



**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Literacy Foundation

Literacy 1

Instructor Package

Winter Weather Module

- Page-by-page alignment with the *ESL for ALL* Continuums of Reading and Writing Skill Development
- Links to multi-media resources
- Feedback Survey

We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

https://docs.google.com/forms/d/e/1FAIpQLScIECy3Zu6XBDNLRHwZ81wL7fVZdi0s_oQNCIbPawGI9urnmg/viewform



WHY

Winter weather is a new experience for many newcomers. Understanding winter weather conditions is a matter of health and safety for our students. Preparing for winter involves an understanding of temperature and weather conditions



WHERE

This module will be most effective for in-person delivery. Literacy students learn best when they get to move around, work collaboratively, and form personal connections. However, when necessary, student packages can be photocopied and delivered to students studying online or in a hybrid situation.



WHEN

The duration of study with this module will depend on the class schedule, student interest and pre-existing skills. Extra scaffolding may be necessary. You may also want to skip some of the worksheets if the students have mastered a skill.



HOW

This instructors guide gives a page-by-page explanation of the student package. The worksheets are not intended for independent study; all materials must be supported, scaffolded, and recycled to meet the needs of the learners. Use TPR (Total Physical Response), group and pair work, and realia as much as possible. Oral skill development should always proceed literacy skill development. Links to online activities are provided to use with students in a hybrid, online or in class learning environment. Colour photocopies are best for literacy learners but if not possible the black and white copies will do. Show the learners large format, colour flashcards to support the black and white copies. Reference *ESL for ALL* and the *ESL for ALL: Support Kit* to learn about ESL Literacy Approaches and Supports.



WHO

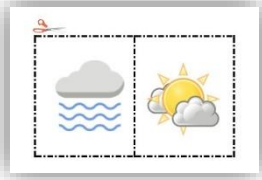
This module has been designed for students working towards an FL or a CLB 1L in reading and writing and towards a CLB 1 in listening and speaking. Reference *ESL for ALL* for a definition and description of literacy learners' characteristics.

Student Flashcards
Print on cardstock

Introduce new vocabulary with images before the written word.
Play a memory game with two sets of picture flashcards.
Play Kim's Game.

Continuum of Literacy Skills

*"Develops basic sets of oral vocabulary for concrete nouns using realia and consistent, familiar photographs."
"Claps to recall the rhythm of new oral vocabulary or name."*

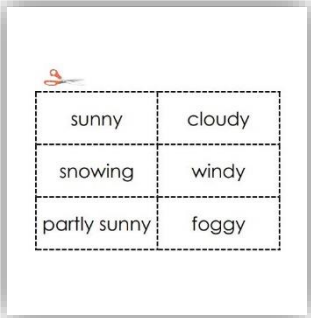


Student Flashcards
Print on cardstock

Play memory games with words and images.
Play Kim's game with words.
Play hangman.

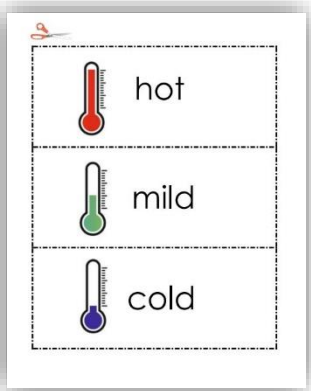
Continuum: Reading Skills Development

"Attends to first sound when learning new vocabulary."



Student Flashcards
Print on cardstock

Have the students work in pairs asking, "What is this?" and "How do you spell _____?".
All flashcards are supported by the interactive online soundboard.



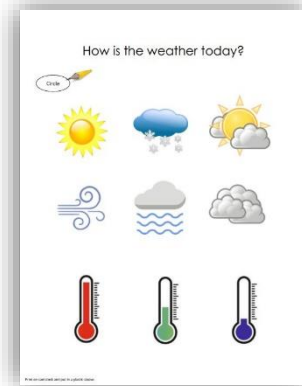
Plastic Sleeve Insert
Print on cardstock

Each day the students can circle the weather based on looking out the window and eventually reading the weather forecast.

Continuum of Literacy Skills

"Develops basic sets of oral vocabulary for concrete nouns using realia and consistent, familiar photographs."

"Claps to recall the rhythm of new oral vocabulary or name."



Plastic Sleeve Insert
Print on cardstock

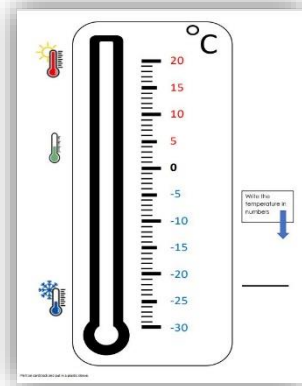
Spend time explaining below and above zero before the students fill in the thermometer. This is a daily activity.

Numeracy Skills

"Identifies, reads and copies simple whole numbers related to immediate personal context."

"Reads and records temperature on common household items (thermometer, thermostat)."

"Begins to identify temperature symbols (a minus and degree symbol)."

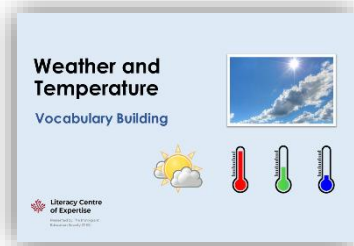


Interactive Online Activity
Weather and Temperature –
Vocabulary Building

Continuum of Literacy Skills

"Develops basic sets of oral vocabulary using realia and consistent, familiar photographs."

<https://immigrant-education.ca/literacycentre/wp-content/uploads/winter-module/build-vocab/>



Page 1
Goal Setting



Goal setting may be a new concept for Foundation level students. Complete the Goal Setting as a class. Revisit this document at the end of the module and always celebrate student success.

Name: _____

Goal Setting

Put a for yes, I want to learn about it or an for no, I don't want to learn about it.

I want to

	listen to a weather forecast	
	talk about the weather	
	read weather symbols	
	write about the weather	


1


Page 2
Skill Building Activity

Approaches and Supports
“Build oral language as a foundation for literacy development.”
“Introduce authentic meaningful tasks.”

Name: _____

What do the trees look like outside today?





2

Page 3
Skill Building Activity

This activity is intended to generate discussion and personalize the content of the module. Give students the opportunity to share personal stories of their experience with winter. If possible, use the Language Experience Approach to generate class stories.

Continuum: Reading Skills Development
“Relates a photo to recall an experienced event.”

Name: _____

Do you like winter in Canada?





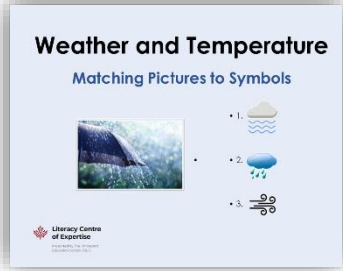
Yes No

3

Interactive Online Activity
Weather and Temperature – Matching
Pictures to Symbols

Continuum: Reading Skills Development
“Begins to identify concrete symbolic elements in signs.”

<https://www.immigrant-education.ca/literacycentre/wp-content/uploads/winter-module/match-picture-symbol/>



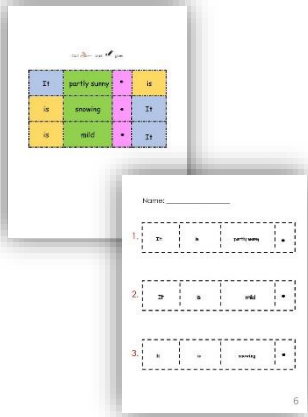
Page 4
Skill Building Activity

Continuum: Reading Skills Development
“Begins to identify concrete symbolic elements in signs.”



Page 5 and 6
Skill Building Activity

Continuum: Writing Skills Development
“Recognizes that the instructor organizes words through colour coding in flashcards...”

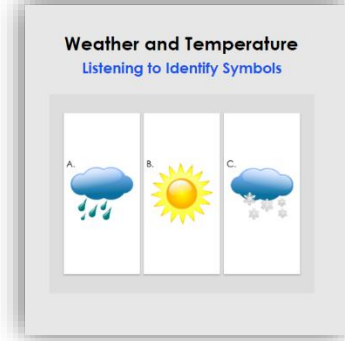


Interactive Online Activity
Weather and Temperature – Listen to Identify Symbols

Continuum: Reading Skills Development

“Interprets meaning of visual pictorial/symbolic information...”.

<https://www.immigrant-education.ca/literacycentre/wp-content/uploads/winter-module/listening-identify-symbols/>



Page 7, 8 and 9
Speaking Skill Using Activity

Continuum of Literacy Skills

“Develops and uses oral vocabulary for familiar concrete nouns and phrases and daily observations.”

Questions:

1. What day is it?
2. How is the weather?
3. What is the temperature?

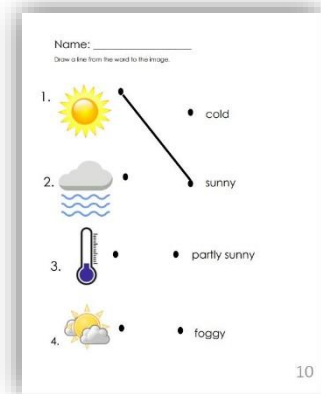


Page 10
Skill Building Activity

Continuum: Reading Skills Development

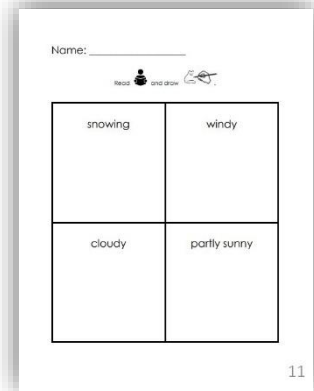
“Attends to first sound when learning new vocabulary.”

“Recognizes a small bank of sight words and common textual symbols.”



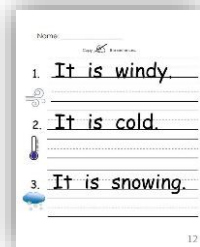
Page 11
Skill Building Activity

Continuum: Reading Skills Development
"Recognizes that print carries meaning."



Page 12 and 13
Skill Building Activity

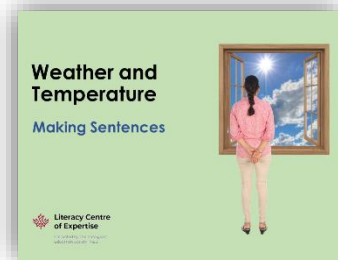
Continuum: Writing Skills Development
"Begins to use guidelines, boxes and other devices to contain writing."
"Forms elements in a more adult-like size."



Interactive Online Activity
Weather and Temperature – Making Sentences

Continuum: Writing Skills Development
"Chooses model to copy words to convey intended meaning e.g. photograph supported word bank, basic sentence stems and picture dictionaries."

<https://www.immigrant-education.ca/literacycentre/wp-content/uploads/winter-module/making-sentences/>



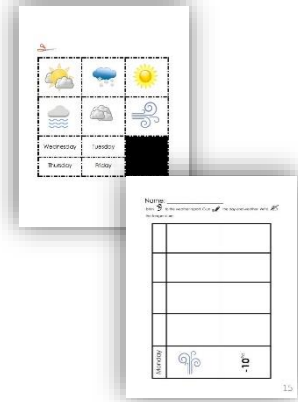
Page 14 and 15
Listening Skill Using Activity

Measuring Concepts

“Begins to identify temperature symbols (a minus and degree symbol) and graphics (weather icons) with assistance.”

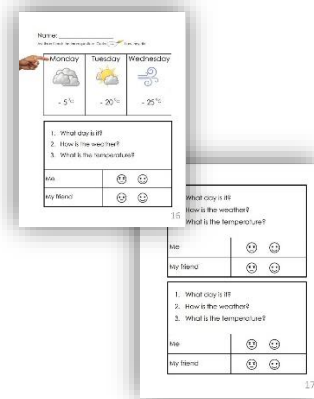
Continuum: Reading Skills Development

“Follows a model to organize and categorize word cards...”



Page 16 and 17
Self and Peer Assessment

Self and Peer Assessment will introduce the student to agency over their learning and help develop metacognitive skills. This activity will require explicit instruction and modeling.



Page 18
Reading Skill Using Activity

Continuum: Reading Skills Development

“Begins to understand that information can be represented in a picture chart.”

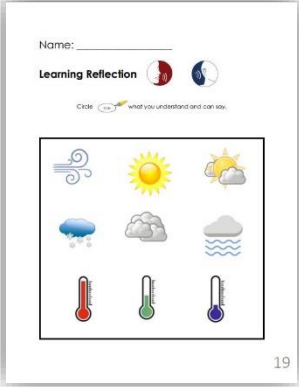
Continuum of Literacy Skills

“Uses and builds new vocabulary through class discussions, ... photographs and realia ... for describing people, objects and situations.”



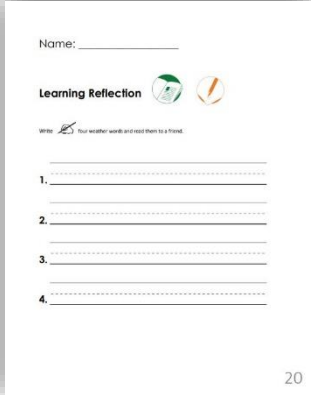
Page 19
Learner Reflection (Listening and Speaking)

“Learning reflections may pose challenges for ESL Literacy learners who are new to the concept. Learners will likely need explicit instruction, guidance and modelling to develop the skills needed to engage in these types of activities. Introducing learning reflection should begin as a whole-class activity to model the process and move learners towards more individualized reflections.” – from p. 29 of the *ESL for ALL Support Kit*



Page 20
Learner Reflection (Reading and Writing)

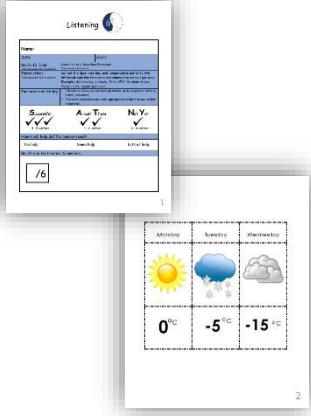
Before having the students do the activities in the Learning Reflection worksheets do the activities verbally. Each student can say and spell four new words. After they understand the activity, they can write on the worksheet.



Page 21 – 22
Listening Assessment CLB 1

Indicators of Ability

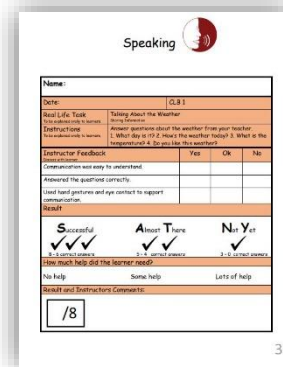
1. Identifies a few obvious factual details, such as number, letters, times, and dates.
2. Indicates comprehension with appropriate verbal and non-verbal responses.



Page 23
Speaking Assessment CLB 1

Indicators of Ability

1. Gives basic information in response to direct questions from a supportive listener.
2. Answers questions correctly.
3. Communication was understood.



Page 24 – 26
Reading Assessment Foundation Literacy

Literacy Skill to Support this Real-Life Task

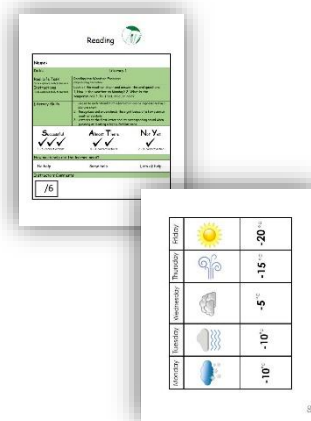
1. Begins to understand that information can be represented in a picture chart.
2. Recognizes and understands the significance of a few common weather symbols.
3. Attends to the first letter and its corresponding sound when guessing or locating a highly familiar word.



Page 27 – 28
Reading Assessment Literacy 1

Literacy Skill to Support this Real-Life Task

1. Begins to understand that information can be represented in a picture chart.
2. Recognizes and understands the significance of a few common weather symbols.
3. Attends to the first letter and its corresponding sound when guessing or locating a highly familiar word.

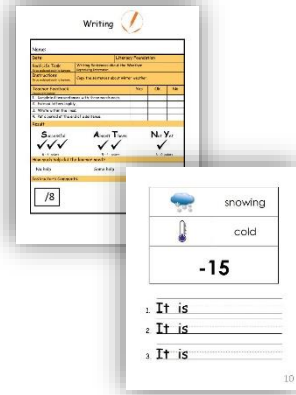


Page 29 – 30

Writing Assessment Literacy Foundation

Literacy Skill to Support this Real-Life Task

1. Complete two sentences with three words each.
2. Forms letters legibly.
3. Write within the lines.
4. Put a period at the end of a sentence.

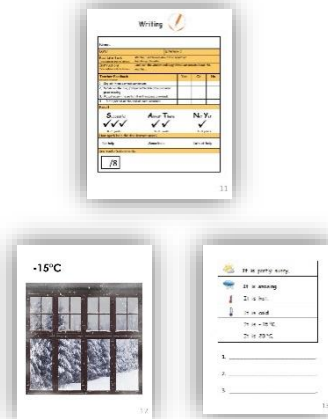


Page 31 – 33

Writing Assessment Literacy 1

Literacy Skill to Support this Real-Life Task

1. Copy three correct sentences.
2. Write on the line, form letter legibly and use good spacing.
3. Adjust print size to fit in the space provided.
4. Put a period at the end of each sentence.



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