



# Literacy Foundation Literacy 1

## **Instructor Package** **“Fruit”**

- Page-by-page alignment with ESL for ALL Continuum of Reading and Writing Skills Development
- Links to multi-media resources
- Feedback Survey
- Reproducible Assessment Google Forms

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

[Fruit Module Survey](#)



## WHY

Food is a topic that all foundational students can understand and connect to their personal lives. Building fruit vocabulary will allow learners to begin talking about their food preferences and have simple interactions with others regarding their likes and dislikes.



## 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 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. Refer to ESL for ALL and The Support Kit to learn about ESL Literacy Approaches and Supports.

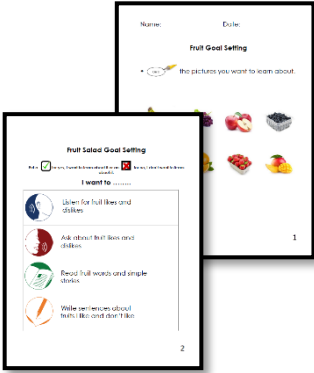


## WHO

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.

Page 1 -2  
About Me - 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. Celebrate student success.

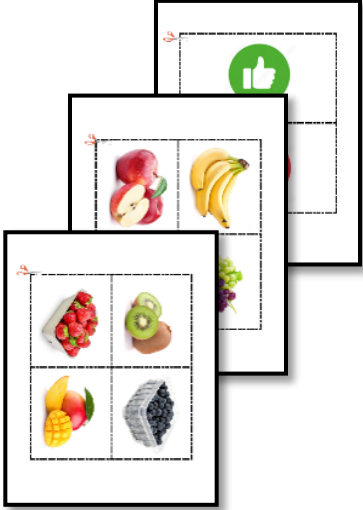


Vocabulary - Print on cardstock

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."*



Vocabulary - Print on cardstock

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

**Continuum: Reading Skills Development**

*"Attends to first sound when learning new vocabulary."*

*"Recognizes a small bank of sight words."*

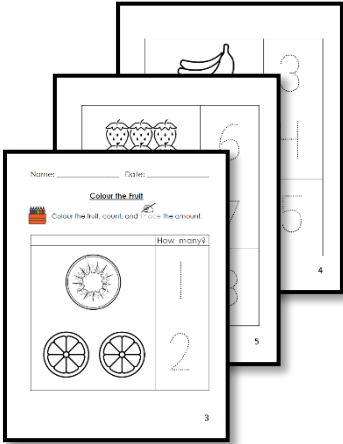
apples	bananas
grapes	oranges
kiwis	strawberries
mangoes	blueberries

Page 3 - 5  
Skill-building – Colouring Fruit

**Continuum: Reading Skills Development**

“Recognizes and names sets of familiar pictures and a few symbols of concrete nouns.”

“Locates specific features in familiar photographs and realistic drawings (e.g., an eye colour in a face picture).”



Page 6 - 7  
Skill-Building – Counting Syllables

**Continuum: Reading Skills Development**

“Develops oral vocabulary that includes both single and multisyllabic words and names.”

“Claps to recall the rhythm of new oral vocabulary or names.”



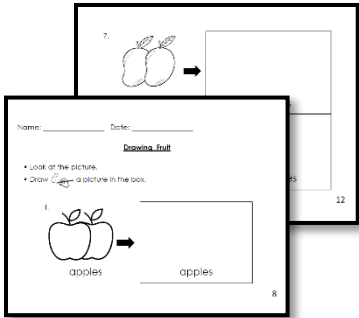
Page 8 – 12  
Skill-Building – Drawing Fruit

**Continuum: Writing Skills Development**

“Selects and uses photos or realistic drawings to communicate ideas and illustrate guided writing about workplace, community, and school experiences.”

“Creates shaky, short, and continuous line styles including horizontal and vertical matching lines, with difficulty.”

“Forms circles in a recognizable form.”



Page 13  
Skill-Building – Speaking: Asking Questions

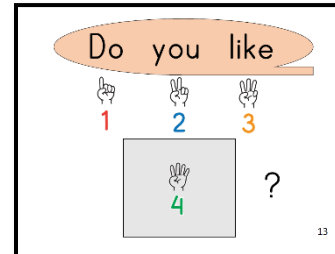
Use as template to practice segmenting sentences and matching oral language to text with one-to-one correspondence. Use the video below as a model.

Click [here](#) for video.

**Continuum of Skills Development: Oral Language**

*“Uses oral repetition and songs to reinforce word order.”*

*“Begins to create meaningful text by interviewing other learners and recording information about classmates using instructor-made template (e.g., What fruit do you like?)”*



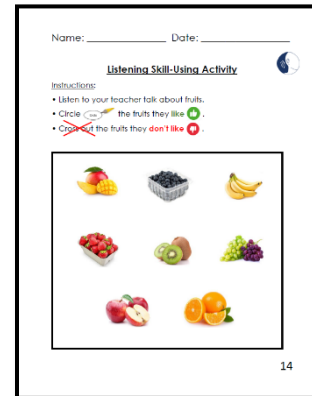
Page 14  
Skill-Using Activity - Listening

**Continuum of Literacy Skills: Oral Communication**

*“Develops and uses oral vocabulary for familiar concrete nouns (such as fruit) to answer questions about photographs (e.g., circling preferences).”*

**Canadian Language Benchmarks**

*“Identifies a few factual details, such as personal preferences.”*



Page 15 - 17  
Skill-Using Activity - Speaking

**Continuum: Reading Skills Development**

*“Understands and uses the concept of left-right, top-down directionality to locate information.”*



## Canadian Language Benchmarks

"Vocabulary is adequate for talking about needs, wants, and personal experiences (such as fruit preferences)."

"Give basic personal information in response to direct questions; ask simple questions using memorized stock phrases."

Page 18 - 19

CLB 1 Listening Assessment

## Continuum: Writing Skills Development

"Uses visuals to begin to categorize."

"Begins to develop the ability to follow oral commands physically through circling and crossing out."

## Canadian Language Benchmarks

"Indicates comprehension with appropriate non-verbal (circling) responses."

[Google Form](#)

The screenshot shows a Google Form titled "CLB 1 Listening Assessment" with a sub-heading "Listening". It includes a "Name:" field and a "Date:" field. The main content is a listening task with instructions: "Listen to the audio and select the correct answer." Below the instructions are three multiple-choice questions. The first question asks "What fruit does the speaker like most?" with options:  Apples,  Bananas,  Oranges, and  Grapes. The second question asks "What fruit does the speaker like least?" with options:  Apples,  Bananas,  Oranges, and  Grapes. The third question asks "What fruit does the speaker like to eat every day?" with options:  Apples,  Bananas,  Oranges, and  Grapes. At the bottom, there is a score field showing "/6" and a page number "18".

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CLB 1 Speaking Assessment

## Continuum: Reading Skills Development

"Uses oral language to complete highly patterned sentences to build familiarity with sentence patterns (e.g., I like \_\_\_\_.)"

## Canadian Language Benchmarks

"Vocabulary is adequate for talking about personal experiences or preferences."

[Google Form](#)

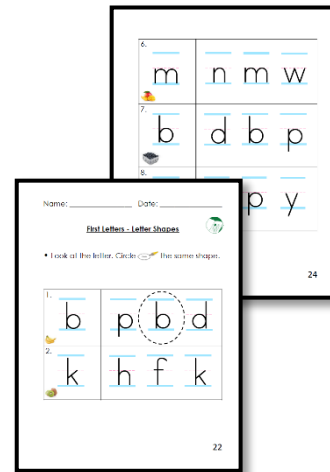
The screenshot shows a Google Form titled "CLB 1 Speaking Assessment" with a sub-heading "Giving Food Prep Instructions". It includes a "Name:" field and a "Date:" field. The main content is a speaking task with instructions: "Listen to the audio and give the speaker instructions on how to prepare the food." Below the instructions are three multiple-choice questions. The first question asks "What should the speaker do first?" with options:  S,  AT,  NY. The second question asks "What should the speaker do next?" with options:  S,  AT,  NY. The third question asks "What should the speaker do last?" with options:  S,  AT,  NY. At the bottom, there is a score field showing "/6" and a page number "20".

Page 22 - 24  
Skill-Building – First Letters

**Continuum: Reading Skills Development**

*“Attends to first sound when learning new vocabulary.”*

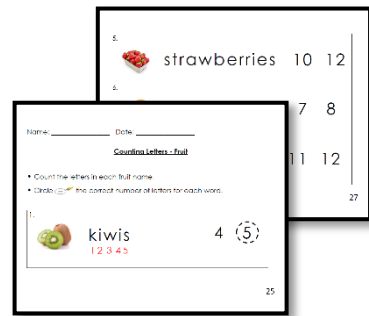
*“Recognizes that each letter has a separate sound.”*



Page 25 – 27  
Skill-Building – Counting Letters

**Learning Strategy – Counting Letters**

Being able to count how many letters are in a word is important for accurate encoding and copying and helps practice identifying and discriminating letter shapes. First, model and/or show the video to demonstrate how to count letters in a word. Then, have learners practice using worksheet.

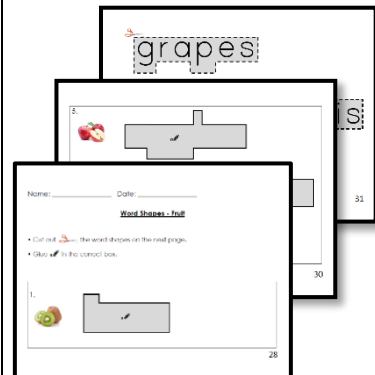


Page 28 – 32  
Skill-Building – Word Shapes

**Continuum: Reading Skills Development**

*“Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths.”*

*“Recognizes a small bank of sight words.”*



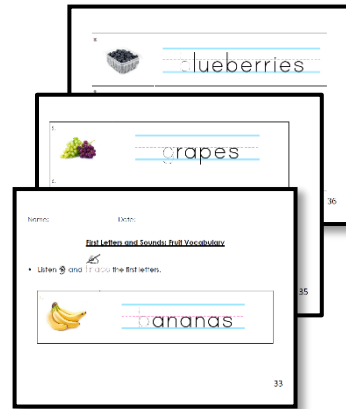
Page 33 - 36  
Skill-Building – First Letters

**Continuum: Writing Skills Development**

*“Begins to use guidelines, boxes and other devices to contain writing.”*

**Continuum: Reading Skills Development**

*“Attends to first sound when learning new vocabulary.”  
“Recognizes that each letter has a separate sound.”*

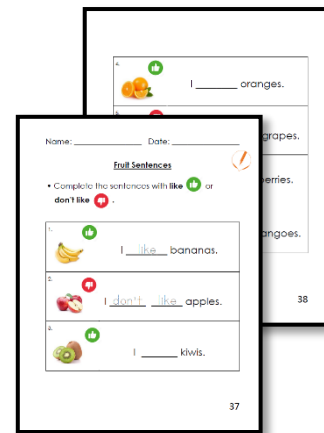


Page 37 – 38  
Skill-Building: Completing Sentences

**Continuum: Writing Skills Development**

*“Uses letter counting and oral spelling to compose and check accuracy, while copying a familiar short word or name from a model.”*

*“Copies common, familiar words to describe people, feelings, foods, actions, likes and dislikes.”*



Page 39 - 46  
Skill-Using Activity - Fruit Sight Words

**Continuum: Reading Skills Development**

*“Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths.”*

*“Comprehension is aided by realia or by active physical response, as well as by location of word.”*





Page 47 - 49  
Skill-Using Activity - Fruit Sight Words

**Continuum: Reading Skills Development**

*"Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics (fruit)."*

*"Attends to the first letter and its corresponding sound when guessing or locating a highly familiar name or concrete noun word in context."*



Page 50 – 52  
Skill-Using Activity – Reading a Story

**Continuum: Reading Skills Development**

*"Demonstrates understanding of affirmative and negative statements by answering oral questions, giving a physical response, and using 3D manipulatives."*

*"Begins to focus on the meaning of what is being read."*

*"Understands the concept that print contains personal meaning (e.g., you can learn about someone or something through reading)."*



Page 53 - 58  
Skill-Building – Copying Sight Words

**Continuum: Writing Skills Development**

*"Uses a line to guide writing, with errors for hanging letters."*

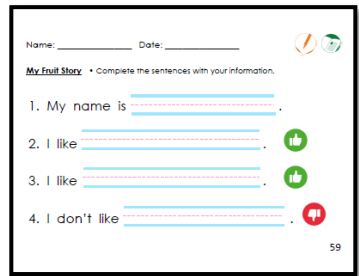


Page 59  
Skill-Building: Writing a Fruit Story

**Continuum: Writing Skills Development**

*“Uses letter counting, oral spelling, and attention to first and last letter sound to check accuracy while copying longer words from a model (e.g., a word bank).”*

*“Writes words and short sentences to express likes and dislikes, emotions, and preferences.”*

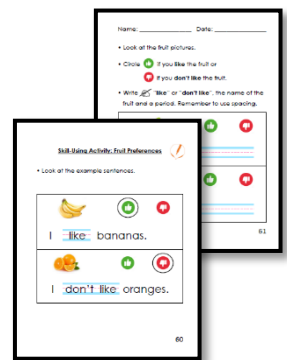


Page 60 – 63  
Writing - Skill-Using Activity

**Continuum: Writing Skills Development**

*“Writes words and short sentences to express likes and dislikes, emotions, and preferences.”*

*“Following a model, writes personally relevant simple sentences expressing preference, ability, intention, and obligation.”*



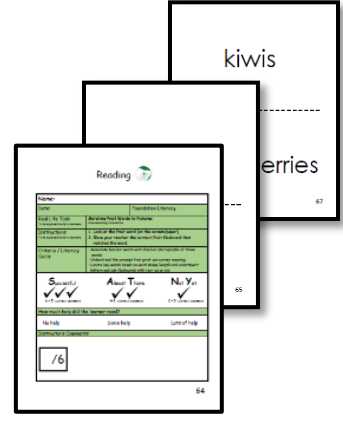
Page 64 – 67  
Literacy Foundation Reading Assessment

**Continuum: Reading Skills Development**

*“Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths.”*

*“Comprehension is aided by realia or by active physical response, as well as by location of word.”*

[Google Form](#)



Page 68 – 71  
Literacy 1L Reading Assessment

**Continuum: Reading Skills Development**

*“Demonstrates understanding of affirmative and negative statements by answering oral questions, giving a physical response, and using 3D manipulatives.”*

*“Begins to focus on the meaning of what is being read.”*

*“Understands the concept that print contains personal meaning (e.g., you can learn about someone or something through reading).”*

[Google Form](#)

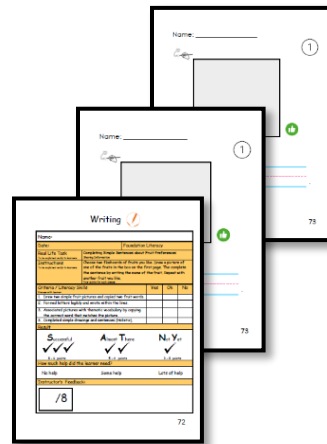


Page 72 - 74  
Literacy Foundation Writing Assessment

**Continuum: Writing Skills Development**

*“Selects and uses photos or realistic drawings to communicate ideas and illustrate guided writing about workplace, community, and school experiences.”*

[Google Form](#)

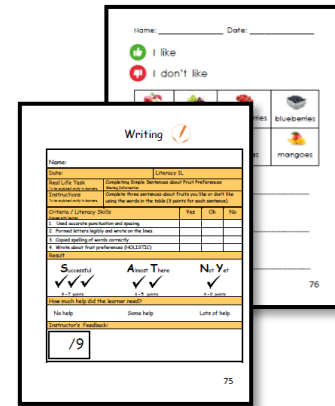


Page 75 - 76  
Literacy 1L Writing Assessment

**Continuum: Writing Skills Development**

*“Writes words and short sentences to express likes and dislikes, emotions, and preferences.”*

[Google Form](#)

















Page 77  
About Me - Learner Reflection

Self-Reflection during learning may be a new concept for Foundation level learners. Complete the Reflection as a class.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Fruit? - Learning Reflection**

Circle  if you liked the activity.  
Circle  if you didn't like the activity.

1. Stories			
2. Drawing			
3. Videos			
4. Computer Activities			

★ My favourite activity was page # \_\_\_\_\_

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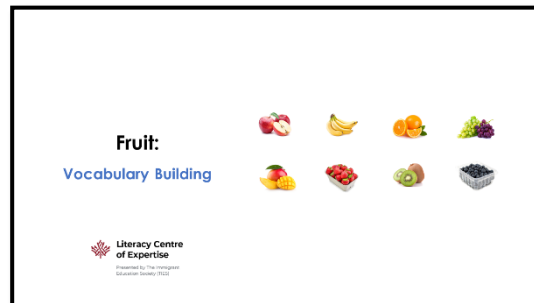
## Literacy Centre of Expertise Interactive Online Activities & Instructional Videos

### Vocabulary Building Interactive Activity

#### Continuum of Literacy Skills

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

[Click here for Interactive Activity](#)



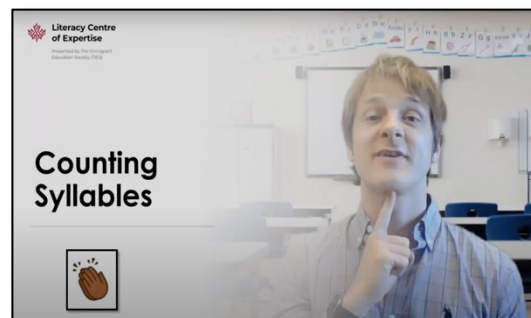
### Counting Syllables Instructional Video

#### Continuum of Literacy Skills

*“Develops oral vocabulary that includes both single and multisyllabic words and names.”*

*“Claps to recall the rhythm of new oral vocabulary or names.”*

Click [here](#) for Instructional Video.



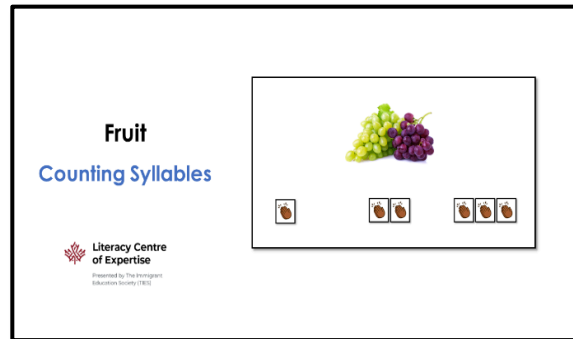
## Counting Syllables Interactive Activity

### Continuum of Literacy Skills

*“Develops oral vocabulary that includes both single and multisyllabic words and names.”*

*“Claps to recall the rhythm of new oral vocabulary or names.”*

[Click here for Interactive Activity](#)



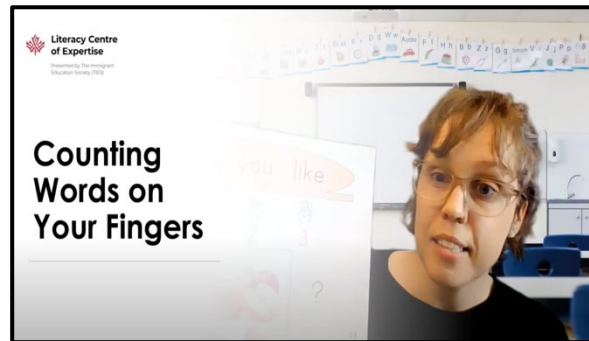
## Counting Words Instructional Video

### Continuum of Skills Development: Oral Language

*“Uses oral repetition and songs to reinforce word order.”*

*“Begins to create meaningful text by interviewing other learners and recording information about classmates using instructor-made template (e.g., What fruit do you like?)”*

[Click here for Instructional Video](#)

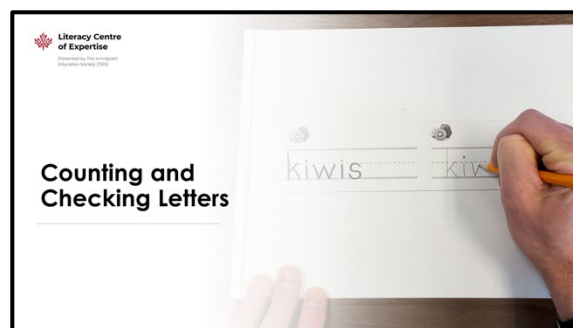


## Counting and Checking Letters Instructional Video

### Literacy Skill – Counting and Checking Letters

Counting how many letters are in a word is important for accurate encoding and copying and helps practice identifying and discriminating letter shapes. First, model and/or show the video to demonstrate how to count letters in a word. Then, have learners practice using worksheet.

[Click here for Instructional Video](#)



## Counting and Checking Letters Interactive Activity

### Literacy Skill – Counting and Checking Letters

Being able to count how many letters are in a word is important for accurate encoding and copying and helps practice identifying and discriminating letter shapes. First, model and/or show the video to demonstrate how to count letters in a word. Then, have learners practice using worksheet.

[Click here or Interactive Activity](#)



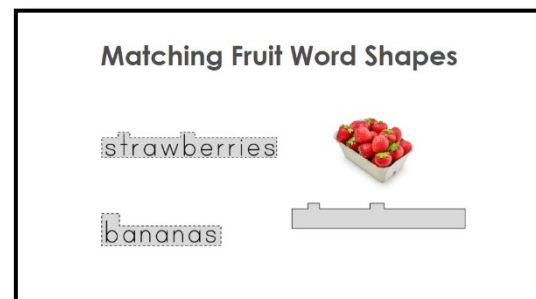
## Matching Fruit Word Shapes Interactive Activity

### Continuum of Literacy Skills

*"Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths."*

*"Recognizes a small bank of sight words."*

[Click here for Interactive Activity](#)



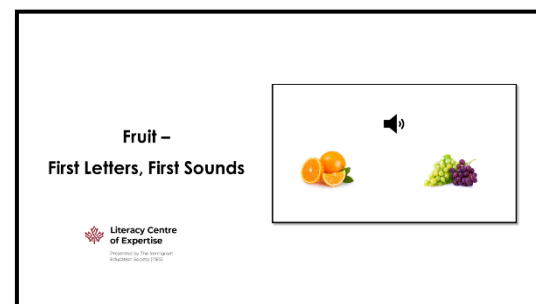
## First Letters, First Sounds Interactive Activity

### Continuum: Reading Skills Development

*"Attends to first sound when learning new vocabulary."*

*"Recognizes that each letter has a separate sound."*

[Click here for Interactive Activity](#)



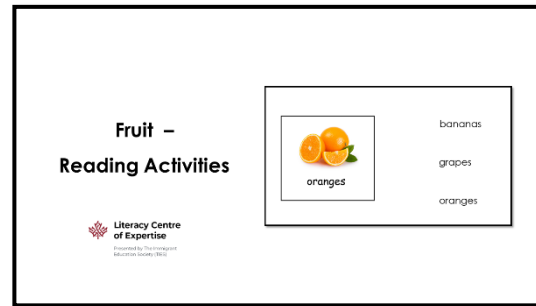
## Sight Word Reading Interactive Activities

### Continuum: Reading Skills Development

*"Recognizes letters and a few common names and words in familiar written communications, by matching component letters, word shapes, and word lengths."*

*"Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics (fruit)."*

[Click here for Interactive Activity](#)

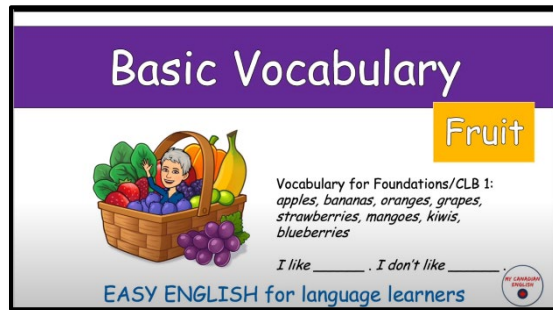


## Additional Teaching Materials

### **My Canadian English:** [Basic Fruit Vocabulary](#)

Aligned with vocabulary and content from this module.

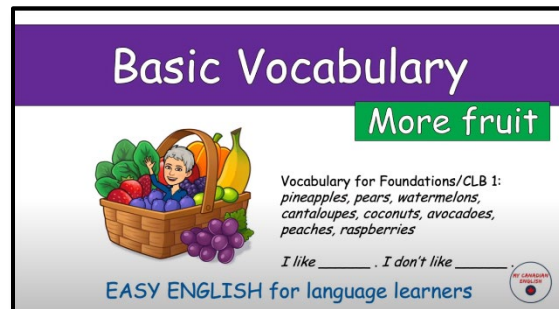
\*Thank you to Shona Nichols for creating this module-aligned content!



### **My Canadian English:** [More Fruit Vocabulary](#)

Supplementary fruit vocabulary with eight additional fruit nouns.

\*Thank you to Shona Nichols for creating this module-aligned content!



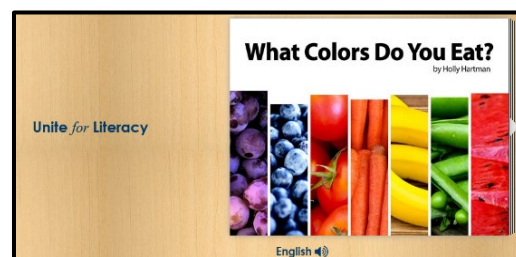
### **Bow Valley Readers:** [Lien Buys Food](#)

Level A/B reader with English audio to match text.



### **Unite for Literacy:** [What Colors Do You Eat?](#)

Level A/B reader with English audio and options for second language audio to match text.





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**Literacy Centre  
of Expertise**

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