



**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Literacy Foundation

Literacy 1

Summer Clothing

- PBLA Assessment Tasks
- Module Plan
- Supplementary Activities
- Page-by-page alignment with ESL for ALL Continuums of Reading and Writing Skills Development

INSTRUCTOR PACKAGE

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

[Click here to access the Summer Clothing Module Survey](#)

2023 Literacy Centre of Expertise

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Foundation Literacy/Literacy 1 Clothing Module



WHY

Clothing is a topic that all foundational students can understand and is easy to connect to their personal lives. Learners may have little experience with the oral language needed for tasks around summer clothing and may not have experienced invitations. This module recycles similar concepts studied in the previous modules on weather and winter clothing so some of these concepts can be transferred to this module.



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. The interactive activities can be sent through WhatsApp or text for independent practice AFTER being modelled and done as a class either on a smartboard or a shared screen.



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.

Module Plan


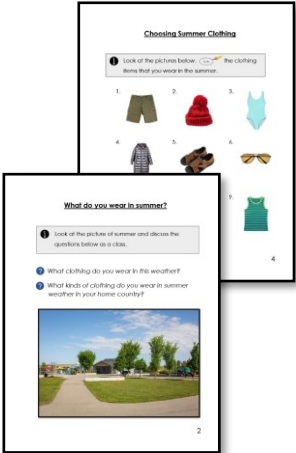

THEME: Clothing

MODULE: Summer Clothing

	Listening CLB Level:	Speaking CLB Level:	Reading CLB Level:	Writing CLB Level:
Real-World Task Goal(s)	Understand what to bring and wear to a summer party or event	Tell someone what to bring and wear to a summer party	Read an invitation to a summer party	Write an invitation for a summer party
Context / Background Information	Summer clothing vs. winter clothing, importance of protection from the sun (sunscreen, hat, sunglasses etc.), summer activities (swimming, going to the park), invitations to summer parties at the pool or park, what invitations mean and when they are given, what you or your children may need to bring to these kinds of summer parties.			
CLB Competency Area(s) and Statements	<p>II: Comprehending Instructions</p> <ul style="list-style-type: none"> Understand very short, simple instructions, commands and requests related to immediate personal needs Identify words or phrases that indicate positive or negative commands or requests. Indicates comprehension with appropriate verbal and non-verbal responses (circling) 	<p>II: Giving Instructions</p> <ul style="list-style-type: none"> Give brief, simple, common, routine instructions to a familiar person Uses imperative forms and memorized stock expressions Uses appropriate courtesy words (such as "Please") 	<p>I: Interacting With Others</p> <ul style="list-style-type: none"> Understand short greetings and simple goodwill messages Locates specific words and phrases Locates dates, and times 	<p>I: Interacting With Others</p> <ul style="list-style-type: none"> Convey greetings or other goodwill messages by completing cards or other very short, simple standard texts Completes a message with simple and minimum information Addresses message for sending

Language Focus	Vocabulary	<ul style="list-style-type: none"> summer, clothing, t-shirt, tank top, shorts, shorts, swimsuit, sneakers, hat, sandals, sundress, sunscreen, towel, sunglasses, light jacket, invitation/invited, wear, bring, please, date, time, Hello/Hi, from 		
	Sentence Pattern(s)	<ul style="list-style-type: none"> "Please bring / wear (a)..." "Don't bring/wear (a)..." 		
	Grammar	<ul style="list-style-type: none"> Articles "a" (vs. no article) for clothing items (e.g. "a hat" vs "sunscreen") Identifying negative words ("Don't") 		
Language and Learning Strategies	<ul style="list-style-type: none"> Finger counting to assist memorizing chunks of language Highlighting to keep track of important information in a text Using "Read, Cover, Write, Check" to practice spelling recall 			
Literacy Skills	<ul style="list-style-type: none"> See "Instructor Package" for page-by-page description of literacy skills addressed. 			
Assessment Tasks	Understanding Clothing Requirements	Giving Clothing Instructions	Reading an invitation to a summer party	Completing an invitation to a summer party

Alignment with ESL for ALL

<div data-bbox="289 310 933 445" style="border: 2px solid black; background-color: #f8bbd0; padding: 10px; text-align: center;"> <p>Page 1 Online Activities List – QR Codes</p> </div> <ul style="list-style-type: none"> This page has all QR codes for the online activities. Once learners are shown how to access QR codes, they can use the online activities on a smartphone. Learners will need several instances of modeling and support to do this, 	
<div data-bbox="305 806 950 940" style="border: 2px solid black; background-color: #fff9c4; padding: 10px; text-align: center;"> <p>Pages 2, 4 Activate Previous Knowledge</p> </div> <p>Introduce the topic and activate learner's previous knowledge about summer and summer clothing.</p> <p>Continuum of Literacy Skills – Oral Communication</p> <ul style="list-style-type: none"> "Uses prior personal experience and visual clues to answer questions about photographs, pictures or realia". 	
<div data-bbox="305 1381 950 1516" style="border: 2px solid black; background-color: #e1bee7; padding: 10px; text-align: center;"> <p>Page 3 About Me - Goal Setting</p> </div> <ul style="list-style-type: none"> 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 celebrate student success. 	

Pages 5 - 7
Vocabulary

Introduce new vocabulary with images before the written word. Play a memory game with two sets of picture flashcards or play [Kim's Game](#). Use the "Vocabulary Building" interactive activity [here](#).

Continuum of Literacy Skills – Oral Communication

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



Pages 8 - 9
Skill-Building – Same or Different

Introduce concepts of same/different to help learners visually discriminate and identify clothing images.

Continuum: Reading Skills Development

- "Locates specific concrete objects in familiar photographs and pictures."

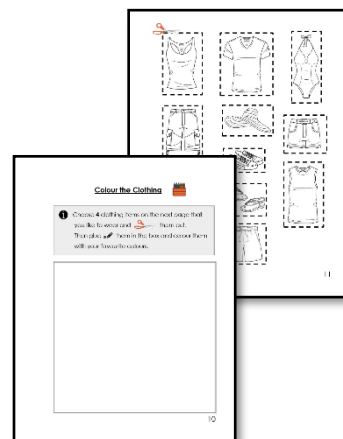


Pages 10 - 11
Colour the Clothing

Introduce colours. Learners are able to make choices regarding what items of clothing and what colours they like.

Continuum of Literacy Skills – Oral Communication

- "Participates in interactive activities to expand and increase personally relevant vocabulary and word associations".



Pages 12 - 14
Skill-Building – What are they wearing?

Continuum: Reading Skills Development

- “Locates specific concrete objects in familiar photographs and pictures.”



Pages 15 -16
Skill-Building – Choosing Clothing

Continuum: Reading Skills Development

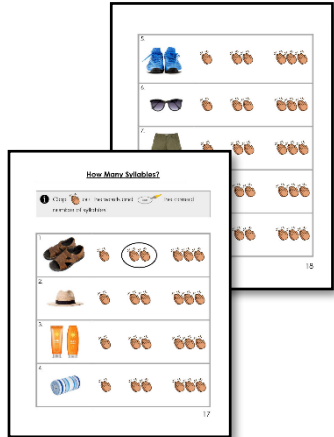
- “Locates specific concrete objects in familiar photographs and pictures.”



Pages 17 – 18
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 19
Skill-Building – Summer Clothing Chant

Model the chant and practice as a class.

Continuum of Literacy Skills – Oral Communication

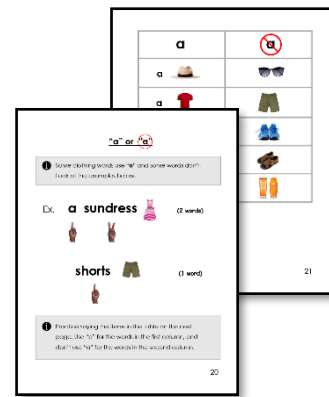
- “Uses oral repetition and songs to reinforce word order.”
- “Develops oral vocabulary for numbers 1 to 10 in the presence of groups of objects representing those numbers (e.g. counting)”



Page 20 - 21
Skill-Building – Using “a”

Continuum: Reading Skills Development

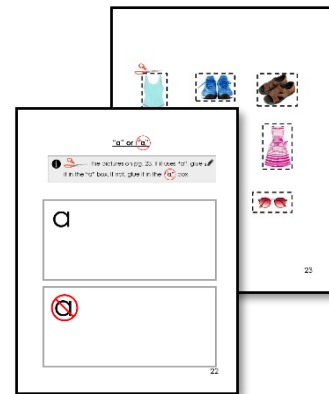
- “Uses oral repetition and songs to reinforce word order”.
- “Uses choral repetition and/or paired reading of very simple phrases”.



Page 22 - 23
Skill-Building – Using “a”

Continuum: Reading Skills Development

- “Uses oral repetition and songs to reinforce word order”.
- “Begins to group like objects together (e.g. picture cards)”.



Pages 24 – 25
Skill-Building – What to bring/wear...

Canadian Language Benchmarks

Comprehending Instructions

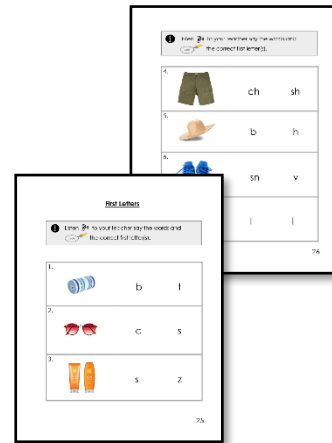
- “Identifies positive and negative commands”
- “Indicates comprehension with appropriate non-verbal (circling) responses.”



Page 26 - 27
Skill-Building – First Letters

Continuum: Reading Skills Development

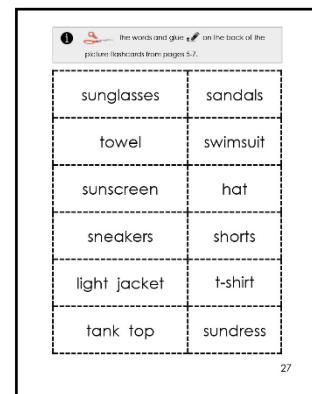
- “Attends to first sound when learning new vocabulary.”
- “Recognizes that each letter has a separate sound.”



Page 28
Vocabulary

Continuum: Reading Skills Development

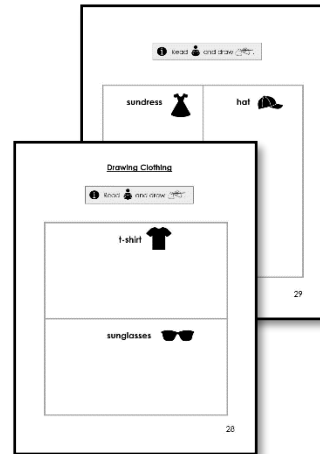
- “Develops a small bank of sight words.”
- “Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.”



Page 29 – 30
Skill-Building – Drawing Pictures

Continuum: Reading Skills Development

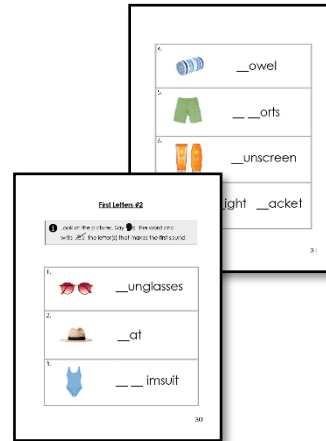
- “Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.”



Page 31 - 32
Skill-Building – First Letters

Continuum: Reading Skills Development

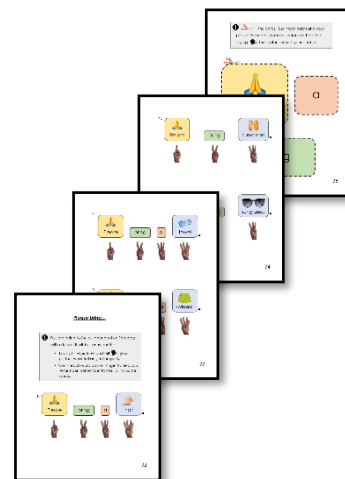
- “Attends to first sound when learning new vocabulary.”
- “Recognizes that each letter has a separate sound.”



Page 33 - 36
Skill-Building – Giving Instructions

Continuum: Reading Skills Development

- “Reads highly patterned sentences to develop pattern / completion predicting skills in affirmative simple present.”

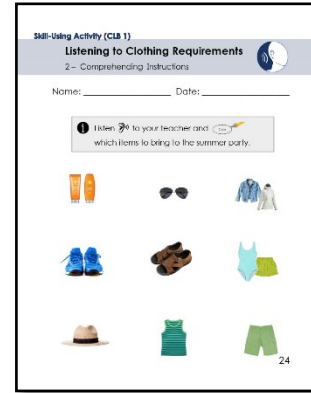


Page 37
Listening Skill-Using Activity

Canadian Language Benchmarks

Comprehending Instructions

- “Identifies positive and negative commands”
- “Indicates comprehension with appropriate non-verbal (circling) responses.”



CLB 1 Listening Assessment

Canadian Language Benchmarks

Comprehending Instructions

- “Identifies positive and negative commands”
- “Indicates comprehension with appropriate non-verbal (circling) responses.”

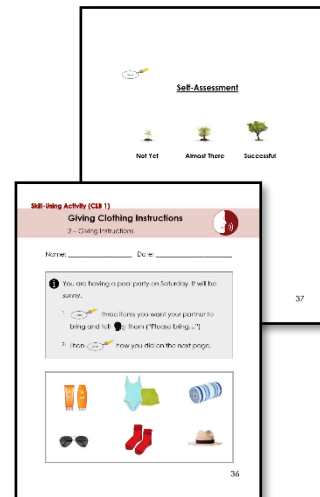


Page 38 - 39
Speaking Skill-Using Activity: Self Assess.

Canadian Language Benchmarks

Giving Instructions

- “Uses imperative forms and memorized stock expressions.
- “Uses appropriate courtesy words (such as please, thank you)..”

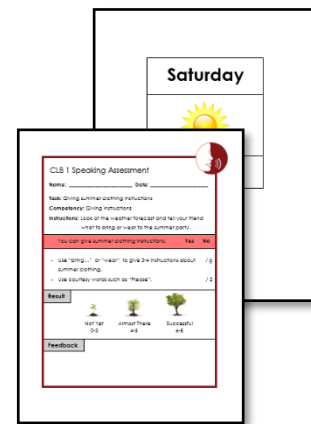


CLB 1 Speaking Assessment

Canadian Language Benchmarks

Giving Instructions

- “Uses imperative forms and memorized stock expressions.”
- “Uses appropriate courtesy words (such as please, thank you)..”



Page 40

Activate Previous Knowledge / WHOLE

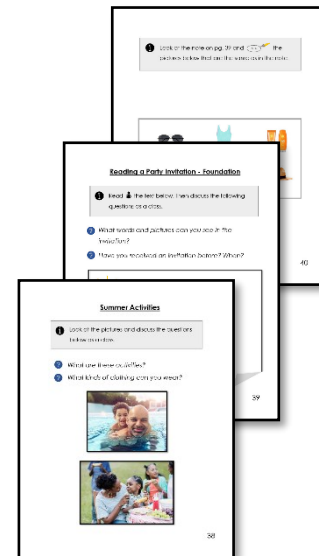
Introduce the topic and activate learner's previous knowledge about summer activities and which they can wear for such activities. Introduce the WHOLE (of Whole-Part-Whole) of the reading and writing tasks (invitations).

Continuum of Literacy Skills – Oral Communication

- “Uses prior personal experience and visual clues to answer questions about photographs, pictures or realia”.

Continuum: Reading Skills Development

- “Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.”



Pages 41-45
Skill-Building – Reading an Invitation

Continuum: Reading Skills Development

- “Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.”
- “Begins to recognize parts of sentences that indicate who, what, when etc.”

Continuum: Numeracy

- “Begins to identify some information on a schedule (e.g. date and time).”
- “Extracts time from simple common texts.”



Pages 46-49
Skill-Building: Matching Words

Continuum: Reading Skills Development

- “Matches the same letter or sight word to its counterpart in different sans serif block letter fonts”.
- “Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.”



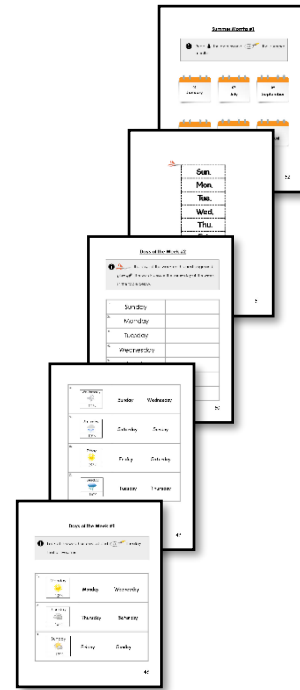
Pages 50 - 53
Skill-Building: Days of the Week/Months

Continuum: Reading Skills Development

- “Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.”
- “Begins to differentiate how text is presented (e.g., different sizes and colours, underlined text).”

Continuum: Numeracy

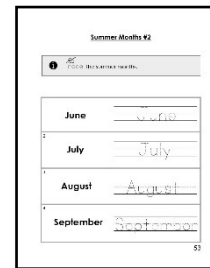
- “Begins to identify some information on a schedule (e.g. date and time).”
- “Extracts time from simple common texts.”



Page 54 - 55
Skill-Building: Tracing Months

Continuum: Writing Skills Development

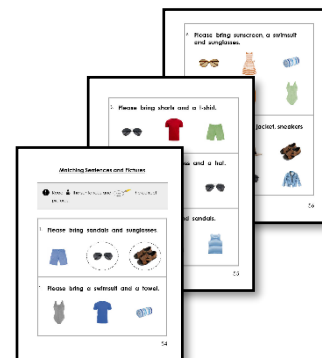
- “Attempts to use a guideline to guide name of familiar word formation.”



Pages 56 - 58
Skill-Building: Matching Sentences / Pictures

Continuum: Reading Skills Development

- “Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.”



Pages 59 - 60
Skill-Building: Tracing Clothing Words

Continuum: Writing Skills Development

- “Attempts to use a guideline to guide name of familiar word formation.”
- “Associates a series of pictures of concrete nouns with thematic vocabulary and/or classroom activities”.



Pages 61 - 62
Skill-Building: Reading a Digital Clock

Continuum: Numeracy

- “Reads a digital clock (with assistance).”



Page 63 - 64
Skill-Building: Tracing Digital Clock Times

Continuum: Writing Skills Development

- “Attempts to use a guideline to guide name of familiar word formation.”
- “Forms most of the numbers from 1 – 10 from a model”.



Page 65 - 66
Skill-Building: Reading Dates & Times

Continuum: Reading Skills Development

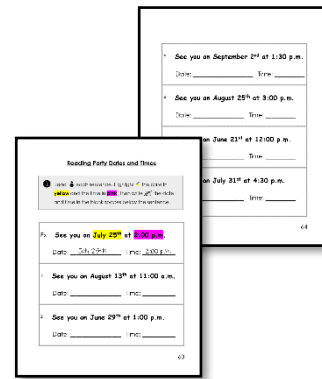
- *“Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.”*

Continuum: Writing Skills Development

- *“Forms all of the numbers from 1 – 10 in a recognizable form.”*
- *“Forms words mainly in lowercase letters, but with some mixture of uppercase.”*

Continuum: Numeracy

- *“Identifies, reads and copies simple whole numbers and ordinal numbers related to immediate personal contexts (e.g. date).”*
- *“Extracts time from simple common texts (e.g. appointment card).”*



Pages 67 - 70
Reading Skill-Using Activities

Canadian Language Benchmarks

Comprehending Instructions / Interacting With Others

- *“Recognizes individual words (simple imperative verbs and common nouns)”*.
- *“Locates dates, times, addresses...”*



Continuum: Reading Skills Development

- "Recognizes a small bank of sight words and common textual symbols."
- "Identifies a small number of rote phrases (e.g., my Name is, I am from, I live in)."

FL/ CLB 1L Reading Assessment

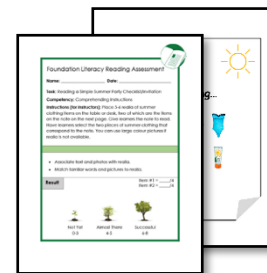
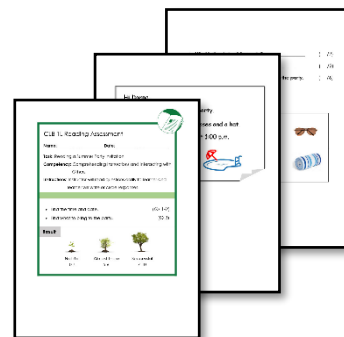
Canadian Language Benchmarks

Comprehending Instructions / Interacting With Others

- "Recognizes individual words (simple imperative verbs and common nouns)".
- "Locates dates, times, addresses...".

Continuum: Reading Skills Development

- "Recognizes a small bank of sight words and common textual symbols."
- "Identifies a small number of rote phrases (e.g., my Name is, I am from, I live in)."

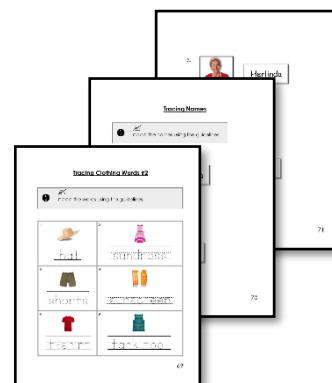


Pages 71 - 73

Skill-Building: Tracing Words & Names

Continuum: Writing Skills Development

- "Attempts to use a guideline to guide name of familiar word formation."



Pages 74 - 75
Skill-Building: Read, Cover, Write, Check

Continuum: Writing Skills Development

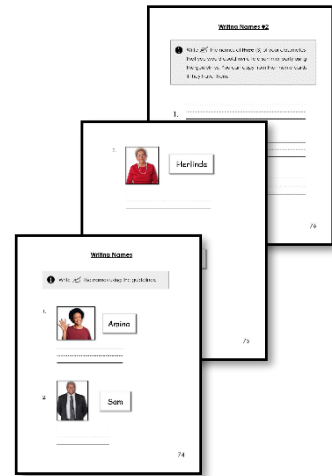
- “Attempts to use a guideline to guide name of familiar word formation.”
- “Checks letters of highly familiar single words against a model for accuracy.”



Pages 76 - 78
Skill-Building: Writing Names

Continuum: Writing Skills Development

- “Attempts to use a guideline to guide name or familiar word formation.”



Pages 79 - 82
Writing Skill-Using Activities

Continuum: Writing Skills Development

- “Attempts to use a guideline to guide name of familiar word formation.”
- “Selects and uses photos or realistic drawings to communicate ideas and illustrate guided writing about workplace, community and school experiences.”



FL/ CLB 1L Writing Assessment

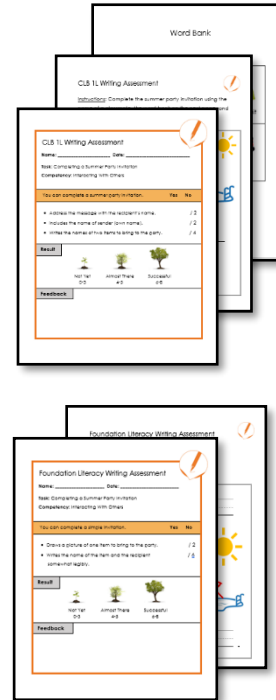
Canadian Language Benchmarks

Interacting With Others

- “Addresses the message for sending.”
- “Completes a standard greeting card or message with simple and minimum information”.

Continuum: Writing Skills Development

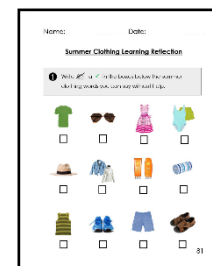
- “Selects and uses photos or realistic drawings to communicate ideas and illustrate guided writing about workplace, community, and school experiences.”
- “Copies common, familiar words to describe people, feelings, foods, actions, likes and dislikes.”
- “Copies common, familiar words to describe people, feelings, foods
- “Uses guidelines and boxes to copy and complete information (e.g., personal information on invitations, envelopes, emails, and application forms).”



Page 83

About Me – Learning Reflection

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



Oral Communication Development and Other Skill-Building / Skill-Using Activities

1. Previous and Background Knowledge

- a. At the beginning of the module, spend time with the learners asking them about what kinds of clothing they wear in summer (in their home countries as well as Canada) and why. Use the worksheets/images in the student package or search Google for others. Learners can bring in their favourite piece of summer clothing and talk about it with the class if they feel comfortable.
- b. Ask them how they protect themselves from the sun and why that is important. This is important to elicit oral language prime them for the vocabulary for the module (such as sunglasses, sunscreen, hat etc.) and the purpose of the wearing these.
- c. Discuss summer activities such as swimming and going to the park, and the idea of having parties there and invitations for such parties.

2. Flashcard Activities

The module flashcards on pages 4-6 are to be cut out by each learner, kept in a plastic sandwich bag and re-used in each class. Some activities using these flashcards are:

► Show Me

- a. Explain/demonstrate the meaning of “show” using the flashcards, then say various examples (“Show me sunglasses” or “Show me sandals”) and have learners hold up the appropriate flashcard.
- b. Do first as a class, then after learners understand the activity, they can be put in pairs with one partner saying “show me...” and the other partner holding up the card and vice-versa.

► Flyswatter Game

- a. Lay out one set (or multiple) of flashcards face up on a large table or desk.
- b. Have two learners line up on each side of the table, or beside each other and give each a flyswatter.

- c. Call out a clothing item (ex. "shorts") and instruct the learners to hit or swat the flashcard corresponding to that clothing name.
 - d. Repeat with other words. Do 2-4 words for each pair of learners then switch with different learners.
-

► What is this?

- a. Explain/demonstrate the meaning of "What is this?" using the flashcards, then say various examples while holding up a flashcard.
 - b. Demonstrate how to respond to this question by eliciting the vocabulary word that matches the flashcard (ex. "sandals").
 - c. Do first as a class, then after learners understand the activity, they can be put in pairs with one partner saying "What is this?" while holding up a flashcard and the other partner answering with the name of clothing corresponding to the flashcard and vice-versa.
-

► Matching Realia to Flashcards

- a. Hold up a piece of summer clothing brought into the

classroom and elicit the name.

- b. Have learners hold up the corresponding flashcard.
 - c. Repeat with other items.
 - d. Once the learners understand the activity, a learner can play the role of the instructor and lead the activity for the class.
-

► Sorting Into Categories

- a. Have the learners sort their flashcards into different categories, arranging in lines on their desk.
 - b. Categories can include colour (if flashcards were printed in colour), clothing the learners like vs. clothing they don't like, clothing for the upper body, lower body or whole body, which start with an /s/ sound and which don't etc.
-

3. **Other Vocabulary Activities**

► Gestures

- a. Create a gesture for each item of clothing (ex. the action of putting sunglasses on your face for "sunglasses" or rubbing on

sunscreen for “sunscreen”. Once a few have been modelled, the learners can be included in choosing gestures for the remaining vocabulary items.

- b. Model each gesture and state the name of the clothing item at the same time and have learners do the gesture.
 - c. Do the gesture game as a class daily. As learners become better at doing the actions, have one learner come up to the front and lead the activity with the instructor's support.
 - d. Eventually (over many repetitions of the activities over days/weeks) the learners can also do with each other in pairs as a daily warmup or review.
-

► Hat Chant

- a. Do the chant on page 18 of the student package with the class. Use fingers to show how many hats you are chanting about.
-

► Counting Syllables

- a. Model counting out syllables for each vocabulary item by clapping on each syllable. You can also have learners hold a finger under their chin and counting each time their chin moves down. (to see a video this procedure, click [here](#)).

- b. After learners understand the process, say a few words and have them count how many times you clap, or have them say the word(s) and count how many times their chin moves downward.
 - c. Learners can then complete the worksheets on pg. 16-17 of the student package.
 - d. Review and recycle counting syllables with clothing and other vocabulary in subsequent classes.
-

► Identifying First Sounds/Letters

- a. Explain and demonstrate the concepts of first sound / first letter(s) of a word. It is important to differentiate between the sound and the letter. Model several easier examples.
- b. After learners understand the concept, practice saying vocabulary words from the module and eliciting the first sounds and first letter(s).
- c. After oral practice, learners can complete the worksheet on pgs. 24-25, then 29-30 several classes later.
- d. A progression of this activity is to say only the first sound of a clothing item (ex. /t/) and have learners hold up an appropriate flashcard(s) (ex. tank top). Be wary that for this module, many words start with /s/, and there is also “shorts” which starts with a different sound (the digraph /sh), so this will need to be explained and modelled.

► Counting Words Using Fingers

- a. Explain and demonstrate the concepts of counting words using fingers. There is a video demonstrating this concept [here](#).
- b. Model finger counting to help learners practice using “a” in front of certain clothing words and not others, and differentiating one word vs. two words.
- c. After oral practice, learners can complete the worksheet on pgs. 19-20, then later on pg. 21-22 in a subsequent class.
- d. Counting words can also assist with the speaking task “Please bring...” on pgs. 31-34.



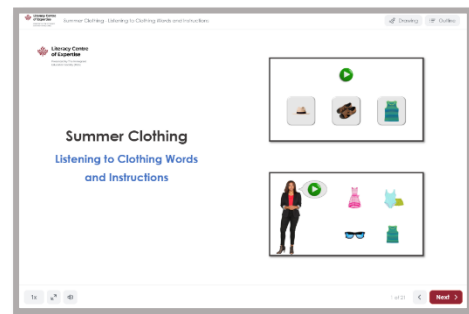
Literacy Centre of Expertise Online Activities

1. Vocabulary Building



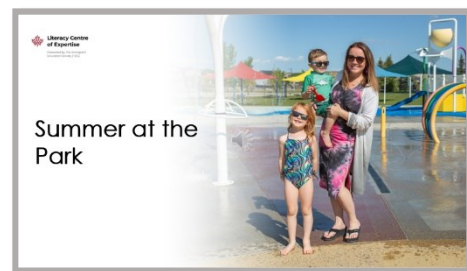
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2. Listening to Clothing Words and Instructions



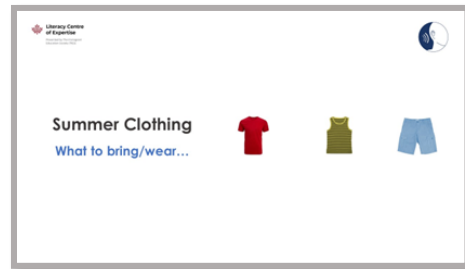
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3. Summer at the Park



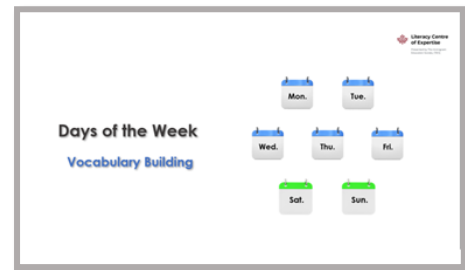
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4. **Listening to What to Bring/Wear to a Summer Party**



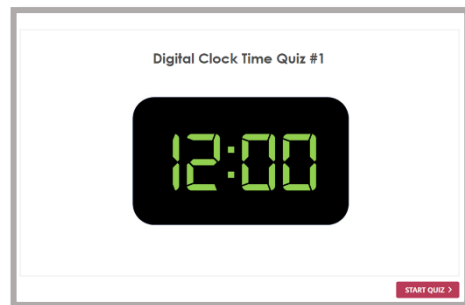
[Click here to watch the video.](#)

5. **Numeracy: Days of the Week**



[Click here to access the activity.](#)

6. **Numeracy: Digital Clocks Quiz**



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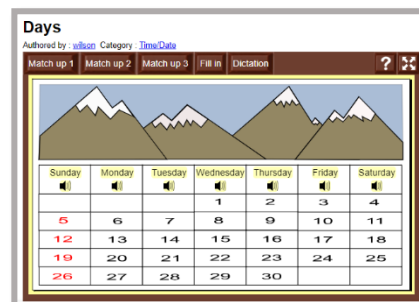
Other Resources

**Days of the Week -
Learning English Songs**



[Click here to watch the video.](#)

**Learning Chocolate:
Days of the Week**



[Click here to access the activity.](#)