



**Literacy Centre  
of Expertise**

Presented by The Immigrant  
Education Society (TIES)

# Donna's Job

# Instructions (for instructors)

1. Begin by looking at the images on pages 3-8 with the learners. Elicit from them what they see and help with oral language where necessary.
2. Bring the learner's attention to the key vocabulary words on pages 10-15. Elicit meaning/oral vocabulary relevant to each image and then focus on the initial letters/phonics/spelling of the written words underneath the images. Spend time on the target short vowel as needed.
3. Either together as a class or individually, have the learners complete the vocabulary check section on pages 16-20 by circling the word that matches the image for each page.
4. Together as a class, read the sentences on page 26. Have learners cut out each sentence and match each sentence to one of the pages from 3-8. After matching, having learners glue in the box underneath the image.
5. After several readings of the story as a class, in pairs and individually, assist the learners in completing the comprehension section by circling the correct answer.

# Story

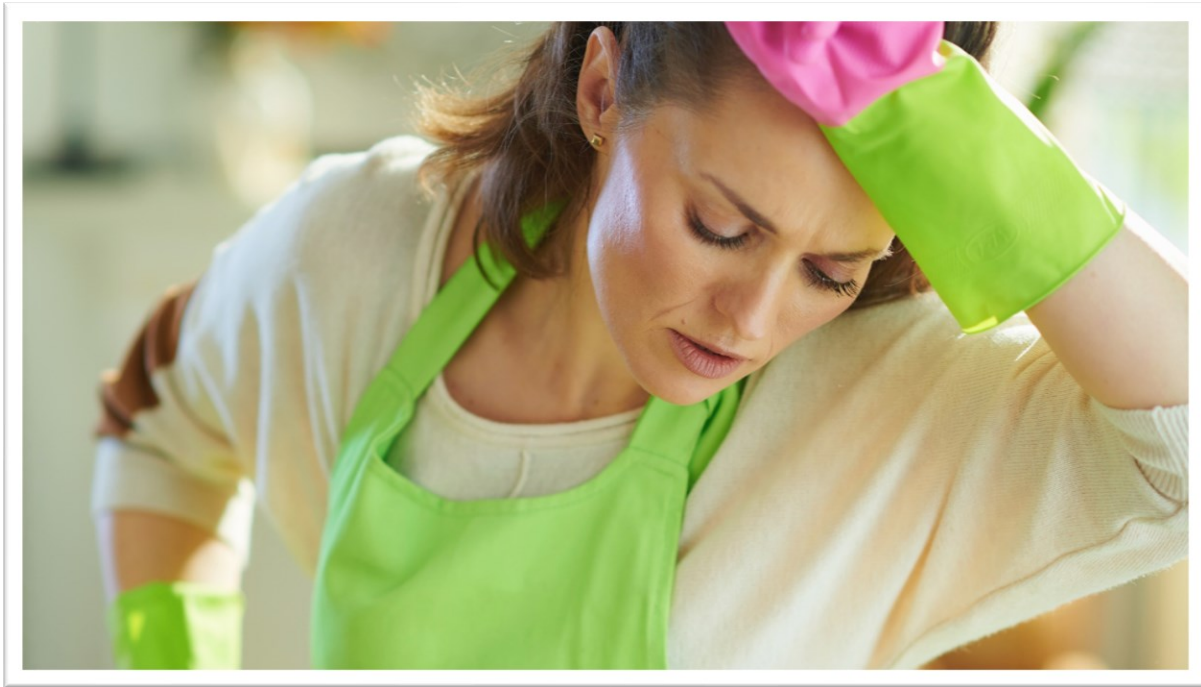
















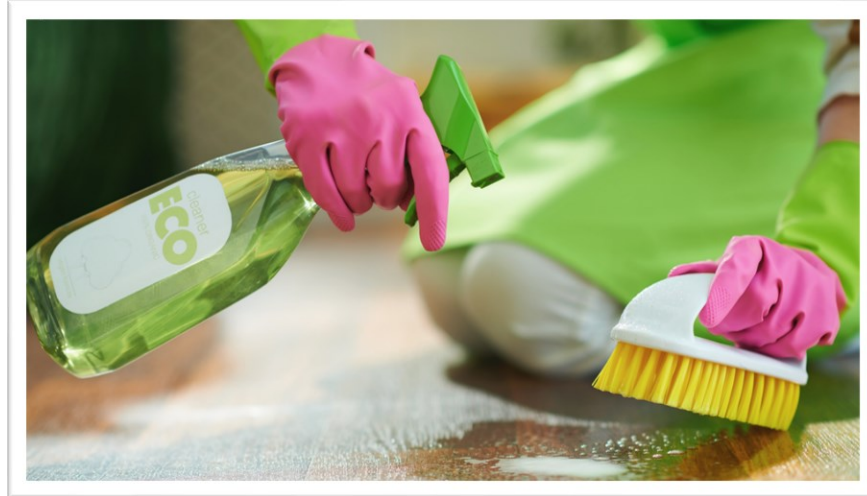
# Vocabulary



Donna



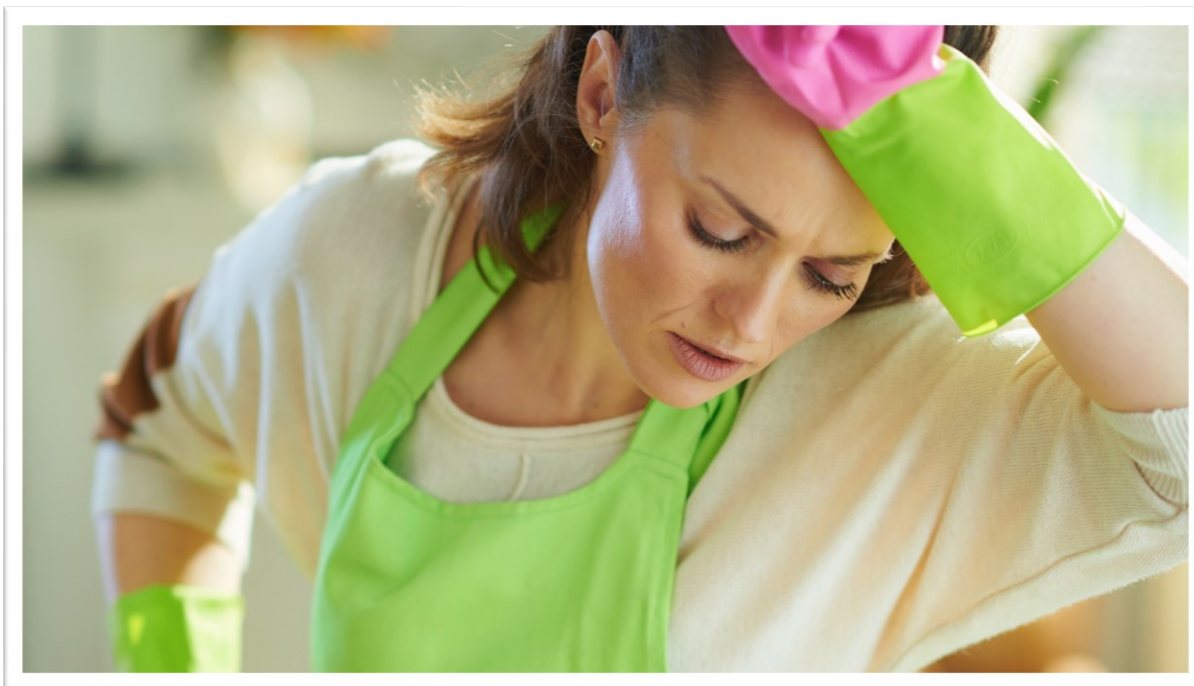
job



clean



mop



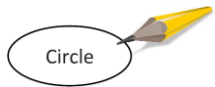
hot



tired



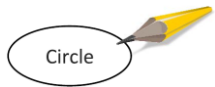
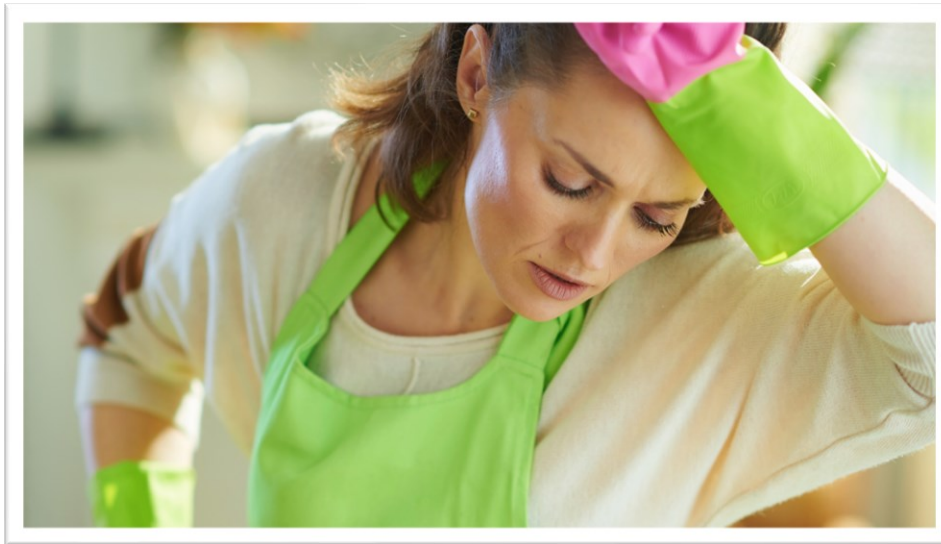
Let's Check!



Donna

Emma

Let's Check!



cold

hot

Let's Check!



mop

dog

Let's Check!



tired

clean

Let's Check!



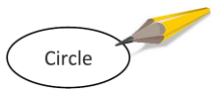
mop

tired

# Comprehension

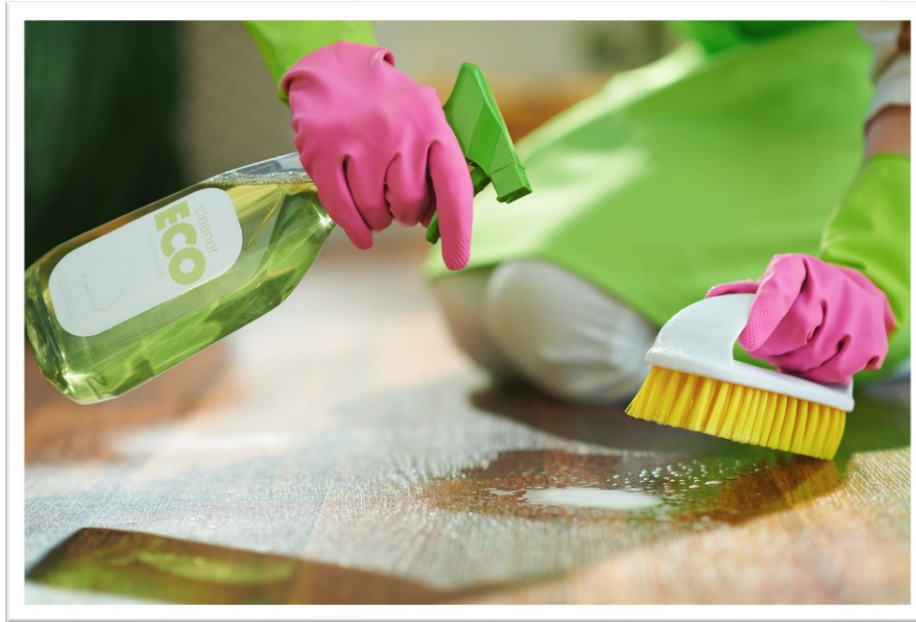


This is Donna.



**Yes**

**No**



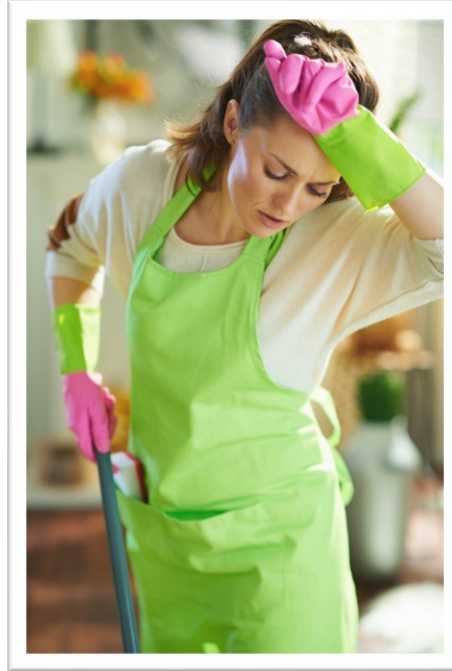
Donna cooks.



**Yes**

**No**





Donna is cold.



**Yes**

**No**



Donna is tired.



**Yes**

**No**



This is Donna.

Donna has a job.

Donna cleans.

Donna mops.

Donna is hot.

Donna is tired.



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