



**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Literacy Foundation Literacy 1

Instructor Package **“Making Fruit Salad”**

- 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.

[Making Fruit Salad Survey](#)



WHY

Preparing food is a topic that all foundational students can understand and connect to their personal lives. Building upon fruit vocabulary by adding simple action words will allow learners to begin talking about how to prepare food. It will also allow them to develop their skills in giving instructions, and practice correct word order.



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.

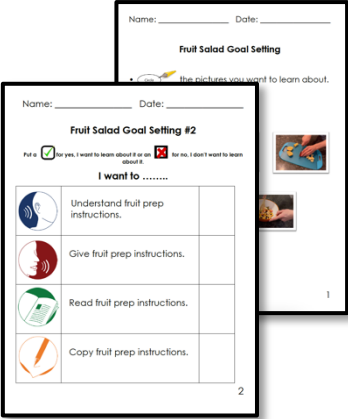


WHO

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.

Pages 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.



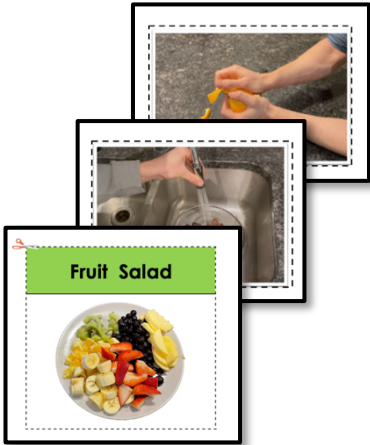
Vocabulary - Print on cardstock

Introduce new vocabulary with images before the written word. Play a memory game with two sets of picture flashcards. Act out images with gestures.

Continuum of Literacy Skills: Oral Language

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

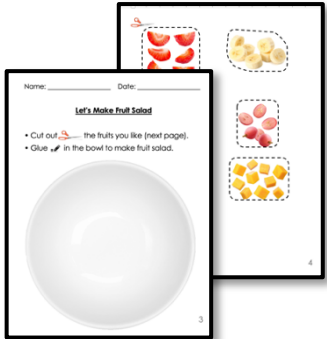
“Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action).”



Pages 3 - 4
Skill-Building – Following Instructions

Canadian Language Benchmarks

“Understands short, simple instructions related to immediate personal needs.”

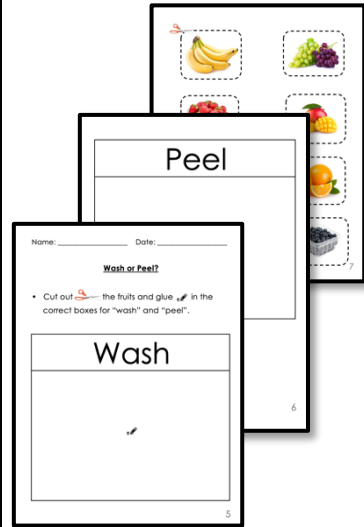


Pages 5 - 7
Skill-Building – Sorting into Categories

Continuum: Reading Skills Development

“Begins to group like objects together (e.g., Photo realia, picture cards).”

“Categorizes words and pictures into types of words (e.g., all colour words, or in this case, ways to prepare fruit.”



Pages 8 – 9
Skill-Building – First Letter Sounds

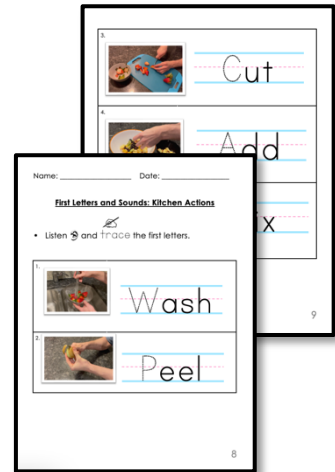
Continuum: Reading Skills Development

“Attends to first sound when learning new vocabulary.”

“Recognizes that each letter has a separate sound.”

Continuum: Writing Skills Development

“Recognizes that different sounds have different letter representations.”



Pages 10 - 11
Skill-Using Activity – Listening: Food Prep

Continuum of Skills Development: Oral Language

“Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action).”



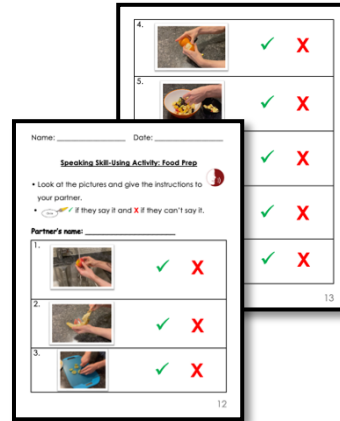
Pages 12 - 13
Skill-Using Activity – Speaking: Food Prep

Continuum of Literacy Skills: Oral Communication

“Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action).”

Canadian Language Benchmarks

“Gives brief, simple instructions to a familiar person.”



Pages 14 - 15
CLB 1 Listening Assessment

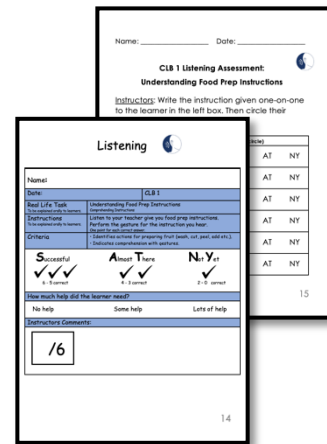
Continuum of Skills Development: Oral Language

“Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action).”

Canadian Language Benchmarks

“Indicates comprehension with appropriate non-verbal (gesturing) responses.”

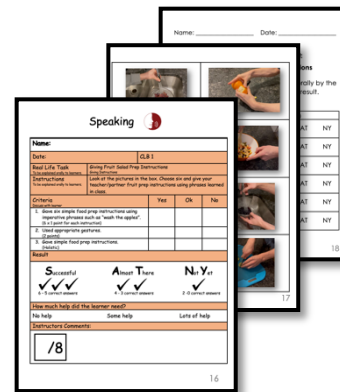
Click [here](#) for reproducible Google Form.



Page 16 - 18
CLB 1 Speaking Assessment

Continuum of Literacy Skills: Oral Communication

“Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action).”



Canadian Language Benchmarks

"Gives brief, simple instructions to a familiar person."

Click [here](#) for reproducible Google Form.

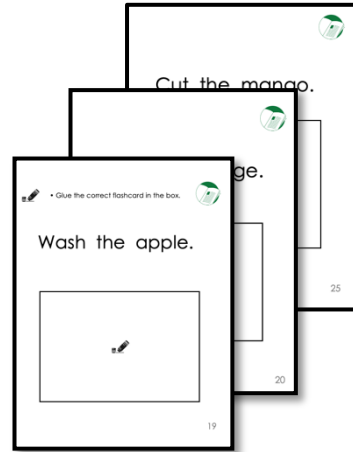
Pages 19 - 28

Skill-Building – Reading imperative sentences.

Continuum: Reading Skills Development

"Understands that there are many reasons for reading (e.g. instructions, recipes)."

"Uses oral repetition to reinforce word order (such as verb (cut/peel/wash) + the + fruit noun)."

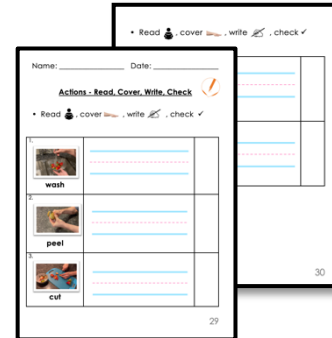


Pages 29 - 30

Skill-Building – Copying Sight Words

Continuum: Writing Skills Development

"Begins to use guidelines, boxes and other devices to contain writing."



Page 31 - 33

Skill-Building: Word Order

Continuum: Reading Skills Development

"Uses oral knowledge to sequence cards from left to right to indicate very simple word order (e.g., adjective-noun)."

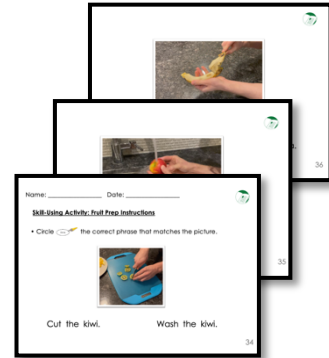


Pages 34 - 39
Skill-Using Activity – Fruit Prep Instructions

Continuum: Reading Skills Development

“Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics (fruit prep).”

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



Pages 40 – 42
Skill-Building - Concept of Spaces

Continuum: Writing Skills Development

“Writes with inconsistent spacing between words.”

“Notes the placement of letter, word, or numeral on the page or line (e.g., uses letter spaces or letter boxes to guide copying).”



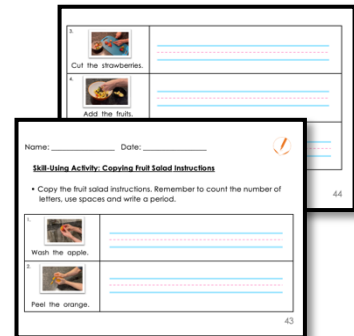
Pages 43 - 44
Skill-Using Activity – Fruit Salad Instructions

Continuum: Writing Skills Development

“Forms words with mixture of upper- and lower-case letters.”

“Uses a line to guide writing, with errors for hanging letters.”

“Uses letter counting and oral spelling to compose and check accuracy, while copying from a model.”



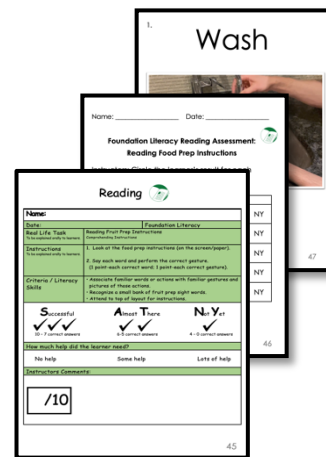
Pages 45 - 51
Literacy Foundation Reading Assessment

Continuum: Reading Skills Development

“Associate familiar words or actions with familiar gestures and pictures of those actions.”

“Recognize a small bank of fruit prep sight words.”

Click [here](#) or reproducible Google Form.



Pages 52 - 54
Literacy 1L Reading Assessment

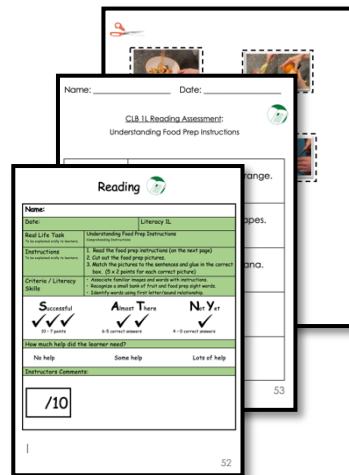
Continuum: Reading Skills Development

“Associate familiar images and words with instructions.”

“Recognize a small bank of fruit and food prep sight words.”

“Identify words using first letter/sound relationship.”

Click [here](#) for reproducible Google Form.



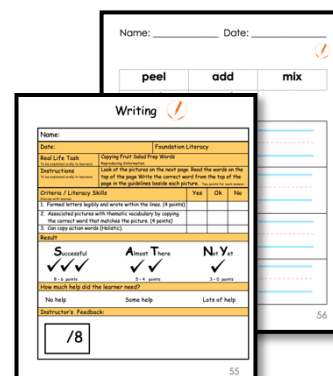
Pages 55 - 56
Literacy Foundation Writing Assessment

Continuum: Writing Skills Development

“Uses a line to guide writing, with errors for hanging letters.”

“Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action).”

Click [here](#) for reproducible Google Form.



Page 57 - 58
Literacy 1L Writing Assessment

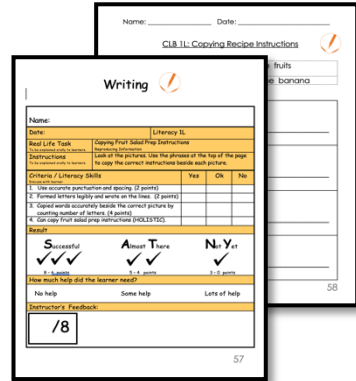
Continuum: Writing Skills Development

“Develops oral vocabulary for common concrete noun and, action verbs.”

“Develops oral vocabulary for expressing short verb phrases about daily routines.”

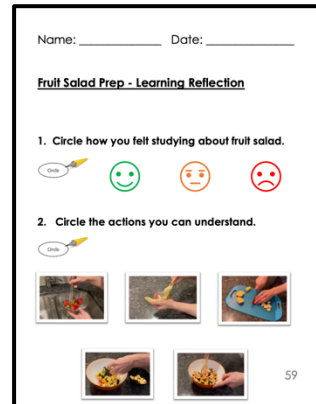
“Checks names and familiar words against model for accuracy in spelling, capital letters, and spacing.”

Click [here](#) for reproducible Google Form.



Page 59
About Me - Learner Reflection

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



LCE Interactive Online Activities & Instructional Videos

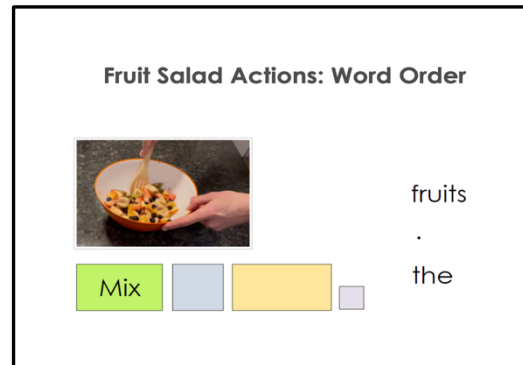
Word Order Interactive Activity

Continuum: Writing Skills Development

"Writes with inconsistent spacing between words."

"Notes the placement of letter, word, or numeral on the page or line (e.g., uses letter spaces or letter boxes to guide copying)."

Click [here](#) for interactive activity.



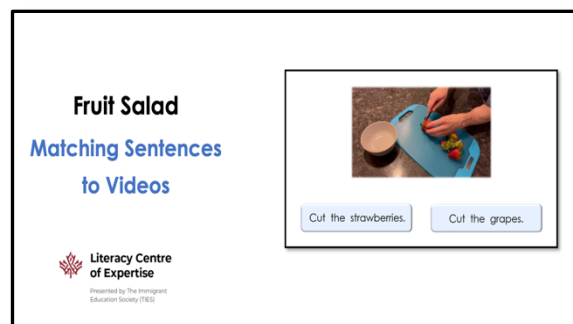
Matching Instructions Interactive Activity

Continuum: Reading Skills Development

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

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

Click [here](#) for interactive activity.

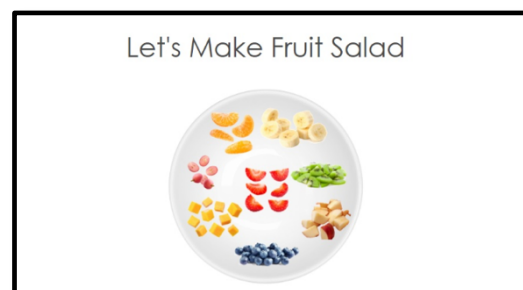


Listening to Instructions Interactive Activity

Canadian Language Benchmarks

"Begins to understand with the aid of visual support some words and rote phrases used for instructions (direct action)."

Click [here](#) for interactive activity.



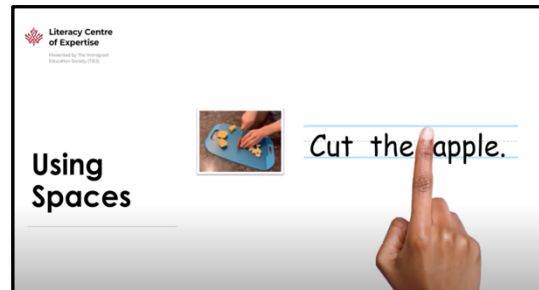
Concept of Space Instructional Video

Continuum: Writing Skills Development

"Writes with inconsistent spacing between words."

"Notes the placement of letter, word, or numeral on the page or line (e.g., uses letter spaces or letter boxes to guide copying)."

Click [here](#) for instructional video.



Additional Teaching Materials

Alberta Health Services [AHS Cooking Basics: Fruit](#)

Part of AHS' Newcomer Nutrition Education Toolkit. More food resources can be found [here](#).



How to Make Fruit Salad [How to Make Fruit Salad-easy recipe](#)

From Clean & Delicious with print recipe available.



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