



**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Literacy Foundation

Literacy 1

A Visit to the Doctor

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

INSTRUCTOR PACKAGE

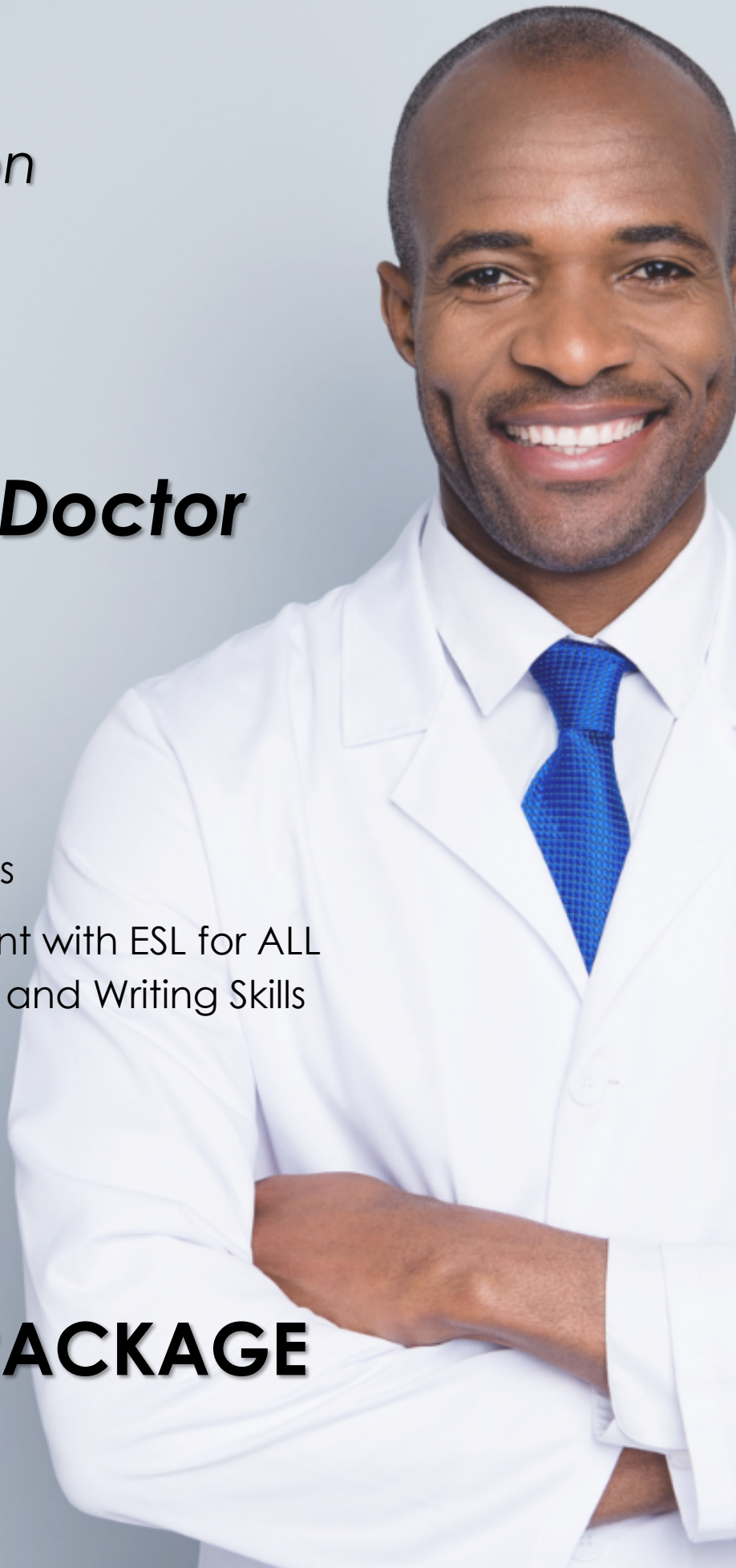


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We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

[Click here to access “A Visit to the Doctor” Module Survey](#)

2023 Literacy Centre of Expertise

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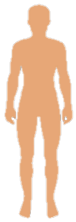


**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Foundation Literacy/Literacy 1 Module

A Visit to the Doctor



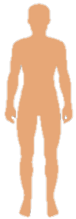
WHY

This module seeks to build on students' existing knowledge and skill base. Visiting the doctor is a necessary and common experience that many newcomers must learn to navigate in Canada. It is of vital importance that students can communicate their health issues with medical professionals and fill out the necessary paperwork.



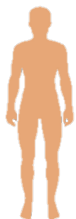
WHERE

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 students. Use TPR (Total Physical Response), group and pair work and realia as much as possible. Oral skill development should precede 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 students but if not possible the black and white copies will do. Show the students large format, coloured pages to support the black and white copies.



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 students' characteristics.

Module Plan

THEME: Health

MODULE: A Visit to the Doctor

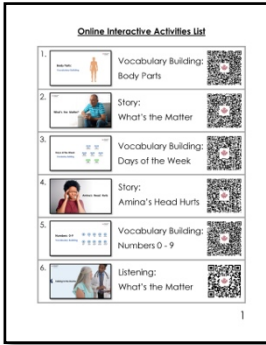
	Listening CLB Level: Literacy F/1	Speaking CLB Level: Literacy F/1	Reading CLB Level: Literacy F/1	Writing CLB Level: Literacy F/1
Real-World Task Goal(s)	The students will be prepared to visit a doctor in Canada. They will be able to explain the location and duration of pain. They will also be able to complete a personal information form with assistance.			
Context / Background Information	Students will have had some experience visiting the doctor whether it be in their home country or in Canada. They should understand that it is free to visit a doctor in Canada and that it is common to visit a doctor for pain as well as prevention.			
CLB Competency Area(s) and Statements	I: Interacting With Others Understands individual greetings, introductions, and goodwill expression.	I: Interacting With Others Uses and responds to basic courtesy formulas and greetings. IV: Sharing Information Gives basic personal information in response to direct questions from a supportive listener.	IV: Comprehending Information Identifies numbers, letters, a few key words, and short expressions.	III: Getting Things Done Writes basic personal information in appropriate sections. II: Reproducing Information Copies letters, numbers, words, and sentences with correct capitalization and punctuation.
Language Focus	Vocabulary	body, back, neck, stomach, foot, chest, head, hand nose, leg extra body vocab – shoulder, knee, arm, elbow doctor, clinic, form, goes, hurts, fills, sees first name/last name (1L) address, city, province		
	Sentence Pattern(s)	How are you? I'm good/not good. What's the matter? My _____ hurts. For how many days?		
	Grammar	Pronouns (she/he) Positive-negative (good/not good)		

	Listening CLB Level:	Speaking CLB Level:	Reading CLB Level:	Writing CLB Level:
Language and Learning Strategies	<ul style="list-style-type: none"> • Use images to aid in comprehension. • Use first sound to guess at familiar vocabulary. • Count syllables. • Count letters to check spelling. • Read – Cover – Write – Check 			
Literacy Skills	See "Instructor Package" for page-by-page description of literacy skills addressed.			
Assessment Tasks	Responding to a greeting and bad news	Talking to a doctor	Reading a story	Filling in a form

Alignment with ESL for ALL

Page 1
Online Activities List : QR Codes

This page has all QR codes for the online activities. Once students are shown how to access QR codes, they can use the online activities on a smartphone. Students will need several instances of modeling and support to do this.

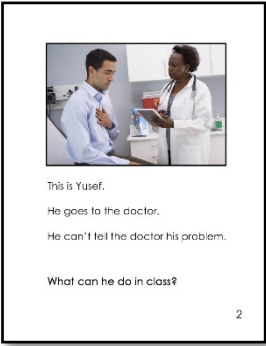


Page 2
Activate Previous Knowledge

Introduce the topic and activate student's previous knowledge about visiting a doctor.

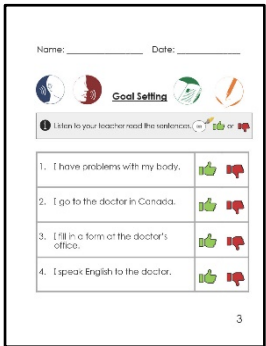
Continuum of Literacy Skills – Oral Communication

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



Page 3
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 and celebrate student success.

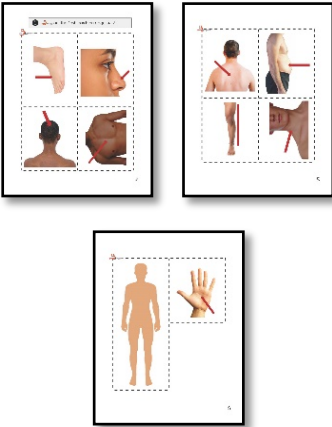


Pages 4 – 6
Vocabulary

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.

Continuum of Literacy Skills – Oral Communication

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

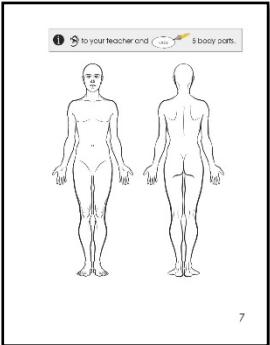


Page 7
Skill-Building: Oral Language Comprehension

Canadian Language Benchmarks

Comprehending Information

- "Indicates comprehension with appropriate verbal or non-verbal response."

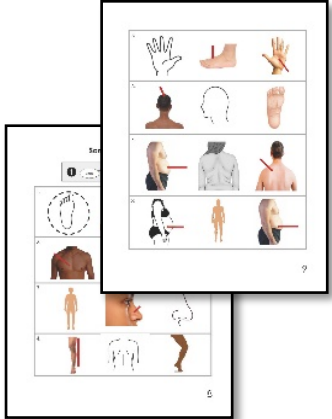


Pages 8 – 9
Skill-Building: Same and Different

Introduce concepts of same/different to help students visually discriminate and identify body part images.

Continuum: Reading Skills Development

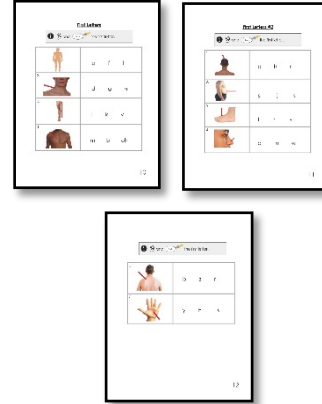
- "Locates specific concrete objects in familiar photographs and pictures."



Pages 10 - 12
Skill-Building: First Letters

Continuum: Reading Skills Development

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

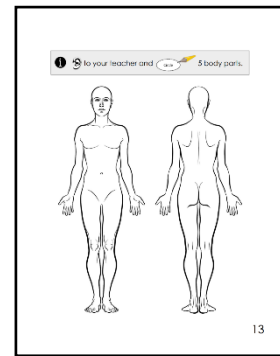


Page 13
Skill-Building: Oral Language Comprehension

Canadian Language Benchmarks

Comprehending Information

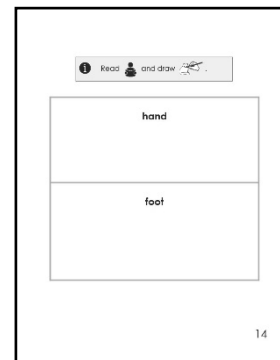
- "Indicates comprehension with appropriate verbal or non-verbal response."



Page 14
Skill-Building: Drawing

Continuum: Reading Skills Development

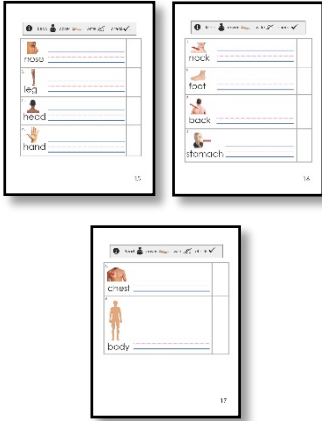
- "Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures."



Pages 15 – 17
Learning Strategy: Read, Cover, Write, Check

Continuum: Writing Skills Development

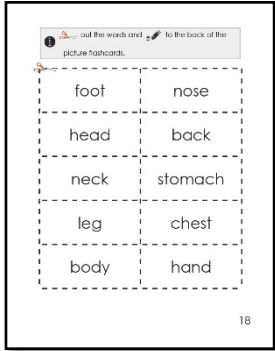
- “Attempts to use a guideline to guide name of familiar word formation.”
- “Checks letters of highly familiar single words against a model for accuracy.”



Page 18
Vocabulary

Continuum: Reading Skills Development

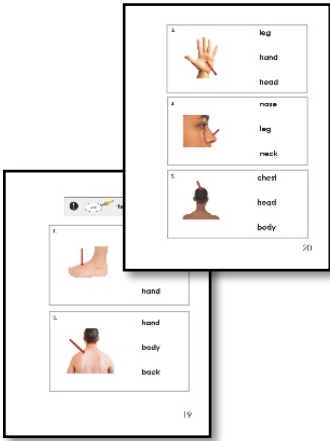
- “Develops a small bank of sight words.”
- “Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures.”



Pages 19 – 20
Skill-Building: Matching Words to Pictures

Continuum: Reading Skills Development

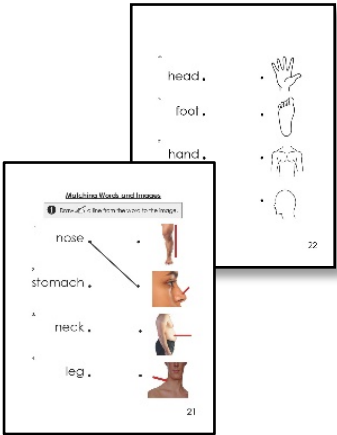
- “Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics.”



Pages 21 - 22
Skill-Building: Matching Words to Images

Continuum: Reading Skills Development

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



Page 23
Skill-Building: Counting Letters

Continuum: Reading Skills Development

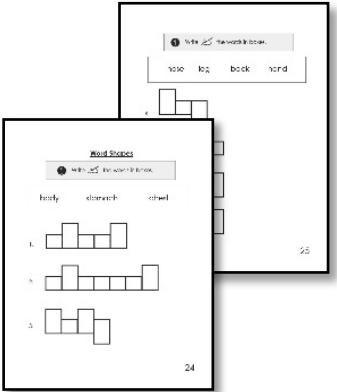
- "Differentiates between long and short words orally and in print."



Pages 24 - 25
Skill-Building: Word Shapes

Continuum: Writing Skills Development

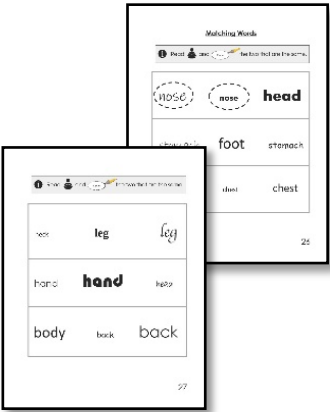
- "Begins to use guidelines, boxes and other devices to contain writing."



Pages 26 – 27
Skill-Building: Matching Words

Continuum: Reading Skills Development

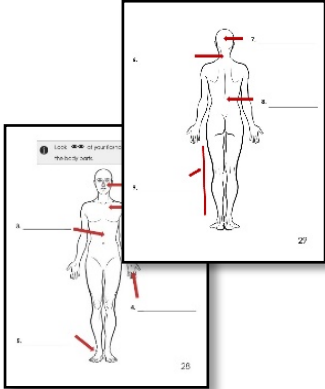
- “Recognizes the same text in different ... fonts.”
- “Differentiates text based on small number of font enhancements.”



Pages 28 - 29
Skill-Building: Labelling a Diagram

Continuum: Writing Skills Development

- “Copies word labels onto a personal poster or diagram to create a learning resource.”

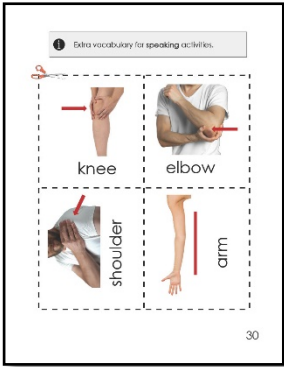


Page 30
Extra Vocabulary

These new words have irregular spelling and only appear in listening and speaking activities. The words are on the flashcard but learning to spell or recognize the words is not necessary.

Continuum of Literacy Skills – Oral Communication

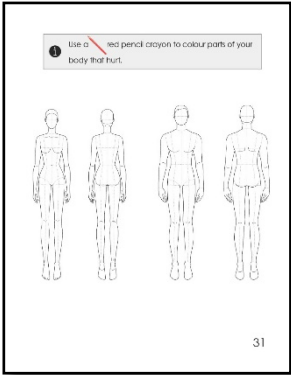
- “Develops basic sets of oral vocabulary for concrete nouns using realia and consistent, familiar photographs.”



Page 31
Skill-Building: Making it Personal

Continuum of Literacy Skills – Oral Communication

- *“Participates in ... activities to expand and increase personally relevant vocabulary and word associations”.*



Pages 32 - 33
Skill-Building: Listening

Continuum of Literacy Skills – Oral Communication

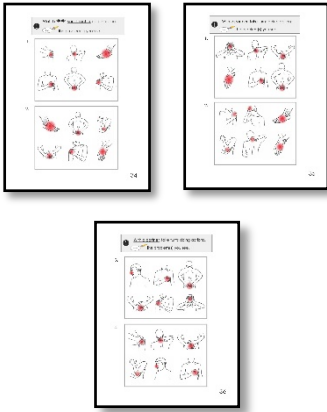
- *“Develops and uses new vocabulary as a group from photographs... for a variety of activities.”*



Pages 34 -36
Skill-Building: Charades

Continuum of Literacy Skills – Oral Communication

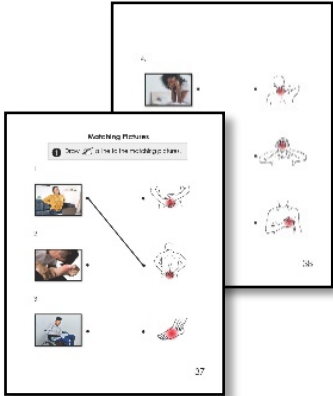
- *“Demonstrates comprehension and develops vocabulary through physical responses.”*



Pages 37 - 38
Skill-Building: Matching Pictures to Line Drawing

Continuum: Reading Skills Development

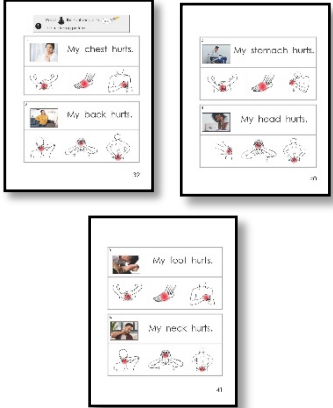
- "Matches realia item to corresponding personal photo."



Pages 39 - 41
Skill-Building: Reading Sentences

Continuum: Reading Skills Development

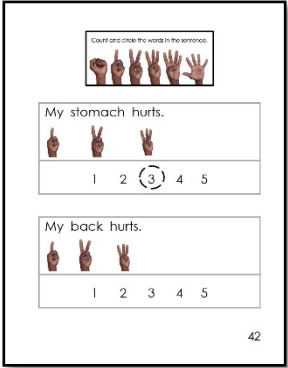
- "Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics."



Page 42
Skill-Building: Counting Words

Continuum: Reading Skills Development

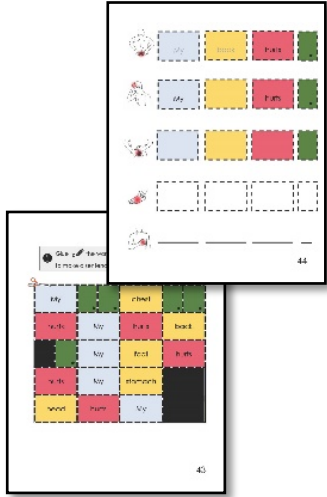
- "Reads highly patterned sentences to develop pattern / completion predicting skills in affirmative simple present."



Pages 43 - 44
Skill-Building: Colour Coding

Continuum: Writing Skills Development

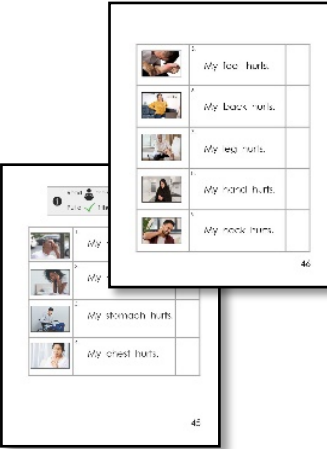
- “Recognizes that the instructor organizes words through colour coding in flashcards...”
- “Uses experience with colour-coding for parts of speech to assist in arranging flash cards to make simple sentences.”



Pages 45 - 46
Skill-Building: Self Assessment

Continuum: Reading Skills Development

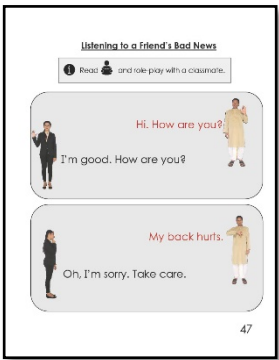
- “Begins to demonstrate understanding of very basic affirmative and negative statements.”
- “Uses photos or realistic drawings to make predictions about, re-tell and help interpret text.”



Page 47
Skill-Building: Dialogue

Continuum: Reading Skills Development

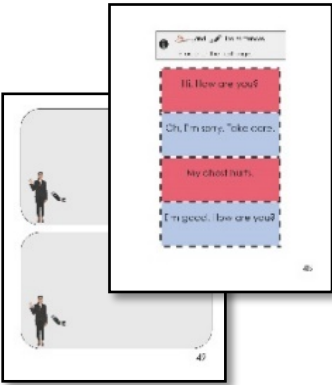
- “Develops some awareness of the importance of courtesy formulas.”
- “Uses choral repetition and/or paired reading of simple sentences.”



Pages 48 – 49
Skill-Building: Sequencing

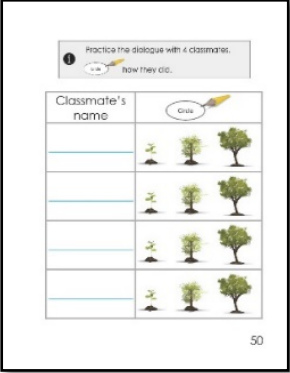
Continuum: Writing Skills Development

- “Begins to sequence sentence strips to create a logical order to tell a story.”



Page 50
Skill-Building: Peer Assessment

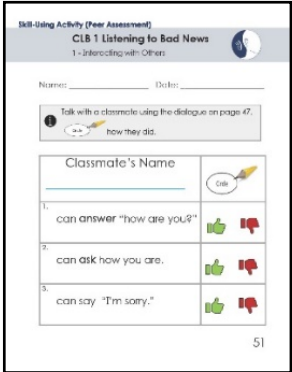
This activity is to stimulate critical thinking and self and peer evaluation and assistance.



Page 51
Listening Skill-Using Activity

Canadian Language Benchmarks
I - Interacting With Others

- “Understands individual greetings ... and goodwill expressions.”
- “Identifies individual, familiar words and short phrases used in common courtesy formulas.”
- “Indicates comprehension with appropriate verbal or non-verbal responses.”



Pages 52 - 53
Activate Previous Knowledge

Introduce the topic and activate student's previous knowledge about visiting a doctor.

Continuum of Literacy Skills – Oral Communication

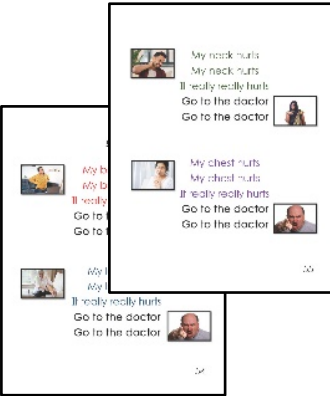
- “Uses prior personal experience and visual clues to answer questions about photographs, pictures or realia”.



Pages 54 – 55
Skill-Building: Chant

Continuum: Reading Skills Development

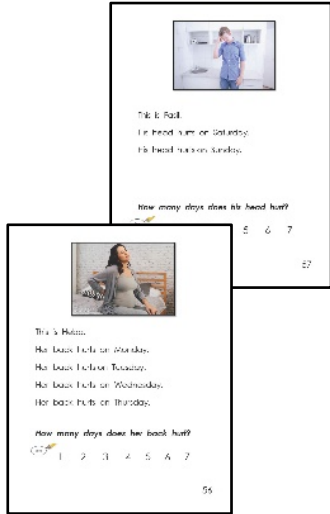
- “Sings songs and chants to reinforce word order.”



Pages 56 – 57
Skill Building: Counting Days

Numeracy Number and Time Concepts

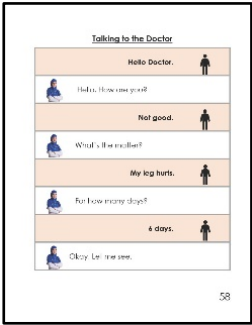
- “Identifies, reads and copies whole numbers ... related to personal contexts.”
- “Begins to name and order days of the week...”
- “Relates a few familiar ... personal events to days...”



Page 58
Skill-Building: Roleplay Dialogue

Continuum: Reading Skills Development

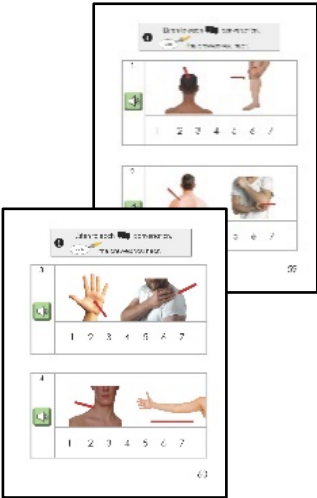
- “Uses choral repetition and/or paired reading of simple sentences.”
- “Attends to first letter and its corresponding sound when guessing or locating highly familiar ... word in context.”



Pages 59 - 60
Skill-Building: Listening to a Dialogue

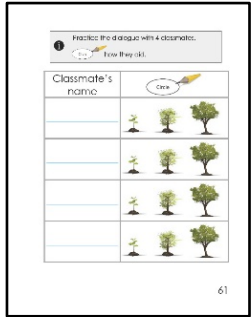
Features of Communication – CLB Book

- “Listening texts can be short, informal monologues, dialogues or short, simple instructions.”
- “Identifies letters and numbers.”
- “Understands greetings... requests and an expanding range of basic courtesy formulas.”



Page 61
Peer Assessment

This activity is to stimulate critical thinking through self and peer evaluation.



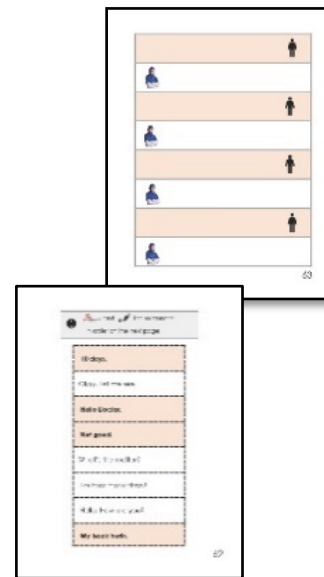
Pages 62 - 63
Skill-Building: Sequencing Dialogue

Continuum: Reading Skills Development

- “Uses oral language to complete highly patterned sentence to build familiarity with sentence patters.”
- “Uses choral repetition and/or paired reading of simple sentences.”

Continuum: Writing Skills Development

- “Begins to sequence sentence strips to create a logical order to tell a story.”

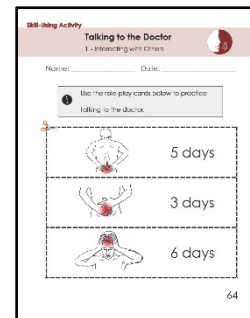


Page 64
Speaking Skill-Using Activity

Canadian Language Benchmarks

I - Interacting With Others
IV – Sharing Information

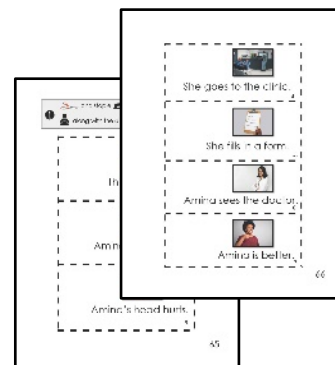
- “Use and respond to basic courtesy formulas and greetings.”
- “Answers simple questions about personal information.”
- “Uses simple expressions of time.”



Pages 65 - 66
Skill-Building: Book Creation

Continuum: Reading Skills Development

- “Begins to understand and use some book components with support: colour, illustrations, page numbering.”



Pages 67 – 68
Skill-Building: Understanding Photos

Continuum: Reading Skills Development

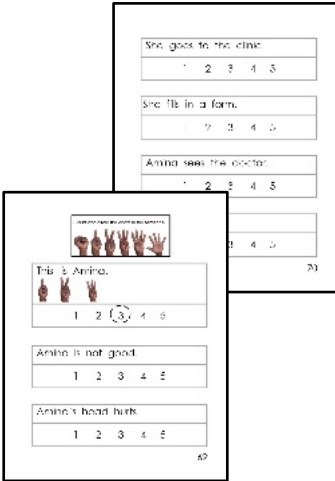
- “Uses photos and realistic drawings ... to aid in comprehension of simple, personally relevant text.”



Pages 69 – 70
Skill-Building: Counting Words

Learning Strategy

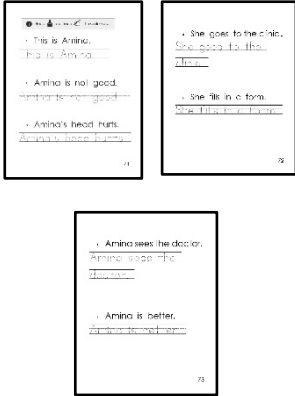
- To link oral communication with the written word.
- To ensure students hear all parts of speech in a sentence and can distinguish between words.
- To hear words as individual units.



Pages 71 - 73
Skill-Building: Handwriting

Continuum: Writing Skills Development

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

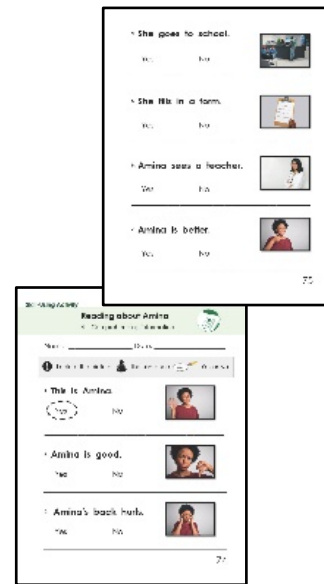


Pages 74 – 75
Reading Skill-Using Activity

ESL for ALL

IV - Comprehending Information

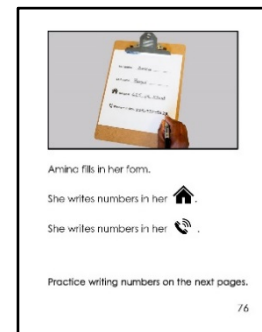
- “Locate specific information in the story.”
- “Activate and develop shared experiences about visiting the doctor in order to make connections between oral language and print.”
- “Develop sight words to talk about visiting the doctor.”



Page 76
Activate Previous Knowledge: WHOLE

This worksheet will establish the necessity to write numbers legibly on forms.

Students will be given the opportunity to discuss their previous experience of filling in forms in Canada.



Pages 77 – 80
Skill-Building: Numbers

Continuum: Numeracy

- “Identifies, reads and copies simple whole numbers...”



Pages 81 – 82
Skill-Building: Reproducing Information

Continuum: Reading and Writing Skills Development

- “Understands the concept that print can convey personal information words (e.g., recognizes first name, last name and address).”
- “Looks back at a model with copying and notes the placement on a page or line.”



Pages 83 – 84
Skill-Building

Continuum: Writing Skills Development

- “Uses background knowledge and previous experience to fill in forms with support.”
- “Forms all upper- and lower-case letters and numbers from 1 – 10 in recognizable form.”



Page 85
Skill-Building

Continuum: Writing Skills Development

- “Copies and records basic personal information for future use.”



Pages 86 - 87

Continuum: Reading and Writing Skills Development

- “Understands the concept that print can convey personal information words (e.g., recognizes first name, last name and address).”
- “Looks back at a model with copying and notes the placement on a page or line.”

Two examples of a personal information form. The top one is a blank form with fields for First name, Last name, Address, City, and Province. The bottom one is a filled-out form with the following text: First name: Abdi, Last name: Osman, Address: 102 Marzouk Drive NE, City: Calgary, Province: AB, Phone number: 587-707-7231.

Pages 88 – 90
Skill-Building

Continuum: Writing Skills Development

- “Copies and records basic personal information for future use.”
- “Forms all upper- and lower-case letters and numbers from 1 – 10 in recognizable form.”

Three examples of a personal information form. The top two are blank forms with fields for First name, Last name, Address, City, and Province. The bottom one is a filled-out form with the following text: First name: _____, Last name: _____, Address: _____, City: _____, Province: _____.

Page 91
Writing Skill-Using Activity

ESL for ALL

III Getting Things Done

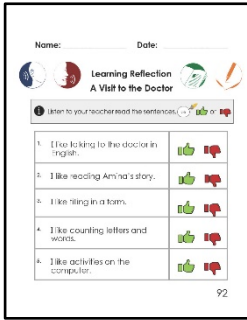
II Reproducing Information

- “Forms numbers and upper- and lower-case letters accurately and legibly.”
- “Attends to capitalization and spacing when copying name, address and phone number.”

A personal information form titled "Filling out a Form" with a sub-heading "3 - Getting Things Done". It includes a tip: "Fill in the form for yourself. You can look at your ID." The form has fields for First name, Last name, Address, City, and Province.

Page 92
About Me: Learning Reflection

Self-reflection during learning may be a new concept for Foundation level students. Give lots of support and review the learning in the module as a class.

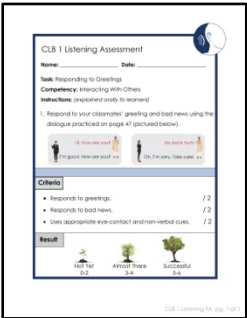


CLB 1 Listening Assessment

Canadian Language Benchmarks

I - Interacting with Others

- *“Identifies individual, familiar words and short phrases used in common courtesy formulas.”*
- *“Indicates comprehension with appropriate verbal or non-verbal responses.”*



CLB 1 Speaking Assessment

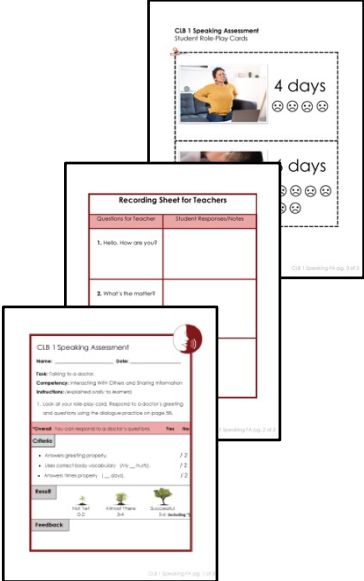
Canadian Language Benchmarks

I - Interacting with Others

- *“Responds appropriately to common greetings, introductions, and leave-takings.”*

IV - Sharing Information

- *“Answers simple questions about personal information.”*



Foundation Literacy Reading Assessment

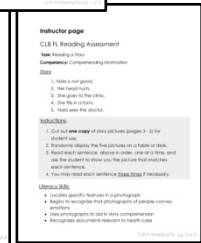
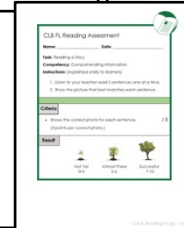
Canadian Language Benchmarks

IV - Comprehending Information

- "Identifies numbers, letters, a few key words and short expressions."

Continuum: Reading Skills Development

- "Locates specific features in a photograph."
- "Begins to recognize that photographs of people convey emotions."
- "Uses photographs to aid in story comprehension."



Literacy 1 Reading Assessment

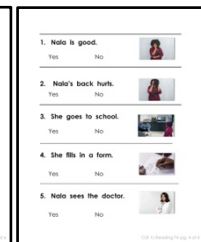
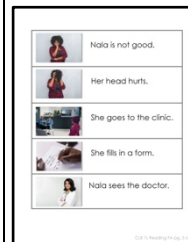
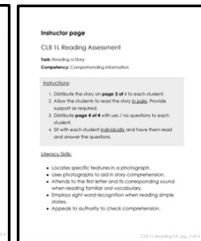
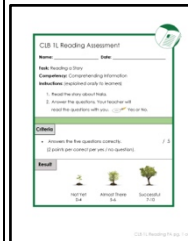
Canadian Language Benchmarks

IV - Comprehending Information

- "Identifies numbers, letters, a few key words and short expressions."

Continuum: Reading Skills Development

- "Locates specific features in a photograph."
- "Uses photographs to aid in story comprehension."
- "Attends to the first letter and its corresponding..."
- "Employs sight word recognition..."
- "Appeals to authority to check comprehension."



Foundation Literacy Writing Assessment

Canadian Language Benchmarks

III - Getting Things Done

- “Writes basic personal information in appropriate sections.”
- “Includes the required basic information.”

II - Reproducing Information

- “Copies text legibly; reader may still have difficulties decoding some letters and numbers.”

CLB FL Writing Assessment

Name: _____ Date: _____

Task: Filling Out a Form

Competence: Getting Things Done and Reproducing Information

Instructions: (explained orally to learners)

- Fill out the form with your personal information.
- You can look at your ID or school papers to copy or check your work.

Checklist: You can fill out a medical form.

Criteria	Yes	No
• Information is written in the correct place	/ 3	
• Name and phone number are copied accurately	/ 3	
• Printing is mostly legible	/ 2	

Result

Not Yet (0-3) Almost There (4-5) Successful (6-8) **Successful 6-8 Benchmark 3**

Feedback

CLB FL Writing Assessment

First name: _____

Last name: _____

CLB FL Writing (FL) (p. 1 of 2)

Literacy 1 Writing Assessment

Canadian Language Benchmarks

III - Getting Things Done

- “Writes basic personal information in appropriate sections.”
- “Includes the required basic information.”

II - Reproducing Information

- “Copies letters, numbers, words, and sentences with correct capitalization and punctuation.”

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.”

CLB IL Writing Assessment

Name: _____ Date: _____

Task: Filling Out a Form

Competence: Getting Things Done and Reproducing Information

Instructions: (explained orally to learners)

- Fill out the form with your personal information.
- You can look at your ID or school papers to copy or check your work.

Checklist: You can fill out a medical form.

Criteria	Yes	No
• Information is written in the correct place	/ 3	
• Information is copied accurately, including capitals and punctuation	/ 3	
• Printings are legible	/ 2	

Result

Not Yet (0-3) Almost There (4-5) Successful (6-8) **Successful 6-8 Benchmark 3**

Feedback

CLB IL Writing Assessment

First name: _____

Last name: _____

Address: _____

City: _____

Province: _____

CLB IL Writing (IL) (p. 1 of 2)

Vocabulary Building Activities

1. Previous and Background Knowledge

- a. Look at the image on page 1 of the module and use it as a prompt to discuss and elicit the students' previous knowledge of the topic.
- b. Ask questions about visiting a doctor in Canada and other countries students have lived in to elicit previous knowledge.
- c. Verbally brainstorm a list of body parts the students know. Use images or point to body parts to aid in recall.
- d. Talk about what body problems the students may have or have had in the past.

2. Flashcard Activities

The module flashcards are to be cut out by each student, kept in a plastic sandwich bag, and re-used regularly.

Some activities using these flashcards are:

► Show Me

- a. Demonstrate the meaning of “show” using the flashcards, (“Show me hand” or “Show me leg”) and have students hold up the appropriate flashcard.
- b. Do this as a teacher led activity a few times, then have a student lead, then progress this activity in pairs.

► Flyswatter Game

- a. Lay out one or more sets of flashcards face up on a large table or desk.
- b. Have two students line up on each side of the table, or beside each other and give each a flyswatter.
- c. Call out a body part and instruct the students to hit or swat the image that corresponds to the word.
- d. Repeat with other words. Do 2-4 words for each pair of students then switch with different students.

► 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.
 - c. Do this first as a class, then after students 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 word corresponding to the flashcard and vice-versa.
-

► Find a Match

- a. Use four sets of flashcards. Shuffle them and distribute one card per student. At the beginning of the unit, they should be using the image only flashcards.
- b. The students walk around and ask, “Do you have _____?” Students answer, ‘yes’ or ‘no’.
- c. If the answer is ‘yes’, they bring the pair to the teacher.
- d. The teacher gives them two more cards until all the cards are used.
- e. As they move through the module you can ask them to match the image to a word and eventually two words to each other.

► **Sorting into Categories**

- a. Have the students sort their flashcards into pre-determined categories.
 - b. Categories can include how many (1, 2 and 10), upper or lower body parts, body parts that are okay to show in public and those that are often covered in public, etc.
-

► **Concentration/Memory**

- a. Model this game before putting the students in small groups or pairs to play.
- b. Each group will need two sets of flashcards. At the beginning of the module, you can use two images that the students must match and then work your way to an image and the word and eventually two words.
- c. All cards are placed face down.
- d. Each student takes a turn. They turn over two cards and try to get a pair. When they do get a pair, they get another turn.
- e. Introduce game language such as, "It's my/your turn", "Go again", "It is not your turn", etc.

► How do you spell?

- a. Model this activity several times before getting students to do it in pairs.
- b. For this activity the students must have the words glued or written on the back of the flashcards.
- c. One student shows a flashcard and asks the other student "How do you spell _____?" The other student can look at their flashcard and spell the word.
- d. Teach the students to say, "Good job" or "Good try" or "Try again please?"
- e. You can make this activity more challenging by not allowing the other student to look at the flashcard.

3. Other Activities

► Counting Syllables

- a. Model counting out syllables for each new word by clapping on each syllable. You can also have students hold a finger under their chin and count each time their chin moves down. (To see a video this procedure, click [here](#)).
 - b. After students 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.
-

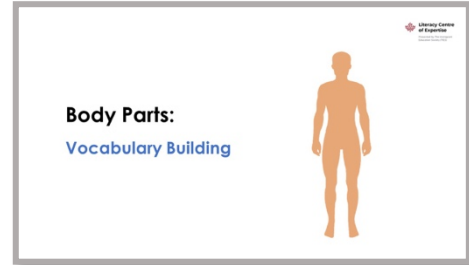
► Identifying First Sounds/Letters

- 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 students understand the concept, practice saying vocabulary words from the module and eliciting the first sounds and first letter(s).
- c. A progression of this activity is to say only the first sound of words on the flashcards and have students hold up the flashcard(s).

Literacy Centre of Expertise Online Activities

Vocabulary Building

Body Parts



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

Story: What's the Matter

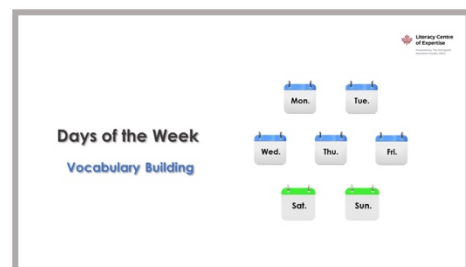
with comprehension Qs



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

Vocabulary Building

Days of the Week



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

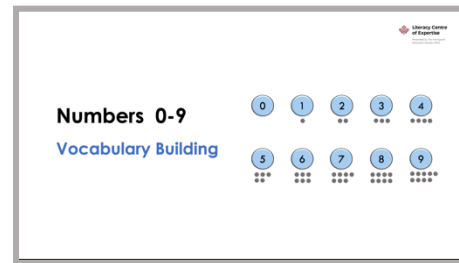
Story: Amina's Head Hurts



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

Vocabulary Building:

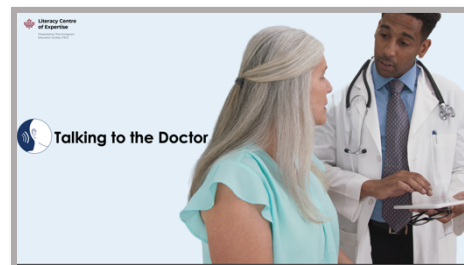
Numeracy Concepts &
Numbers 0 – 9



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

Listening Skill-Building:

What's the Matter Video

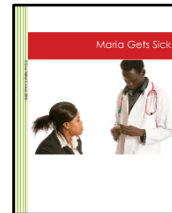


[Click here to watch the video.](#)

Additional Teaching Resources from External Sources

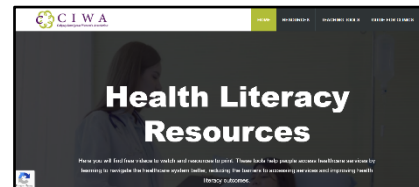
Bow Valley College Literacy Readers

[Click here to access all 49 Readers](#)



CIWA Health Literacy Resource

[Click here to access Health Videos, Resources and Teaching Tools](#)



We Speak NYC

Note: Some content focuses on American health services

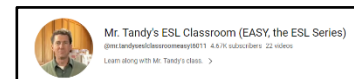
[Click here to access videos on several topics](#)



Easy ESL Video Series

Note: Some content focuses on American health services

[Click here to access Video 8](#)



Learning Chocolate

[Click here to access several activities on body and health](#)

