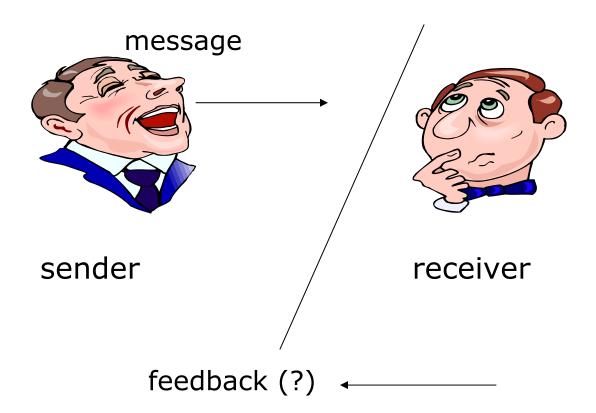
- When you are having problems with family members, co-workers, teens
- When I really need to concentrate on what is being said
- When I need to learn something

#### How do I practice active listening?

- Listen and pay attention
- Think about the main point
- Ask questions to clarify
- Paraphrase
- Respond



#### What are the barriers?



Personal barriers: belief systems (prejudice, biases, interest

level, stereotyping)

**Emotions**: nervous, tired, angry

Behaviour: tone of voice, words or language used,

body language, eye contact

**Environmental**: noise, distractions, surroundings



## **Role Plays**

#### Role Play 1

**Person # 1:** "I don't want you to go out with him! He's no good for you!" (say with emotion)

**Person # 2**: Stand with your arms crossed in front of your body and say "Well, I like him/her. I think he/she is cute!"

- What are the barriers?
- Do you think that person #2 will listen to person #1? Why or why not?
- Try the role-play again with a positive tone and body language.

#### **Role Play Two**

**Learner:** (Throws pencil on the floor.) "This test is stupid. There's no way I'm going to finish this g\_\_\_ d\_\_\_ crap."

Instructor: "You have to have it done by 3:00!"

- What are the barriers?
- How do you think the instructor should have responded?
- Try the role play again.

#### **Role Play Three**

**Teenager:** I am looking for a job at your tourist booth. I am a good worker. I hope you will consider hiring me even though my ears, eyebrows and nose are pierced and I have colored hair.

**Employer:** Please leave your application. We will call you for an interview when we have an opening.

- What are the barriers? Discuss the term stereotyping.
- What are some more stereotypes?
- Do you think the teen got the job?



This section provides the instructor with a variety of listening activities they can use in the classroom. Use a variety of listening material – guest speakers, current events, novels, short stories, non-fiction, and interviews for the listening activities in this section.

Read aloud every day to learners. It is an important means of teaching listening and a powerful means of developing and expanding learners' language repertoire and vocabulary. It is also important for modeling reading strategies (Trelease, 1996). For learners in the Emerging and Early Developing Phases, establish a practice of reading to the class from a variety of fiction and non-fiction books at least once a day.

You can also set up a listening centre in your class. Stock the listening centre with short stories, novels, non-fiction books, fables, stories from Elders, etc. Encourage learners to use the listening centre everyday. They can respond to what they are listening to in their journals.



6 Handouts

#### **Activity 1 - Listening Games**

- **Memory Game** Ask learners to sit in a circle. Start the activity with the statement "I went camping and I brought a tent." Ask the next person to say the same statement and add something. Go around the room once or twice until there are too many things to remember.
- **Place Names** Say the name of a place and ask the next person to say another place using the last letter of the first place. For example: Tuktoyaktuk, Kakisa, Alberta, Alexandra Falls, etc.
- **Twenty Questions** The instructors says they are thinking of something and learners can ask 20 **yes** or **no** questions to try and figure out what the instructor is thinking. The person who guesses correctly gets to think of the next thing.
- **Progressive Story** Sit in a circle. Start the story off with a statement. For example: "Last year I went on a wild trip...." Each person must add a sentence to the story. Go around the circle until someone ends the story.
- One-way Communication Ask learners to find a partner. Ask them to sit back to back. Give one person a picture. Ask them to describe the picture to their partner. The person listening cannot ask questions and draws what they hear. Compare the two pictures. Discuss how it is hard to communicate with only one person doing the talking. Use Handout 1 or make up your own pictures.

#### **Activity 2a – Listening for Punctuation**

Read a short story to the learners. Read the story without punctuation until you run out of breath.

- Explain that a period is a STOP at the end of a sentence.
- A comma is a PAUSE in the middle of a sentence.

Read the short story again, stopping and pausing deliberately. Put a typed version of the story on the overhead. Give each learner a typed copy with no periods, commas or capital letters. Model the first two or three sentences. Then have the learners come up and mark the capitals and punctuation on the overhead. Use Handout 2 as an example.

#### **Activity 2b - Listening for Punctuation**

Review what a question mark and an exclamation mark are.

- A rise in voice for a question
- Strong feeling for an exclamation mark

Ask learners to listen for the question mark and the exclamation mark as you read the story below to them. Give learners Handout 3.

#### Reading with Little Man Dan

My boy is called Little Man Dan. I read to Little Man Dan every day. At first, he just stared at the pages because he could not hold up his head. Later on, he tried to eat the cover. What did he do when he got older? He ripped the pages and put them in his mouth. The next thing he did was to poke his finger through the paper. Yesterday, for the first time, we read a book without tearing it. He tried to say a word. Little Man Dan is finally learning to love reading!

#### **Activity 3 – Listening for Words**

Make up bingo cards with words that you would like your learner to learn. A blank bingo card is on Handout 4. You can use this activity to practice:

- Prefixes, suffixes, root words
- Nouns, verbs, adjectives
- Short and long vowel sounds
- Consonant blends
- Weekly spelling words
- Sight words
- Word families

You can also have learners make up their own bingo words.

#### **Activity 4 – Guest Speakers**

At the beginning of the year ask learners what guest speakers they would be interested in having come to the class. Some ideas for guest speakers are:

- Someone who represents different jobs/careers
- A person who can give information and answer questions about a local issue/concern, e.g. band chief, mayor, trapper
- An Elder

Send a written invitation or call to invite your guest. Be sure to let them know the purpose of the speech. Ask Elders for permission to use their stories if you are going to publish them.

**Before Listening:** Instructors focus learners' prior knowledge and build background. They explain the purposes of the listening activity and review one or more strategies learners can use to help them understand what they are going to hear.

**Listening to the Guest Speaker:** Ask learners to think of two questions to ask at the end of the presentation. Give learners Handout 5 to fill out while they listen to the speaker.

**After Listening:** Learners are encouraged to ask questions. They are encouraged to voice their personal feelings and connections to their own lives.

#### **Extended Learning:**

- Write thank you letters. Each learner writes a letter expressing a personal thank you and what they have learned from the visit.
- Ask learners to discuss and write their impressions or opinions in their journals.

#### Activity 5 - Interview an Elder

Learners interview an Elder, tape the interview, make notes and write a story about what the Elder told them. Handout 6 provides learners with an outline for an interview. Learners must ask the Elder for permission to print their story. Before learners do an interview on their own, take them through these activities to help them get ready.

- Take learners to a local museum or cultural centre to see pictures and artefacts about the early history of your area.
- Go online and explore the photo database on the Prince of Wales
   Northern Heritage Centre website. This website has other databases
   that may also be useful. <a href="http://www.pwnhc.ca/databases/index.htm">http://www.pwnhc.ca/databases/index.htm</a>
- Invite an Elder who is willing to tell stories to the classroom. Talk to the Elder before they come to help them understand what you want them to do. After the Elder's visit ask learners to write in their journal about what they enjoyed about the presentation.
- Ask learners to interview each other and then transcribe the tape.

#### **Activity 6 - Listen-Pair-Share**

Learners listen to a presentation or view a video. They work individually to record what they heard (in notes, on a diagram, on a listening guide) and then team with a partner to discuss their ideas. They can add to their notes. Learners can share their ideas with the whole class.

#### **Activity 7 – Follow Directions**<sup>11</sup>

Provide learners with a small sheet of writing paper. Then let them know that the activity you are about to do will prove how well they listen and follow directions. Let them know that you will state each instruction, then pause, then repeat the instruction. Add, "But I will not repeat any instruction a third time, so you must listen very carefully." Proceed to give learners the instructions below.

1. Write your name first name on the last line of the paper at the left-hand margin.

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<sup>&</sup>lt;sup>11</sup> **Source:** <a href="http://www.education-world.com/a\_lesson/dailylp/dailylp/dailylp022.shtml">http://www.education-world.com/a\_lesson/dailylp/dailylp022.shtml</a>

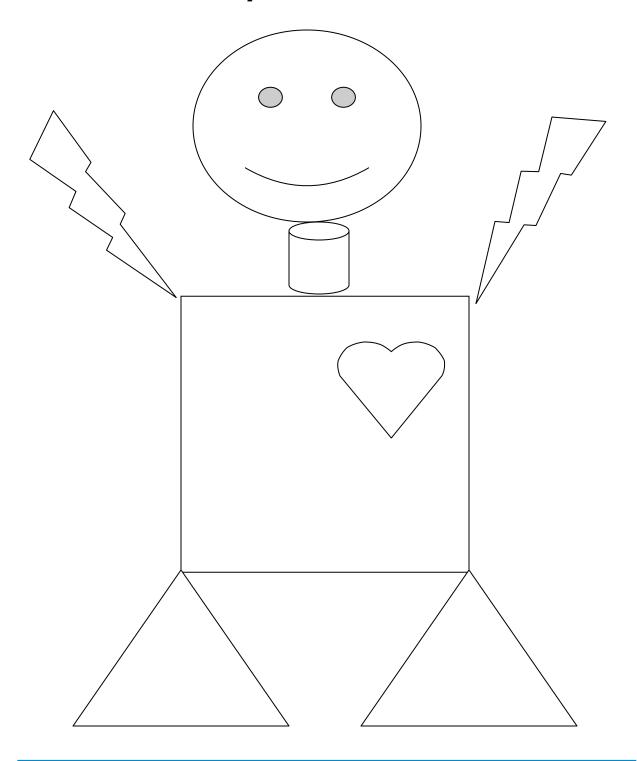
#### Listening

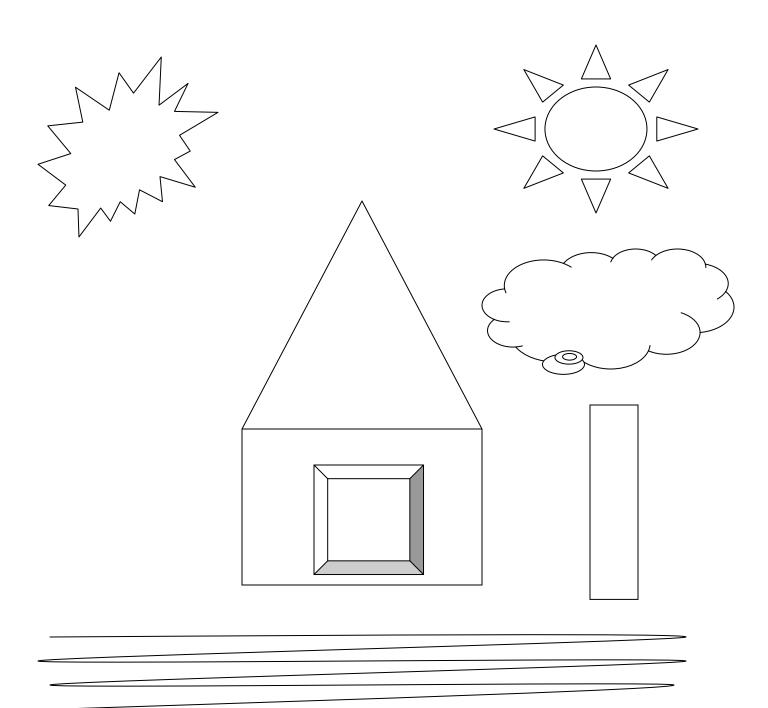
- 2. On the first line on the paper write the numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number.
- 3. Circle the number 6.
- 4. Draw a star in the upper left-hand corner of the page.
- 5. Fold your paper in half the long way.
- 6. Open up your paper, then fold it the opposite way.
- 7. Use the tip of your pencil to poke a hole in the centre of the paper (the place where the two folds meet).
- 8. Draw a heart around the hole you made in your paper.
- 9. Write the first initial of your last name in the upper right-hand corner of the page.
- 10. On the last line on the page, write the word **done** near the right margin.

Compare learners' papers at the end.



# 1-Way Communication







# **Listening for Punctuation**

If you listen to this story you will hear where sentences begin and end. Listen to your instructor read it. Write in the capital letters, commas and periods while you listen to the story.

#### **Berries**

My grandmother makes jam and tea with berries she picks herself saskatoon jam looks purple and it is so tasty i drink rosehip tea in the winter to get rid of my cold lowbush cranberry jam is so good on my toast in the morning every time i eat the jam or drink the tea i thank my grandmother for picking those berries



## **Listening for Punctuation**

If you listen to this story you will hear where sentences begin and end. Listen to your instructor read it. Write in the capital letters, commas, periods, question marks and exclamation marks.

#### **Reading With Little Man Dan**

my boy is called Little Man Dan i read to Little Man

Dan every day at first he just stared at the pages because he

could not hold up his head later on he tried to eat the cover

what did he do when he got older he ripped the pages and

put them in his mouth the next thing he did was poke his

finger through the paper yesterday for the first time we read a

book without tearing it he tried to say a word little Man Dan

is finally learning to love reading



# **Word Bingo**

В	Ι	N	G	0



# **Guest Speaker**

Name of speaker
Topic:
Purpose of speech:
Main points
Questions I have
1.
2
3
What I liked about the speech?
What I didn't like about the speech?



# **Interviewing an Elder**

Elder's N	Name	
Date:	Place:	
Title of S	Story	
Who or v	what is the story about?	
Where d	id the story take place?	
What ha	ppened? Why?	

Viewing and Representing are important forms of literacy. It is especially important at the 110 level that these activities are integrated into the reading and writing sections.

#### This section covers:

- Critical Viewing
  - o TV and movie reviews
  - Advertisements
  - Current events

#### Representing

- Story maps
- o Posters/collages
- o Photo stories
- Book making

#### **Learning outcomes:**

- Respond to visual texts by making connections between them and prior knowledge and experiences
- Be aware of different types of non-verbal communication.
- Create simple charts, webs or illustrations as a way of organizing information
- Create original visual products to communicate personal understanding of texts

# Instructor Notes Critical Viewing

Viewing is an important part of literacy. In today's world, learners need to comprehend and integrate visual knowledge with their other literacy knowledge (Tompkins, Bright, Pillard, & Winso, 1999). They need to construct meaning from oral, print, and other media messages. As learners view visual messages, they need to use a range of viewing skills and strategies to make sense of the visual images, and accompanying oral and print language. Learners need to connect meanings in the messages to their prior knowledge and experiences in order to understand what they are viewing. They can ask these questions:

- Who is the message for?
- What is the purpose of the message?
- What have I learned about the topic, about myself, and about others?
- Whose point of view is presented? (Brunner & Tally, 1999).

Whether learners are viewing a picture, an illustration, a sign, a magazine, a television cartoon, an advertisement, a commercial, a video, the Internet, or any other visual text, they need to make sense of it and respond personally, critically, and creatively.

"Being literate in contemporary society means being active, critical, and creative users not only of print and spoken language but also of the visual language of film and television, commercial and political advertising, photography, and more" (International Reading Association/National Council of Instructors of English, 1996, p. 5).



7 Handouts

#### Activity 1 - TV Watching

Tell learners: "When we talk about **critical viewing**, we're not talking about "criticizing" a program. Viewing **critically** means that you and your family are making yourselves aware of the program or commercial and all of its elements – content and plot, message, gender and ethnic portrayals, background music, camera angles, lighting and so on. Critical viewing allows you and your children to gain a little emotional and mental distance from the program and have more control over its impact on you."

Choose two programs to watch and fill in the Critical Viewing Guide on Handout 1.

#### **Activity 2 - Movie Review**

Watch a movie in class and review it. Handout 2 provides learners with a simple outline to review a movie. Ask them to rate the movie with one star being really bad and 5 stars being excellent. Compare their reviews with others in the class.

Ask learners to view several movies over a weekend and then write up a review of the movies. Ask them to share their reviews with other learners.

#### **Activity 3 – Advertisements**

Learners cut out magazines and newspapers advertisements and decide if they are fact or opinion. Learners will discover that 99% of ads are opinions! Define fact and opinion. Facts can be all or some of the following:

- Can be proven
- Real for all people and places
- Can be observed
- Historical
- 100% true

Opinions refer to a person's feelings, thoughts, judgments, or beliefs. Opinions can't be proven and they are not 100 % true.

#### **Activity 4 - Stereotypes**

Ask learners to view magazine ads with a critical eye about stereotyping. First ask learners:

- How would you define stereotype?
- What are some examples? (teens shoplifting, dumb blondes, men don't cry, women are weak, drunken Indians)

Ask learners to cut out magazine ads and answer the questions on Handout 3. Ask learners to share their work with other learners when they are done.

#### Activity 5 - What's the message?

Tape some TV commercials and ask learners "What's the message?" Ask them to fill out Handout 4 while they view the commercials. You can use this activity with advertisements in magazines, newspapers etc. You can also view commercials on line at

<u>www.retrojunk.com/list\_commercials.php</u> or Google "commercials" and many different sites will come up.

#### Activity 6 - Current Events - 5 Ws

Select a picture or a simple news story from the local paper. Brainstorm the answers to the 5 Ws. Have learners practice responding to the questions who, what where, why and when. Ask learners to practice first by looking at the picture on Handout 5 and the short article on Handout 6 and answering the 5Ws questions.

This activity can be done on a weekly basis. Learners pick a picture or simple article out of the paper and answer the 5Ws.

**Alternative activity** - Ask learner to go to this website to review the news of the day <a href="http://www.wfi.fr/volterre/tvradio.html">http://www.wfi.fr/volterre/tvradio.html</a>. Ask them to pick a story and answer the 5Ws.

#### **Activity 7 - More Current Events**

Learners select a newspaper or magazine article. They write one paragraph that summarizes the event or issue. Give learners Handout 7 to refer to. They attach their completed handout to a hard copy of the article and hand it in. They can also present their current event to the class. Post them on the bulletin board.



# TV Watching<sup>12</sup>

<sup>&</sup>lt;sup>12</sup> **Source:** <a href="http://wneo.org/media/viewing.htm">http://wneo.org/media/viewing.htm</a> Adapted from Screen Smarts: A Family Guide to Media Literacy by Gloria DeGaetano and Kathleen Bander (Houghton Mifflin Company, 1996)

What was the theme of the program? What do you think the makers of the program wanted you to learn from the show?		
What age level is the show aimed at?		
Rate the program on a scale of 1 to 10. Was it a good or bad program? Is it suitable for your children to watch?		



# **Movie Review**

Title of Mo	ovie:			
Rating:	R PG1	4 PG	G	
Audience:	Children,	Youth, Young Ad	ults, Adults, Eve	ryone
Give a brie	f descriptio	on of the movie.		
Did you lik	ce the movi	e? Why or why n	ot?	
Your Ratin	g			
Not Good	ОК	Pretty Good	Good	Excellent
*	**	***	***	****



# Stereotyping

Look through magazines and choose an ad that you think is a stereotype. Cut the ad out and paste it on to a large piece of paper. Answer the following questions and paste this sheet beside the ad.

A **stereotype** is a generalization about a person or group of persons. Stereotypes often lead to unfair discrimination and persecution.

1.	1. Describe what is going on in the ad.		
2.	Who is the target audience?		
3.	What is the message they are trying to get across?		
4.	Describe the stereotyping happening in this ad.		
5.	How does this stereotype hurt people?		



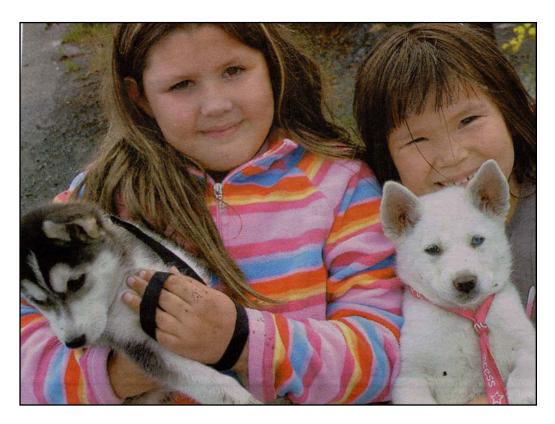
# What's the Message?

1.	What is the advertisement about?	
2.	How does the advertisement get our attention?	
3.	Who is the message for? How might different people view this message?	
4.	What is the message?	
5.	Would you buy this product? Why or why not?	



# **Current Events**

Look at the picture below. Answer the questions below with what you think this picture is about.



Yellowknifer, Wednesday, July 12, 2006

Title of article:	
Where is the article from?	
Date of article:	

# 5 Ws

<b>Who</b> do you think this news story is about?
What do you think this news story is about?
Where do you think this news story takes place?
<b>When</b> do you think this news story takes place?
<b>Why</b> do you think they are reporting on this news story?
Find a picture in your local newspaper and answer the 5 Ws.



#### **Current Events**

Look at the pictures and read the short article below and answer the questions on the next page.

# Northern News Services Deh Gah Got'ie Koe/Fort Providence

n June 7, eight students from Deh Gah school in Fort Providence set out for a canoeing adventure to Wrigley.

Three left the group at Jean Marie River, but the remaining five, together with leaders Shanna Hagens, Nicola Wiedenmann, Stewart Nadli and Jason Causa made it to their goal.

Highlights of the trip included surviving a major storm.

"We were very thankful for land under our feet after getting stuck on the water in a hail storm," teacher Shanna Hagens said. The group also enjoyed the hospitality of Jean Marie River, rafting up and cruising with a sail made by guide Stewart Nadli and playing a game of golf during a day of rest in Fort Simpson.

On the final day, students made it to Wrigley at 11 p.m. after 15 hours of paddling and wondering if the community and was just around the next bend.

"The students showed amazing strength of character, genuine care for each other and respect for the land.

"It was a heartfelt experience for all," Hagens said.





DEH CHO DRUM, Thursday, July 13, 2006

# 5 Ws

<b>Who</b> is this news story is about?
What is this news story is about?
Where does this news story take place?
When does this news story take place?
<b>Why</b> do you think they are reporting on this news story?



#### **More Current Events**

Choose a newspaper article and write one paragraph summarizing the article. Your paragraph should have a topic sentence, supporting sentences and an ending sentence.

#### Did you:

- Indent the first line of the paragraph?
- Put a capital letter at the beginning and period at the end of sentences?
- Check your spelling?
- Attach your news item?

Title of article:  Where is the article from?				
Write a paragraph that summarizes the (Please do not copy from the article.)	he main idea in your own words.			
Topic Sentence				
Supporting Sentences (3)				

# Ending Sentence

Viewing/Representing



Representing is creating, constructing, and communicating meaning through a variety of media and forms including drawings, sounds, pictures, illustrations, charts, graphs, posters, murals, photographs, dioramas, puppets, models, dramas, and videos.

Representing and depicting have been integrated into the reading and writing sections of this resource manual. This section provides you with some ideas and activities specific to representing that you can integrate into other areas of the curriculum. Representations allow learners to demonstrate their learning and understanding in a variety of ways.

Learners need opportunities to communicate their ideas in a variety of forms and to explore various media and forms. Help learners recognize representing as an important way of communicating ideas, exploring their thinking, and demonstrating their understanding. Point out how pictures, sounds, photographs, illustrations, graphs, charts, diagrams, and other representations are found in texts as well as in the world around us.

Form	Examples
Maps, Webs	concept map, story map, character map, word map, concept web
Diagrams	labeled diagram, Venn diagram, tree diagram
Chains, Wheels,	sequence chain, word chain, cycle wheel, word
Timelines, Flowcharts	wheel, historical timeline, event flowchart, rebus
Graphs	object graph, pictograph, bar graph
Illustrations	poster, painting, photograph, mural, slide show, collage, comic strip, storyboard, story quilt

<sup>&</sup>lt;sup>13</sup> Source: <a href="http://www.sasked.gov.sk.ca/docs/ela/representing01.html">http://www.sasked.gov.sk.ca/docs/ela/representing01.html</a>

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Three-dimensional,	display, model, diorama, sculpture, skit, mime,
Multimedia	tableau, role play, drama, puppet play, mobile,
	video, multimedia presentation

Give learners guidance and explicit instruction to develop effective representing skills and strategies. As with all communication, learners need to plan and then prepare the final product. Instructors need to discuss and model the before, during (problem solving), and after phases of the representing process as carefully and consciously as they do with the other language processes. Creating representations requires learners to use their imaginations to depict key ideas and events. Some useful strategies include:

- Talk, Act, Draw, Write: Talking, acting, drawing, and writing provide ways to express thoughts. Learners talk, act, draw and write to represent what they are hearing, seeing, viewing, understanding, feeling, or thinking about a story, topic, or experience. They can use talking, acting, drawing, and writing to retell a text, to represent their response, or to share their impressions with others. Learners are encouraged to share their representations with others and then to add further details or ideas to their representations. For example: learners can talk, act, draw, and write about a field trip experience or a guest speaker's visit.
- **Sketch to Stretch:** In small groups or as a class, learners view, read, or listen to a text. Before they begin, encourage learners to think about how one can **represent** or **draw** the author's intended meaning. During and after viewing, reading, or listening to a text, learners sketch their observations about the text and share them with a partner. **Speech balloons** and **thinking bubbles** can be incorporated into the sketches to indicate what characters said or were thinking (Harste, Short, & Burke, 1988).
- **Illustrator Strategies**: Learners explore different techniques and media to represent their ideas, capture a story line, illustrate a character or setting, and capture or create moods and feelings.

Learners can represent their understanding of word meanings through collages, paintings, and mobiles. Learners create comic strips of the key events and elements of a story, create murals, or design posters.

- Wordless Picture Books: Instructors can model how wordless
  picture books tell a story or convey information. Learners can tell a
  story or present information using this technique.
- **Story Maps:** Story maps help learners develop a **sense of story**. Learners use a simple story map to retell the beginning, middle, and end of a story or create a graphic organizer that captures the problem-solution relationship found in a story.
- **Story Quilts:** Learners can create story quilts to show the setting, time, place, and sequence of story events. The design of the quilt squares should reflect the theme of the story (Tompkins, 1997).
- **Storyboards:** Using a panel of blocks that represent the story events sequentially, learners can sketch the key scenes and then suggest the audio (words) that might accompany each.
- Cartoons: Cartoonists use one or more panels to tell their story or present their ideas. Comic strips combine both illustrations and thought or speech bubbles to tell stories and communicate information. Have learners bring examples of their favourite comic strips and discuss the qualities that they enjoy. Learners may want to create a comic strip modeled after their favourite cartoonist. Discuss and model the preparation and techniques that are important to comic strips. Discuss political cartoons.
- Graphic Organizers: Information and ideas can be displayed in a number of ways including graphic organizers (e.g., mind maps, Venn diagrams, timelines, life cycles). Using the chalkboard or overhead projector, the instructor can show learners how to present information in formats that are different from the original text. As and after learners view, read, or listen to an information text, they

- can analyze and represent the key ideas, events, sequence, or procedure using different organizers. Learners can also use these organizers to plan additional representations.
- Charting, Graphing, Mapping, and Labeling: Model how to chart, graph, map, and label responses and findings for a variety of topics (e.g., favourite hobbies).
- Photographs and Slides: Whether learners bring their favourite photos or slides from home or take pictures of their activities at school, photos can be used to represent and share understanding. Pictures taken during a field trip, a science experiment, or a special event can be arranged and reviewed. Learners can create a photo essay to describe new experiences and ideas. Captioned pictures can describe or explain an event. Learners can sequence photos and use them for presentations, study, and review. Photo representations can be used to highlight special celebrations and personal accomplishments.
- **Posters:** Creating posters to promote a favourite text or to inform others about an idea or experience develops not only learners' representing skills but also their conceptual and organizational (e.g., who, what, where, when) abilities.
- Murals and Collages: Learners can represent narrative stories or informational text by creating murals and collages. Learners can use their own illustrations and labeling or they can use pictures from magazines or personal photographs related to the theme or topic.
- Dramas, Puppet Plays, and Role Plays: Drama is important in developing learners' language skills, concepts, visualization abilities, problem-solving abilities, decision-making strategies, co-operative learning skills, and aesthetic appreciation. Drama is an important way of fostering the development and learning of learners (Siks, 1983). Learners can form small groups to represent their understanding of a story, a poem, a situation, or a concept. Whole class contextual dramas can also be facilitated by the instructor.

- **Displays:** Displays can be used to retell, relate, and respond to field trips, stories, poems, plays, presenters, and information texts.
- Mobiles: Learners can create mobiles that highlight a story, their experiences, what they have learned, and what they wonder about. Mobiles can be prepared using cut out shapes and photos, drawings, pictures from magazines, and found objects. All sides of the mobile can be decorated.
- Models: Using play dough, plasticine, clay, or other materials, learners can make three-dimensional models relating to their favourite texts or communicating ideas about what they have learned. Models are excellent ways of explaining how something was created or how something works. Learners can develop new vocabulary and create directions, labels, or sound effects as they plan to present their models to others.
- Videos: Learners can use home video cameras to produce the representations. Learners can produce a "silent movie" or "wordless film" (accompanied by music). If time and equipment permit, they can plan, shoot, and edit a full production of a story, news program, informational text, or other video program.
- Commercials: Learners can write and present television or radio commercials for favourite books, movies, hobbies, toys, cereals, or activities. These can be planned using a storyboard format, rehearsed, acted out, audiotaped, or videotaped. Learners can create images that appeal to the five senses, and brand names, jingles, and slogans to accompany their presentations (Barchers, 1993).



6 Handouts

### **Activity 1 - Story Maps**

Story Maps are graphic organizers. They help learners better understand a story. Story map graphic organizers help the learner identify the elements of the story and the theme or moral of the story. There are many types of story maps that examine different elements of the story.

- Some summarize the beginning, middle and end of a story.
- Some list the 5 Ws: the who, when, where, what, and why of a story.
- Some list the title, setting, characters, the problem, the solution and the moral or theme of the story.
- Some, like a storyboard, are mostly pictorial, and illustrate the major events of a story in chronological order.

Read a short story to learners and ask them to make a story map for the story. The story should be very easy to understand and at the 110 level. Handouts 1a, 1b, 1c, and 1d are outlines of story maps.

Grass Roots Press has some excellent photo stories that are high interest at the 110 level. Some of the titles are listed below:

Name	Order Number	ISBN
Tony's Deal	4-1710	1-894593-27-8
The Big Snore	4-1713	1-894593-25-1
Just Good Friends	4-1711	1-894593-28-6
Mandy's Garage Sale	4-1712	1-894593-26-X
The Big Question	4-1714	1-894593-23-5
The Big Surprise	4-1715	1-894593-24-3
The Hike	4-1553	1-894593-00-6
The Big Goof	4-1551	1-894593-03-0
Where is My Man?	4-1557	1-894593-08-1
Bears	4-1552	1-894593-04-9
Stress	4-1554	1-894593-05-7

Fran's Story	4-1554	1-894593-06-5
How to Find a Good		
Used Car	4-1555	1-894593-07-3
Romance Series	4-1729	1-894593-29-04
You be the Judge Series	4-1730	1-894593-30-8

#### **Activity 2 - Photo Stories**

Take a series of photographs and ask learners to describe what is happening in the photo or use the photo as a prompt to create a story around it. This can also be done as a group activity by having each learner write a line in response to the same photo.

Give learners a digital camera or Polaroid camera and ask them to take pictures in the community. Ask them to write a story about the pictures they have taken. They can take pictures of:

- Interesting people, buildings or sites
- Their children
- Elders
- Traditional activities
- Buying something at the store, etc.

An example photo story is on Handout 2.

# **Activity 3 – Posters**

Posters are a great way for learners to show their understanding of a topic. Some ideas for using posters in the classroom are:

- Learners make a poster to represent the topic, setting, characters, theme and plot of a story.
- Learners make a poster to advertise something in the community community feast, family literacy night, band meeting, etc.
- Learners make a poster to inform the public about a health issue like smoking, healthy eating, alcohol abuse, etc.
- Learners make a poster that describes how to do something. For example, tanning a hide, skinning a caribou, sewing mukluks, etc.

#### Activity 4 - Collages

Bring in a variety of magazines. Ask learners to make a collage about:

- Their goals in life
- What makes them happy
- Things that represent their life
- Advertisements that show stereotyping
- Healthy living

## Activity 5 - Make an Advertisement

Learners make an advertisement that depicts the people in their community. Learners use an advertisement that they think is a stereotype and they change it to reflect the people in their community. They can change the picture and words to reflect the people and attitudes in their community.

### Activity 6 - Bookmaking

Learners create a variety of books. They can make story books for their children, books about themselves, books on a research topic, books about the history of their community etc. Handout 3 provides instructions on making several different kinds of home-made books.

## **Activity 7 – Talking Books**

Talking books are a great literacy activity. They are made on the computer using the program PowerPoint to add text, pictures and sound. Talking books can be used with all levels from 110-150. Instructors can use them individually or as a class activity. Check the Writing section for an overview of how to make Talking Books.

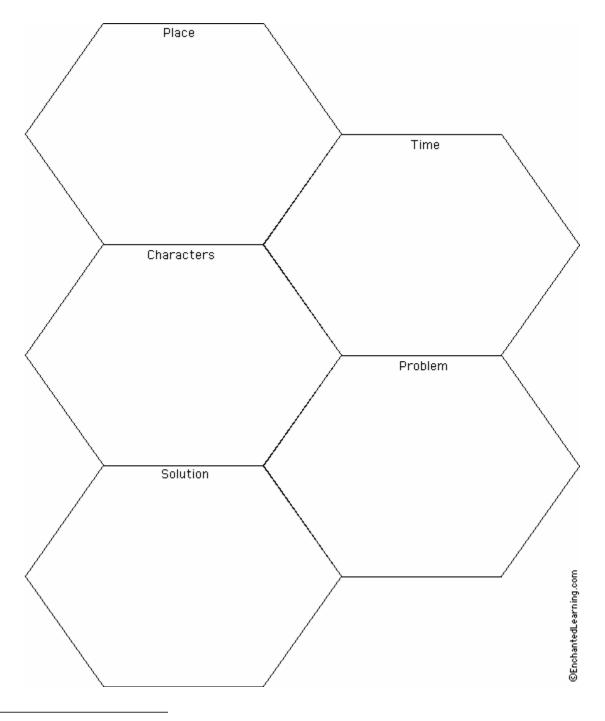


# **Story Map**

Story Ti	tle:	
	Beginning	
	 Middle	
	Made	
	<b>\</b>	
	End	



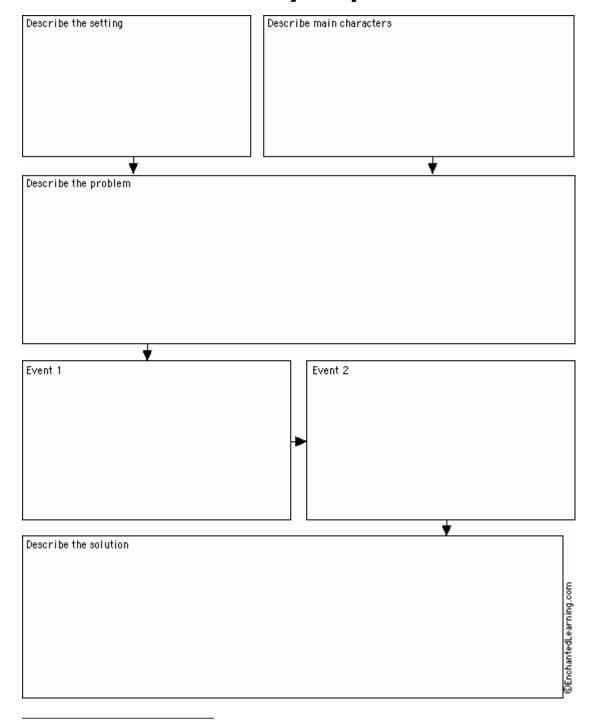
# Story Map<sup>14</sup>



 $<sup>^{14} \ \</sup>textbf{Source}: \underline{\text{http://www.enchantedlearning.com/graphicorganizers/storymap/}}$ 



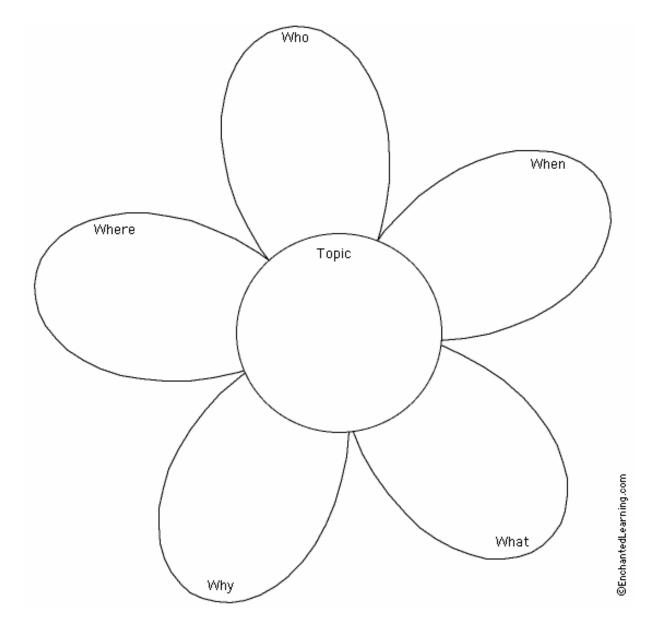
# Story Map<sup>15</sup>



 $<sup>^{15} \, \</sup>textbf{Source:} \, \, \underline{\text{http://www.enchantedlearning.com/graphicorganizers/storymap/}} \,$ 



# Story Map<sup>16</sup>



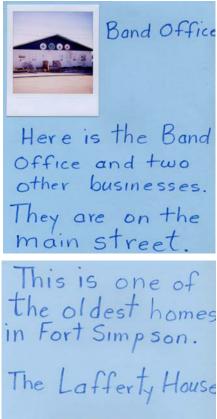
402

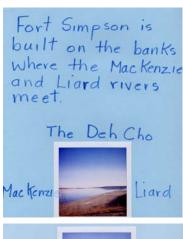
<sup>&</sup>lt;sup>16</sup> **Source:** <a href="http://www.enchantedlearning.com/graphicorganizers/storymap/">http://www.enchantedlearning.com/graphicorganizers/storymap/</a>

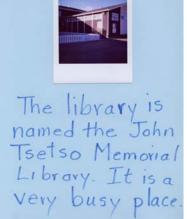


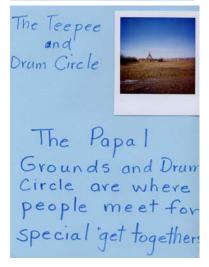
# **Photo Story - Welcome to Fort Simpson**













# **Bookmaking**

#### **Bound Book**

To make a simple bound book, similar to a hardcover book, all you need are a few supplies.

#### What you need:

- 8 pieces of 8 ½ X 11" paper
- Ruler
- Pen
- Sharp craft knife
- Adhesive shelf paper
- Cardboard
- Packaging tape
- Button thread or other thick thread
- Large needle
- Rubber Cement or glue

- Take 8 pieces of 8 ½" x 11" paper and fold the paper in half to form a 16-page booklet measuring 8 ½" x 5 ½".
- Thread your needle with about 24" of heavy thread.
- Begin at one end of the booklet's centre crease sew large stitches about 1" apart. Leave a 2" tail hanging from the first needle hole. When you reach the end of the crease, turn the booklet over. Now sew back, bringing the needle through the same holes on the other side of the book. Tie the two ends of

your thread together on the outside of your booklet when you finish stitching the pages together. Trim the ends.

- Cut two 6" x 9" rectangles from cardboard. A craft knife makes a neater cut than scissors.
- Lay the cut pieces side by side, leaving a half-inch space between them. Cover the centre gap with packaging tape – this will attach the cardboard pieces together. This is the spine of your book. Your book will not shut if you do not leave a space.
- Cut a piece of adhesive backed shelf paper 15" x 20". Do not peel off the backing yet! Place your book cover in the centre of the shelf paper. Trim off a triangle at each corner. Mark a diagonal line about ½" from the corner of the

paper and trim. Peel off the backing from the shelf paper and place your book cover in the centre on the sticky side of the paper. Fold over the edges and your cover is done. Adhesive Backed Shelf Paper

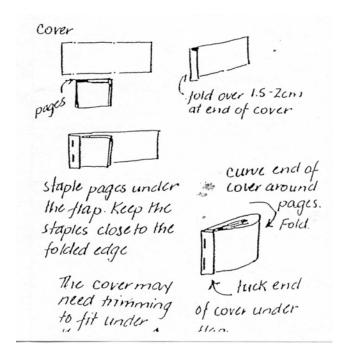
• The first and last pages of your booklet are the endpapers. Glue the first page flat against the cover. Rubber cement makes fewer wrinkles on your endpapers than regular glue, although regular glue will work fine.

#### **Match Book**

#### What you need:

- Bristol board or construction paper
- 8 ½" X 11" paper
- Stapler
- Scissors

- Cut a piece of Bristol board or construction paper to make a cover for your book.
- Fold the end 1" (1.5 2 cm) at the end of the cover.
- Take several 8 ½" X 11" pieces of paper and fold them in half.
- Staple the pages under the flap on the cover. Keep the staples close to the folded edge.
- Curve the end of the cover around the pages and then fold.
- Trim the cover to fit right.
- Tuck the end of the cover under the flap.

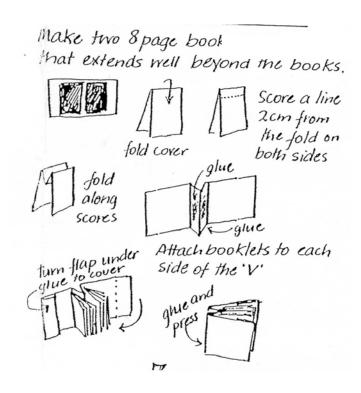


### Sixteen Page Book

#### What you need:

- 4 sheet of 8 ½" X 11" paper
- Bristol board or construction paper
- Scissors

- Make two 8-page books by folding 4 sheets of 8 ½" X 11" pages in half.
- Cut a cover that extends well beyond the books. Fold it in half and then fold and crease a line 1" from the top fold.
- Attach the booklets to each side of the 'V' with glue.
- Turn the cover flap under and glue it to the inside of the cover.
- Put glue between the spines and glue together.

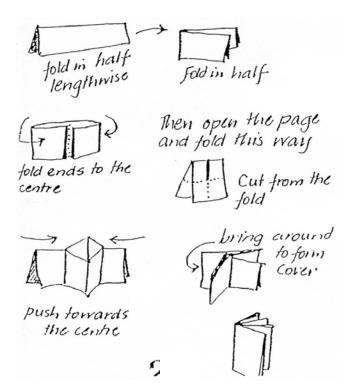


### **Eight Page Book**

#### What you need:

- 8 ½" X 14" paper
- Scissors

- 1. Fold a 8 ½" X 14" piece of paper in half lengthwise. Fold it in half again.
- 2. Open it up so that it is folded in half lengthwise again. Now fold the two ends into the centre.
- 3. Open the page and then fold it in half width-wise.
- 4. Cut along the fold as shown in the diagram.
- 5. Open it up lengthwise again and then push the two ends towards the centre.
- 6. Bring the front around to form the cover.



# **Quick Book**

#### What you need:

- 8 ½" X 11" paper
- Straw, piece of wood, a twig, coffee stirrer, or popsicle stick
- Ribbon, elastics, or string
- Bristol board, cardstock or construction paper
- Scissors

- Fold blank 8 ½" X 11" paper to make the inside of the book.
- Make a cover out of construction paper, bristol board or cardstock.
   Fold the cover the same way as the inside of the book.
- You can attach the cover this way:
  - a. Put the cover and pages together and then use a paper clip to keep them together.
  - b. Cut two notches out of the folded side of the book.
  - c. Thread a piece of ribbon, piece of yarn, or an elastic band through the pages and tie it around the stick or whatever you decide to use.
- You can also attach the cover this way:
  - a. Clip the pages together and punch two holes along the folded edge.
  - b. Push an elastic through the holes and then thread the straw through the elastic. The straw will be secured by the elastic band.

