



**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Literacy Foundation
Literacy 1

A Visit to the Doctor

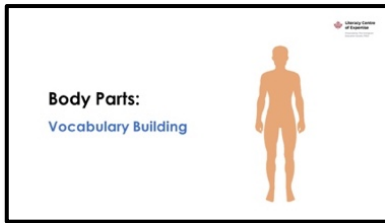
- Goal Setting
- Skill-Building Activities
- Skill-Using Activities
- Learner Reflection
- PBLA Assessments Tasks

STUDENT PACKAGE



Online Interactive Activities List

1.



Vocabulary Building:
Body Parts



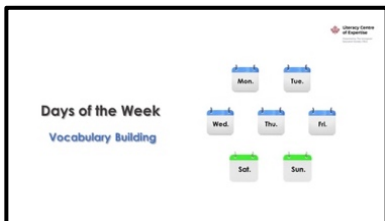
2.



Story:
What's the Matter



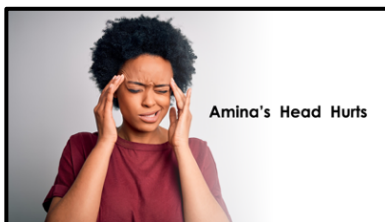
3.



Vocabulary Building:
Days of the Week



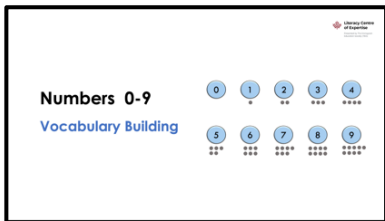
4.



Story:
Amina's Head Hurts



5.



Vocabulary Building:
Numbers 0 - 9



6.



Listening:
What's the Matter





This is Yusef.

He goes to the doctor.

He can't tell the doctor his problem.

What can he do in class?

Name: _____ Date: _____











Goal Setting



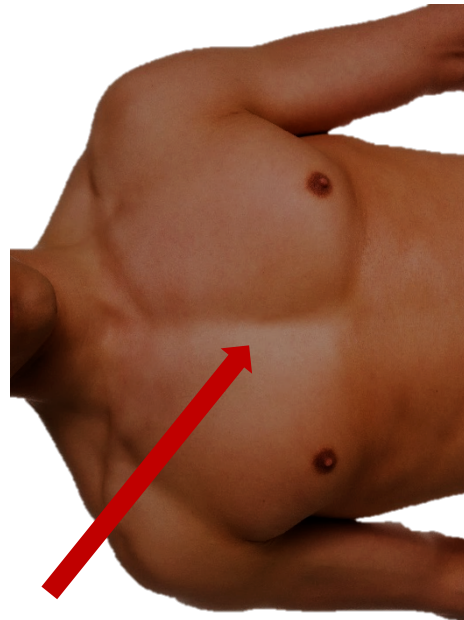
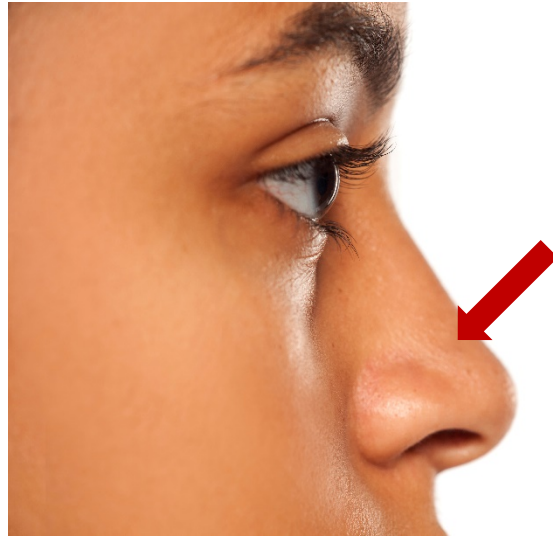
Listen to your teacher read the sentences.



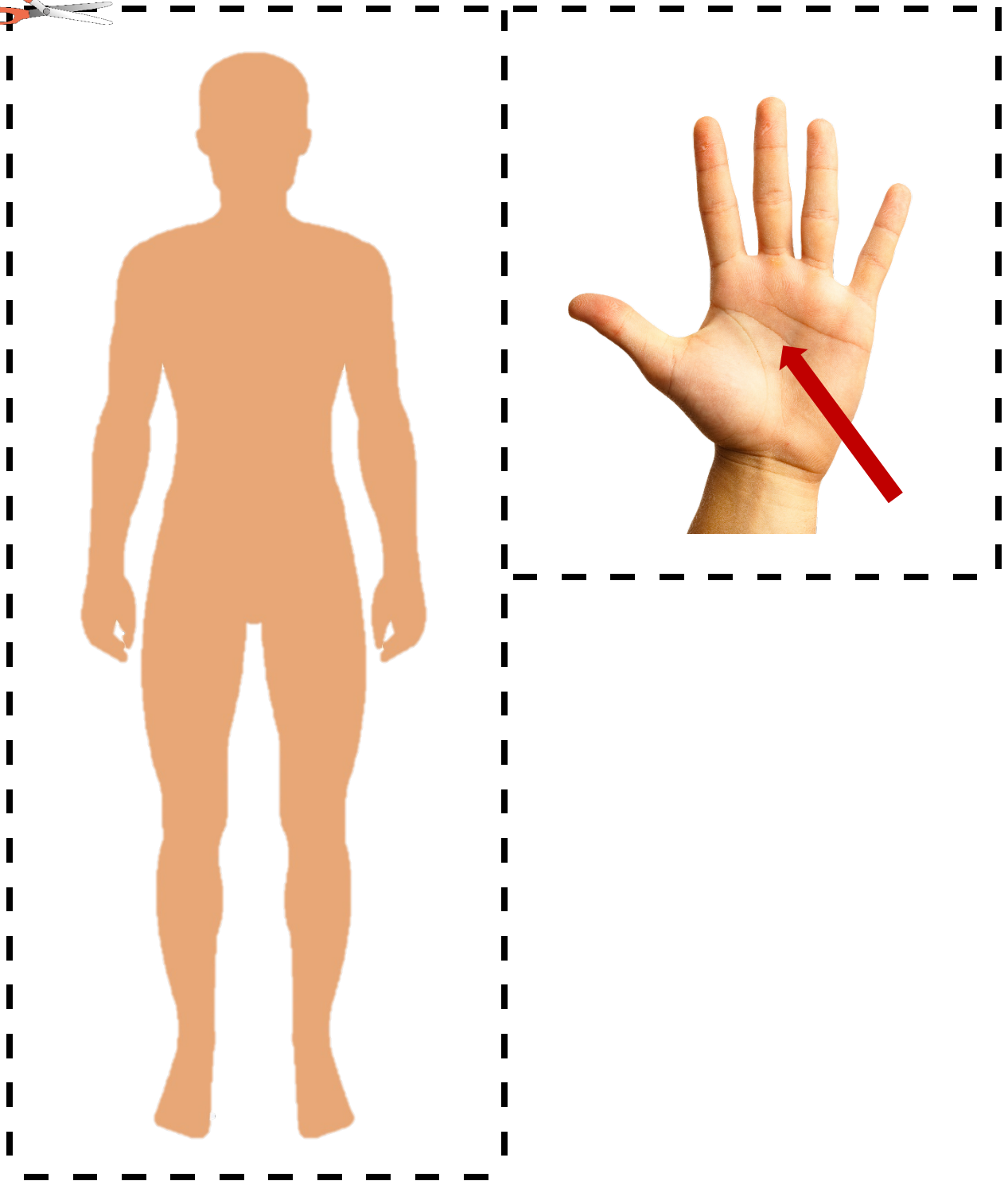
| | |
|---|---|
| 1. I have problems with my body. |   |
| 2. I go to the doctor in Canada. |   |
| 3. I fill in a form at the doctor's office. |   |
| 4. I speak English to the doctor. |   |



out the flashcards on pages 4 - 6.







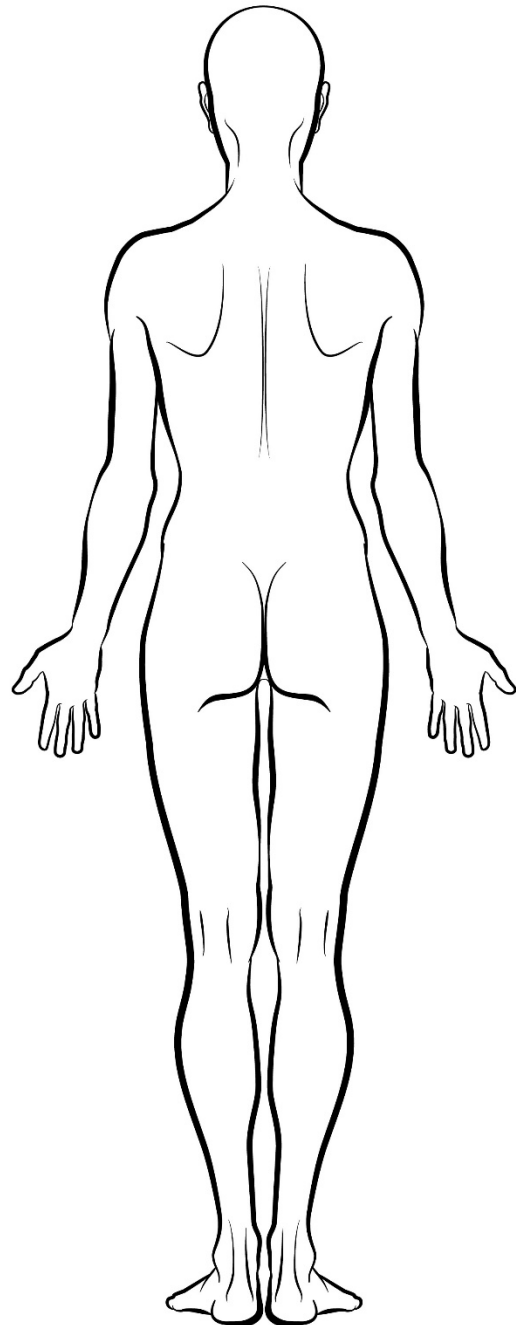
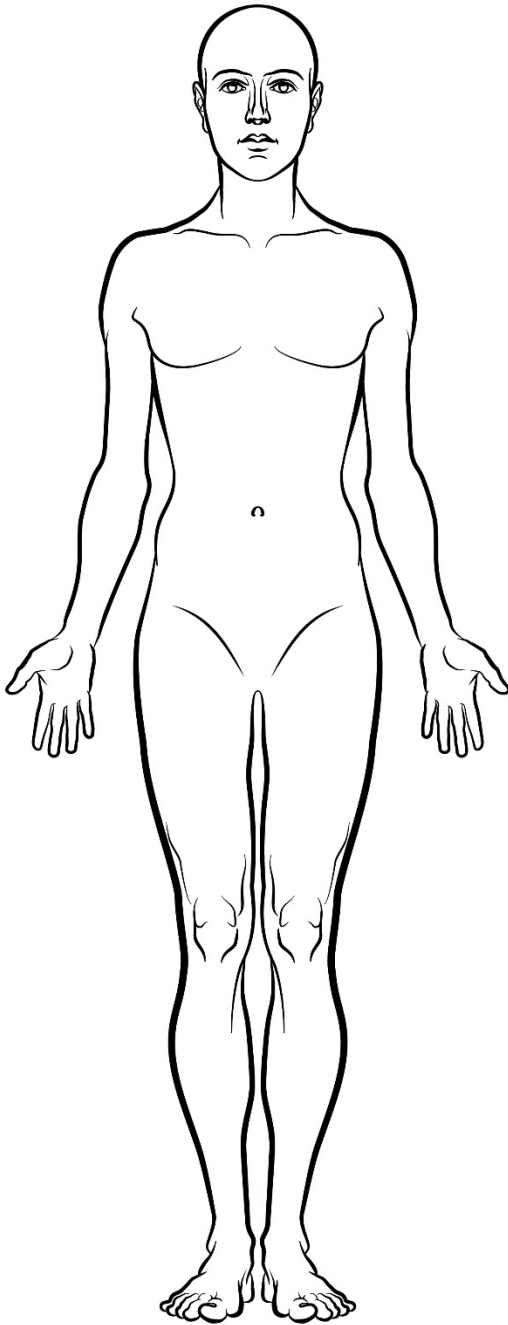


to your teacher and

Circle



5 body parts.



Same and Different

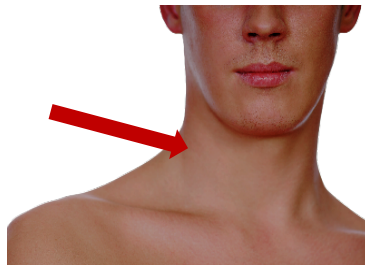


Circle

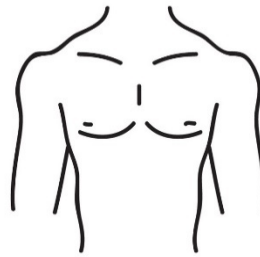
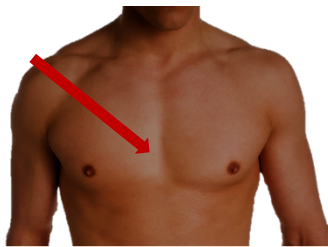


the 2 that are the same.

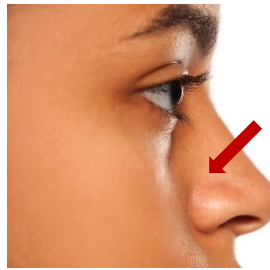
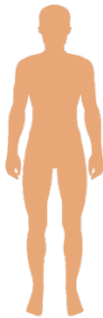
1.



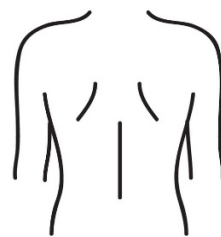
2.



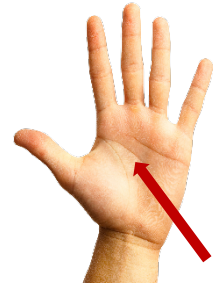
3.



4.



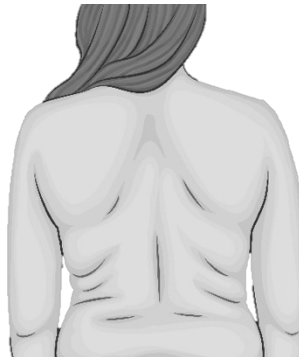
5.



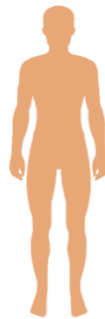
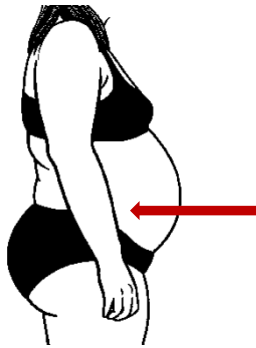
6.



7.



8.



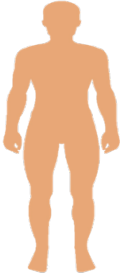
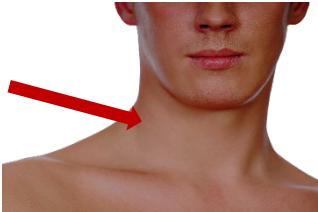

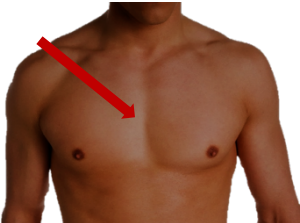
First Letters



and



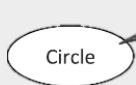
the first letter.

| | |
|---|------------------|
| 1.  | b f t |
| 2.  | d g n |
| 3.  | l k v |
| 4.  | m b ch |

First Letters #2



and



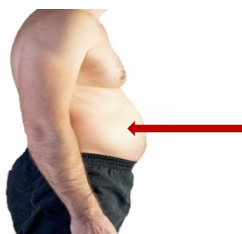
the first letter.

1.



c h r

2.



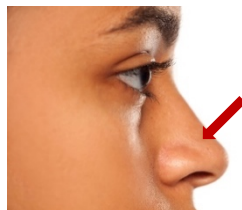
p j s

3.



f r v

4.



d n w



and

Circle



the first letter.

5.



b

z

r

6.



y

h

s

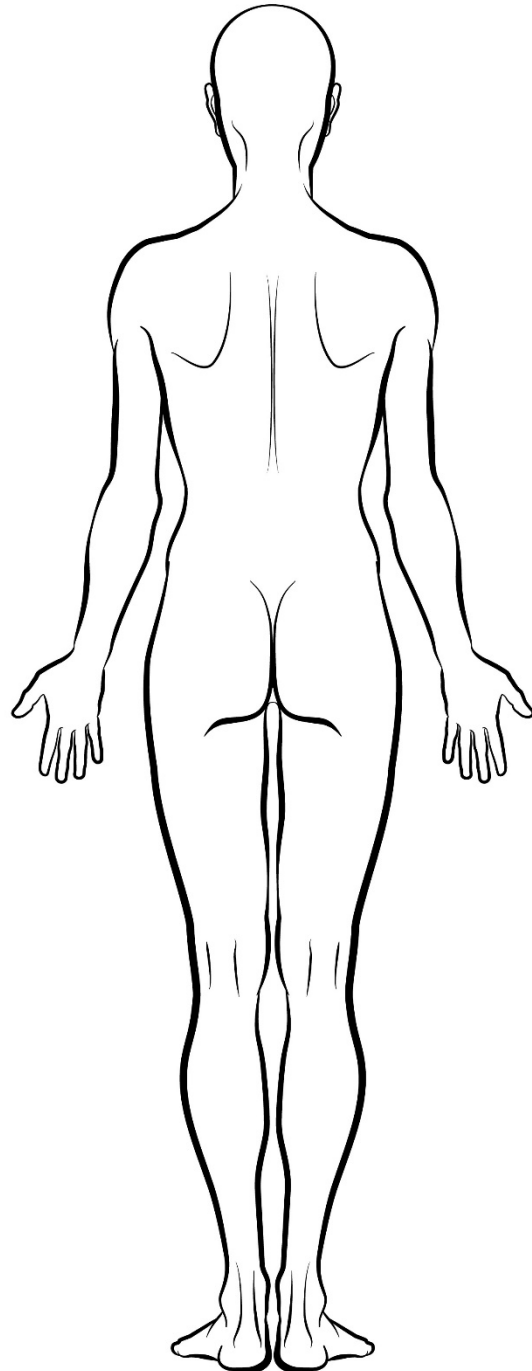
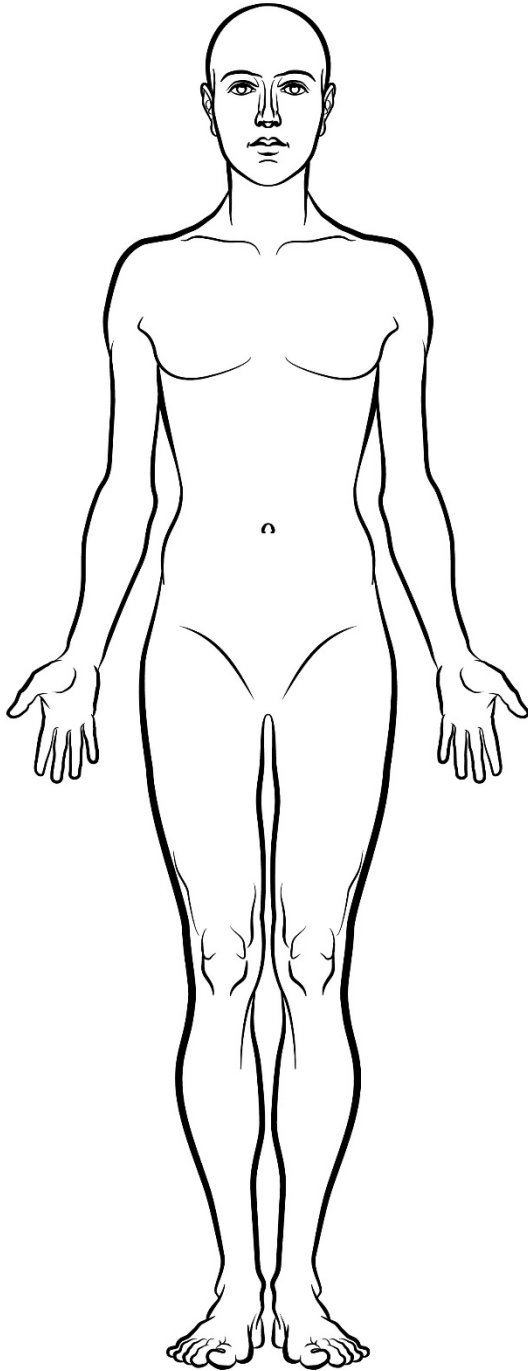


to your teacher and

Circle



5 body parts.





Read



and draw



.

hand

foot



Read



cover



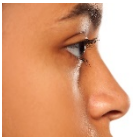
write



check



1.



nose

Handwriting practice lines for the word 'nose'.

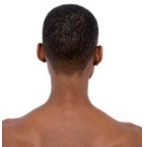
2.



leg

Handwriting practice lines for the word 'leg'.

3.



head

Handwriting practice lines for the word 'head'.

4.



hand

Handwriting practice lines for the word 'hand'.



Read



cover



write



check



1.



neck

Handwriting practice lines (blue top and bottom, red dashed middle)

2



foot

Handwriting practice lines (blue top and bottom, red dashed middle)

3.



back

Handwriting practice lines (blue top and bottom, red dashed middle)

4.



stomach

Handwriting practice lines (blue top and bottom, red dashed middle)



Read



cover



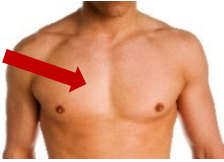
write



check



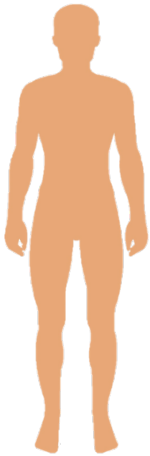
5.



chest

Handwriting practice lines for the word 'chest', consisting of a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

6.



body

Handwriting practice lines for the word 'body', consisting of a solid blue top line, a dashed pink middle line, and a solid blue bottom line.



out the words and



to the back of the

picture flashcards.



foot

nose

head

back

neck

stomach

leg

chest

body

hand



Circle

the correct spelling.

1.



foot

nose

hand

2.

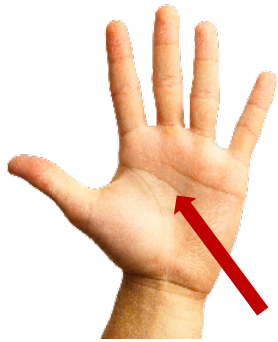


hand

body

back

3.

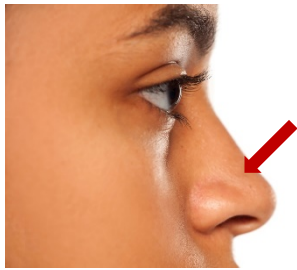


leg

hand

head

4.



nose

leg

neck

5.




chest

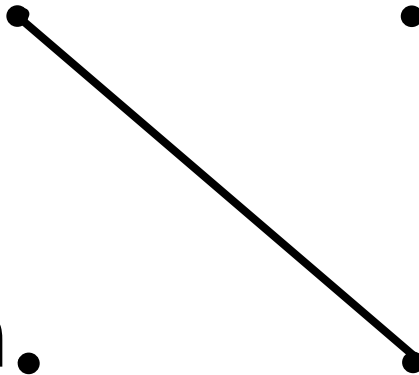
head

body

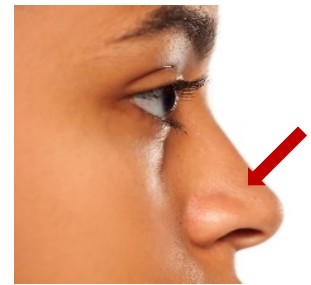
Matching Words and Images

i Draw  a line from the word to the image.

1. nose



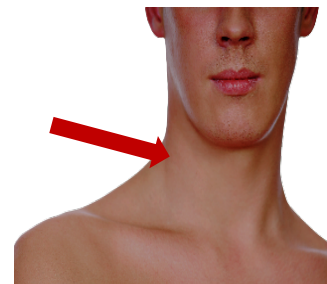
2. stomach.



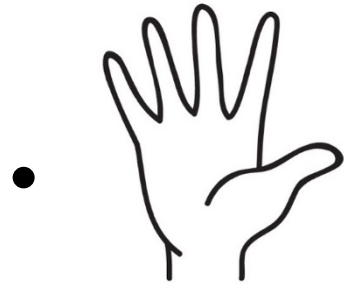
3. neck.



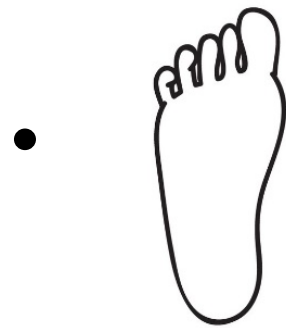
4. leg.



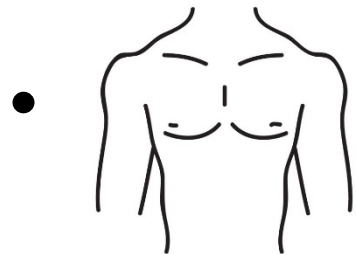
5. head.



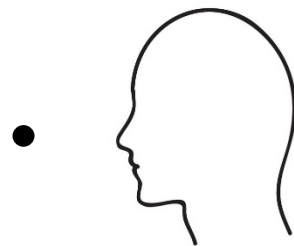
6. foot.



7. hand.



8. chest.



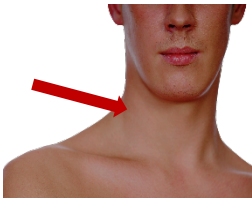
Counting Letters



Circle



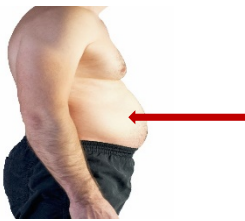
the number of letters in the word.



neck
1 2 3 4

4

5



stomach

6

7



leg

3

4



foot

3

4

Word Shapes



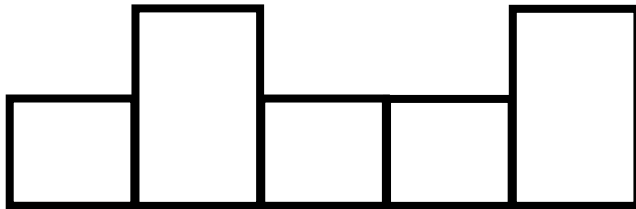
Write  the words in boxes.

body

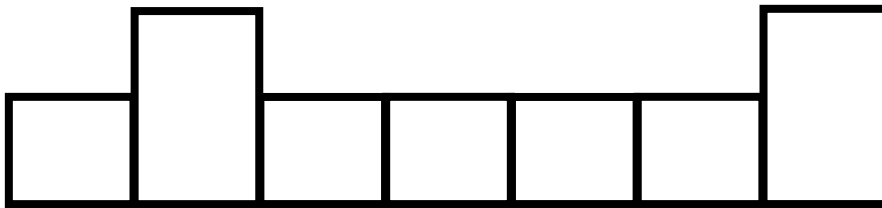
stomach

chest

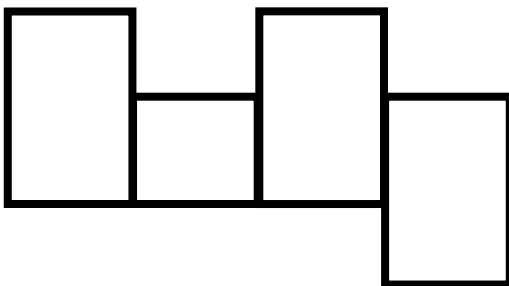
1.



2.



3.





Write  the words in boxes.

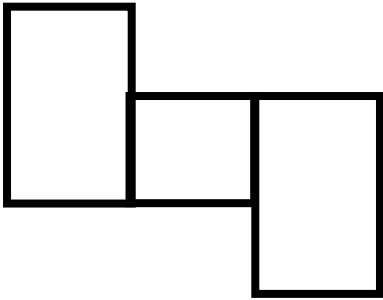
nose

leg

back

hand

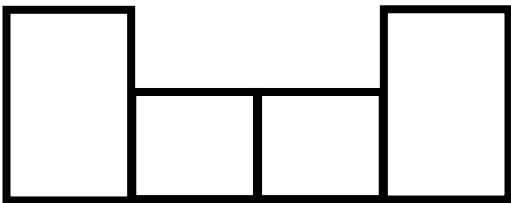
4.



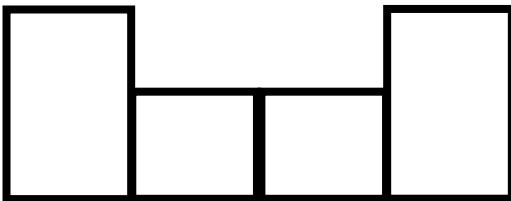
5.



6.



7.



Matching Words



Read



and

Circle



the two that are the same.

nose

nose

head

stomach

foot

stomach

body

chest

chest



Read



and



the two that are the same.

neck

leg

leg

hand

hand



head

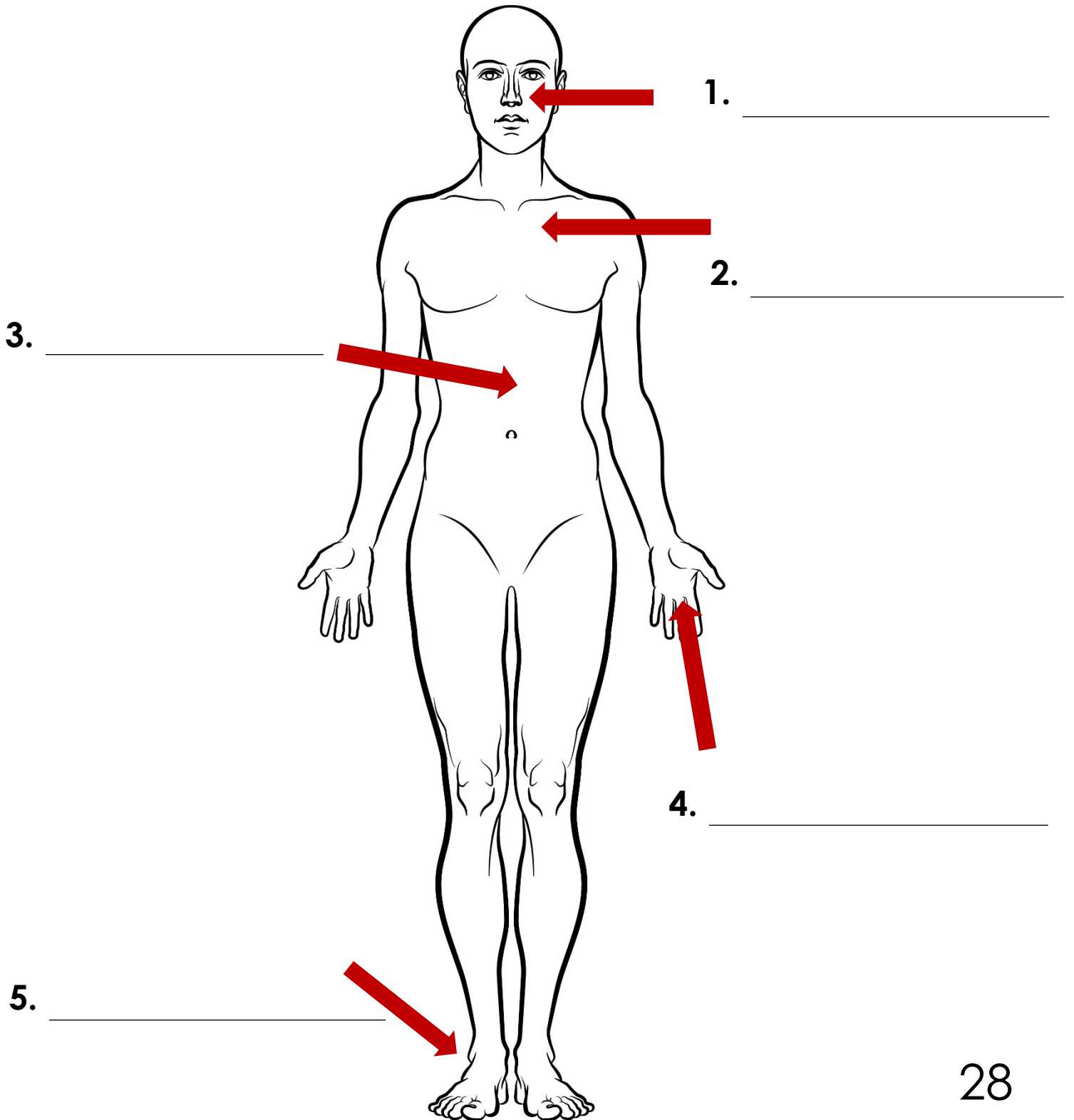
body

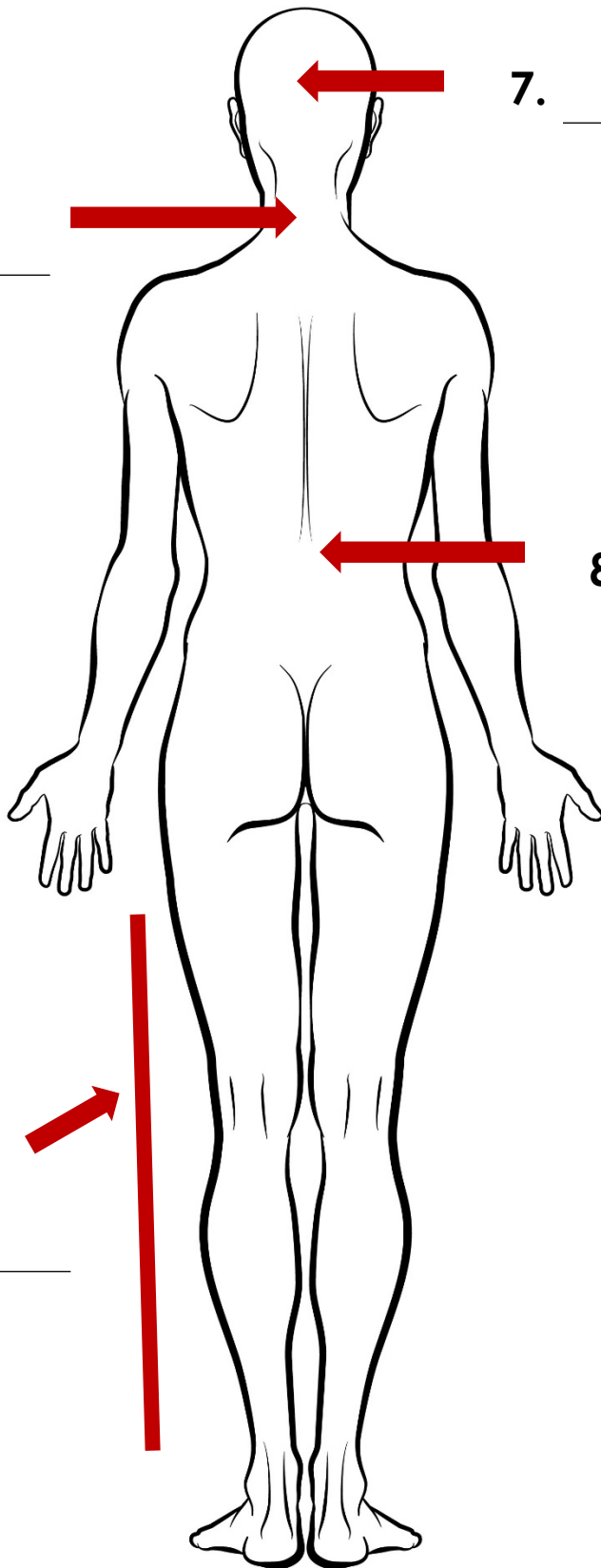
back

back



Look  at your flashcards and write  the body parts.





7. _____

6. _____

8. _____

9. _____



Extra vocabulary for speaking activities.



knee



elbow




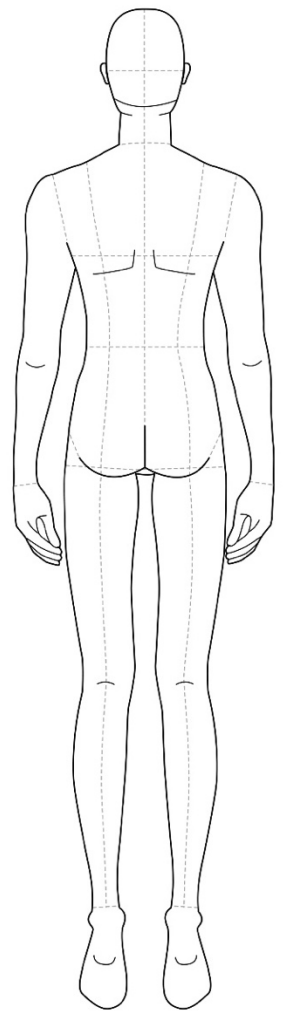
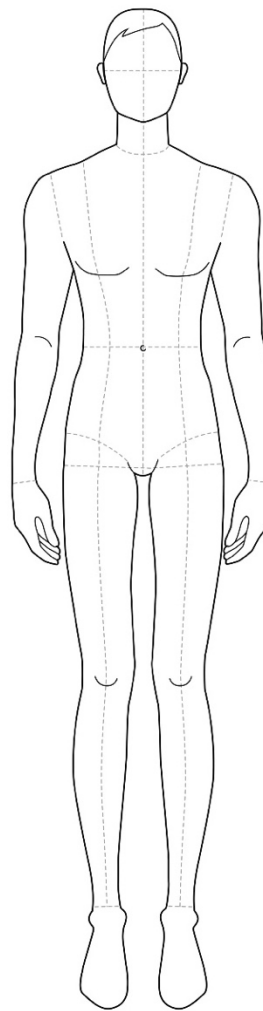
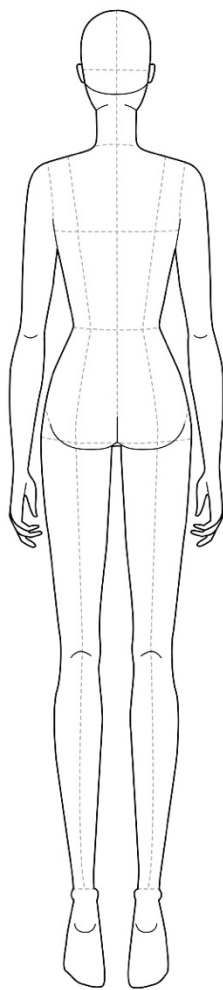
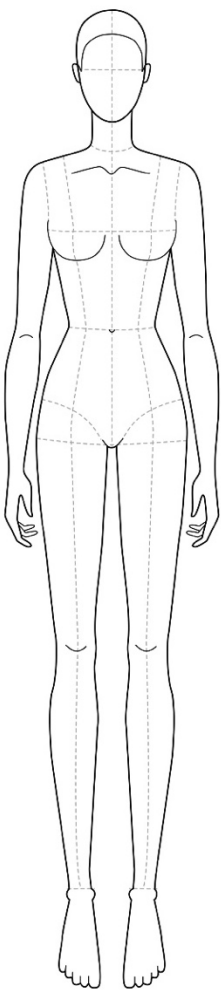
shoulder



arm



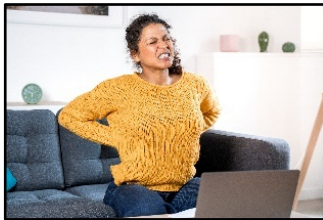
Use a  red pencil crayon to colour parts of your body that hurt.






Before you  read  the **digital story**

“What's the Matter” as a class. 




Sequence Story Images

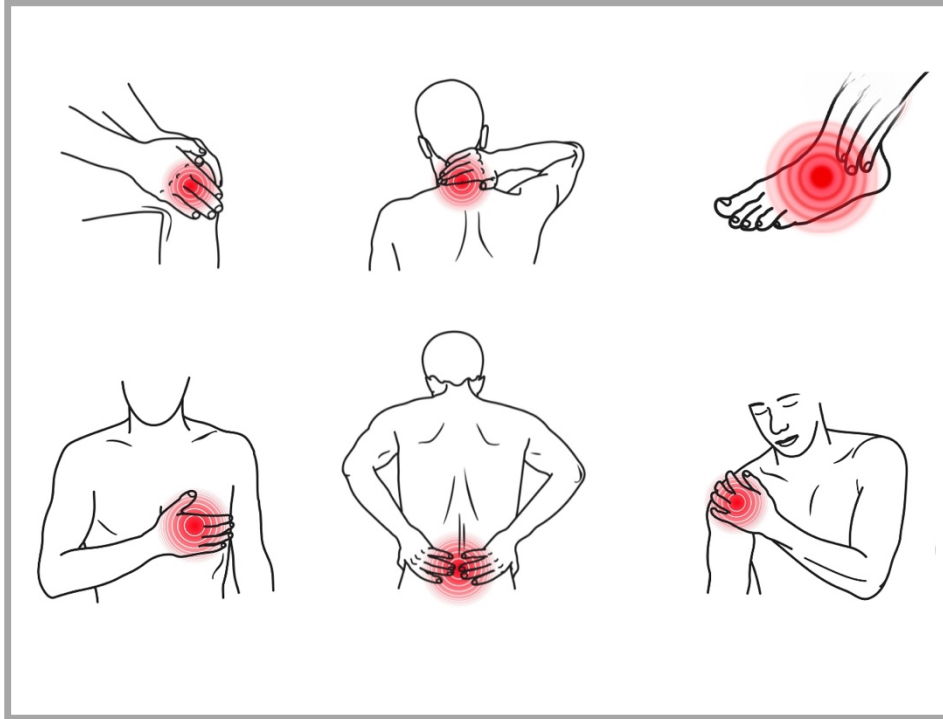


to your teacher and glue  the pictures from p. 32 in the correct box.

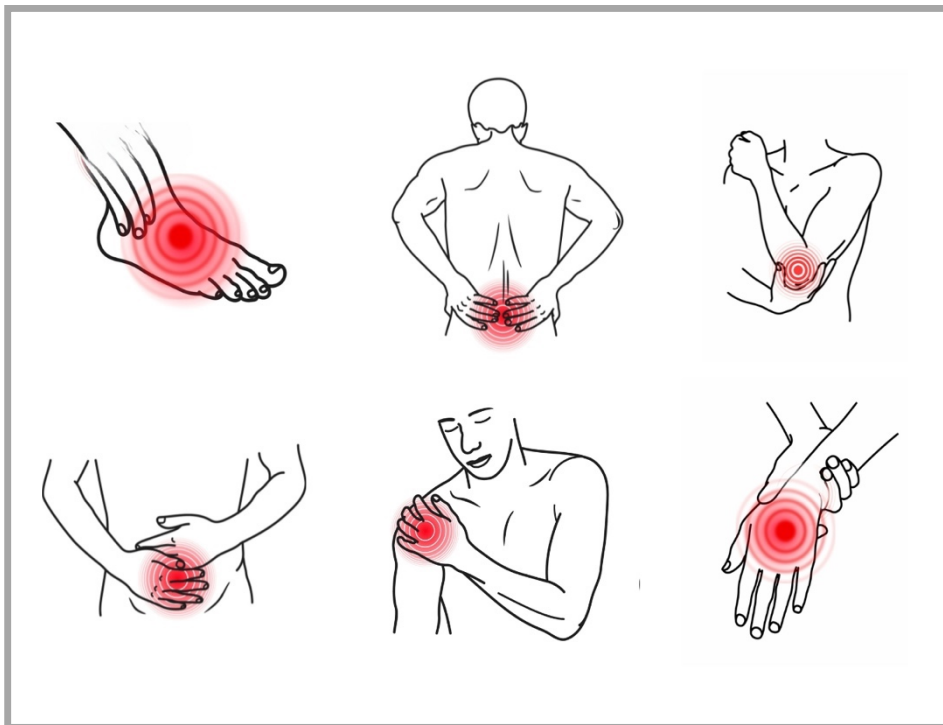
| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |

i Watch 👁️👁️ your teacher do an action.
Circle  the problem(s) you see.

1.



2.



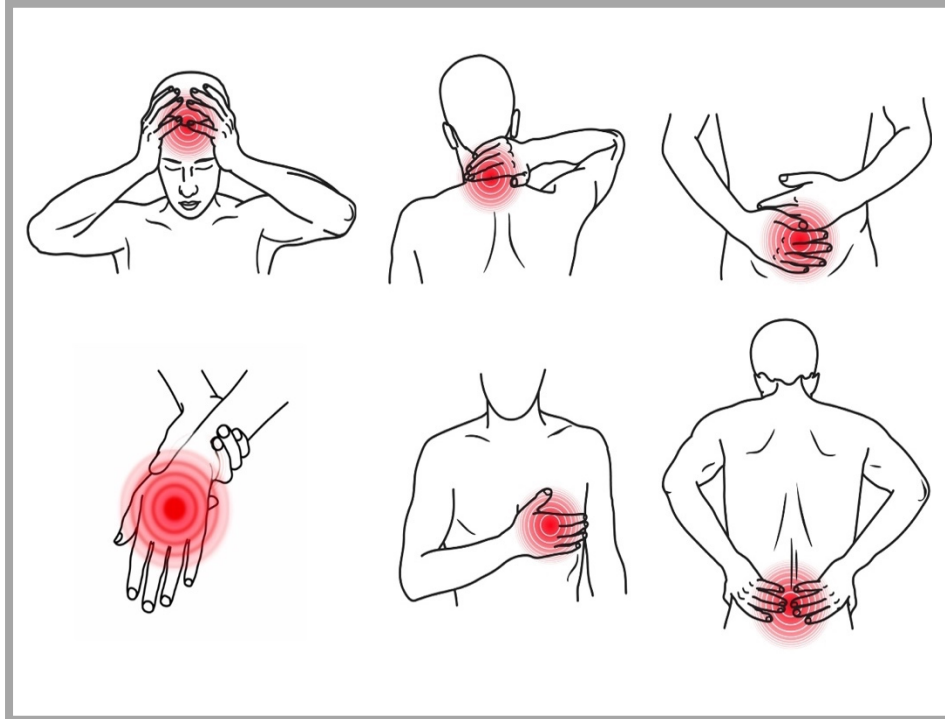


With a partner, take turns doing actions.

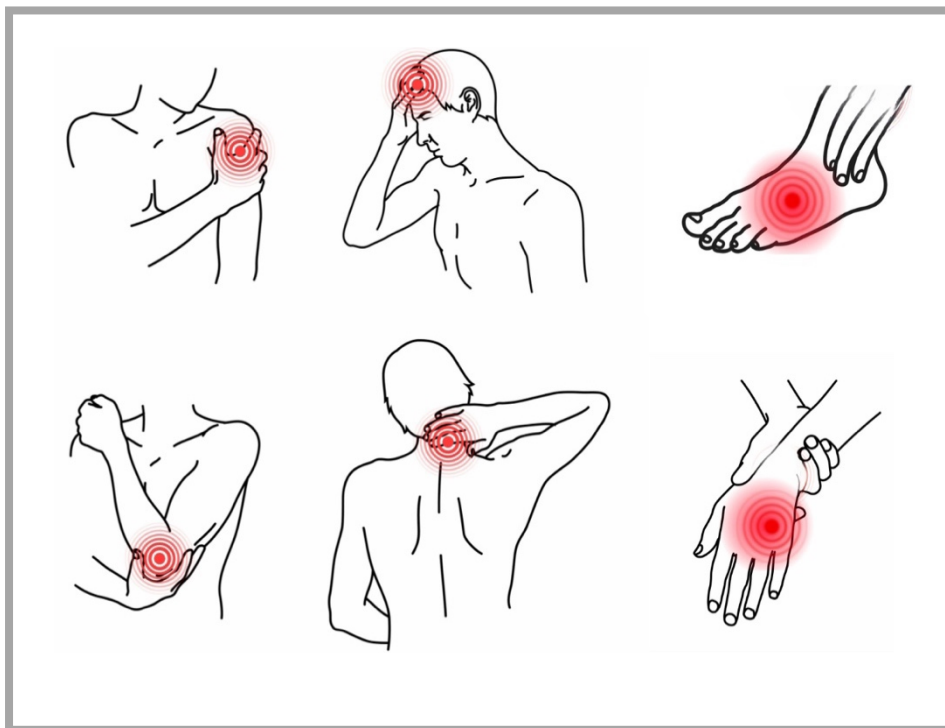


the problem(s) you see.

1.



2.



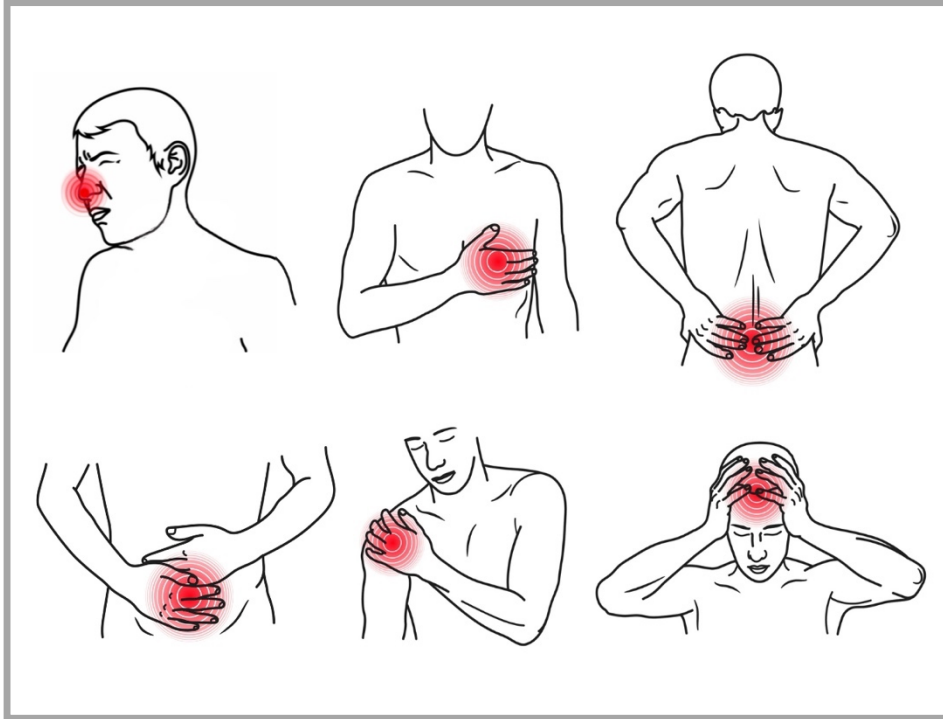
i

With a partner, take turns doing actions.

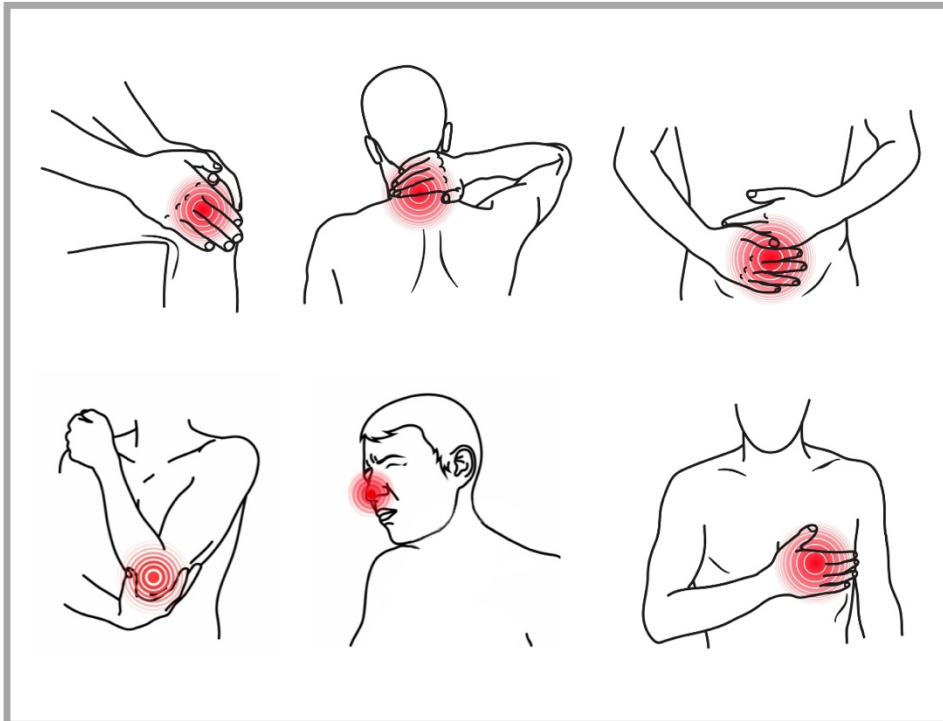


the problem(s) you see.

3.




4.

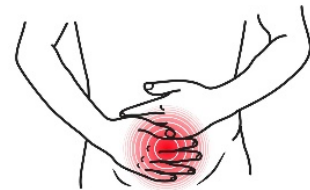


Matching Pictures



Draw  a line to the matching pictures.

1.



2.



3.



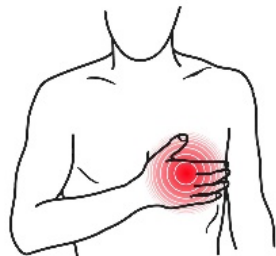
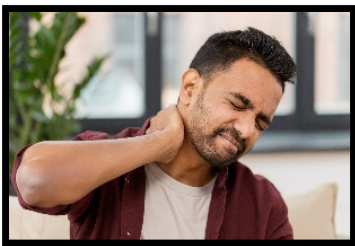
4.




5.

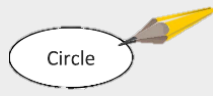


6.





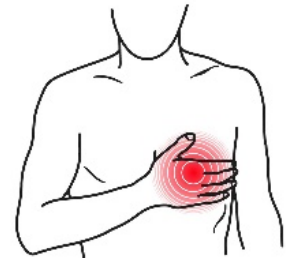
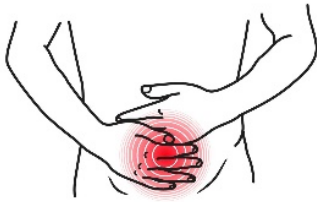
Read  the sentence and
the matching picture.



1.



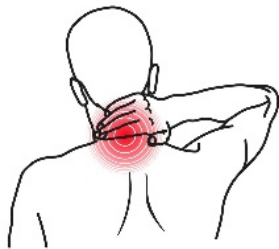
My chest hurts.



2.



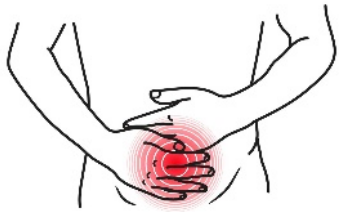
My back hurts.



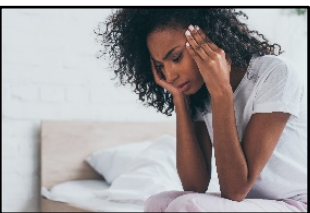
3.



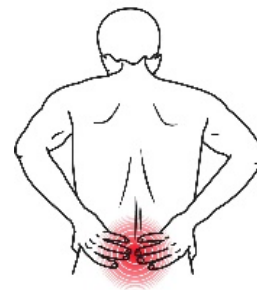
My stomach hurts.



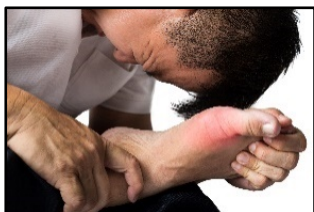
4.



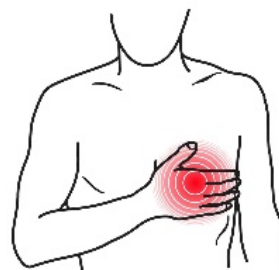
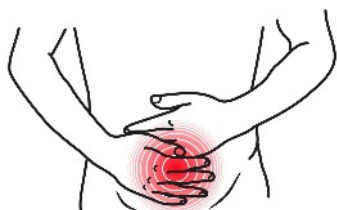
My head hurts.



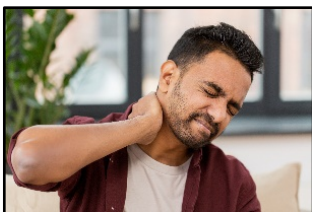
5.



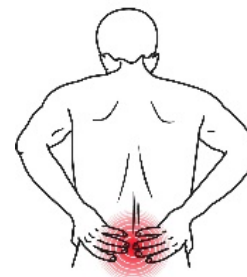
My foot hurts.



6.



My neck hurts.



Count and circle the words in the sentence.



My stomach hurts.




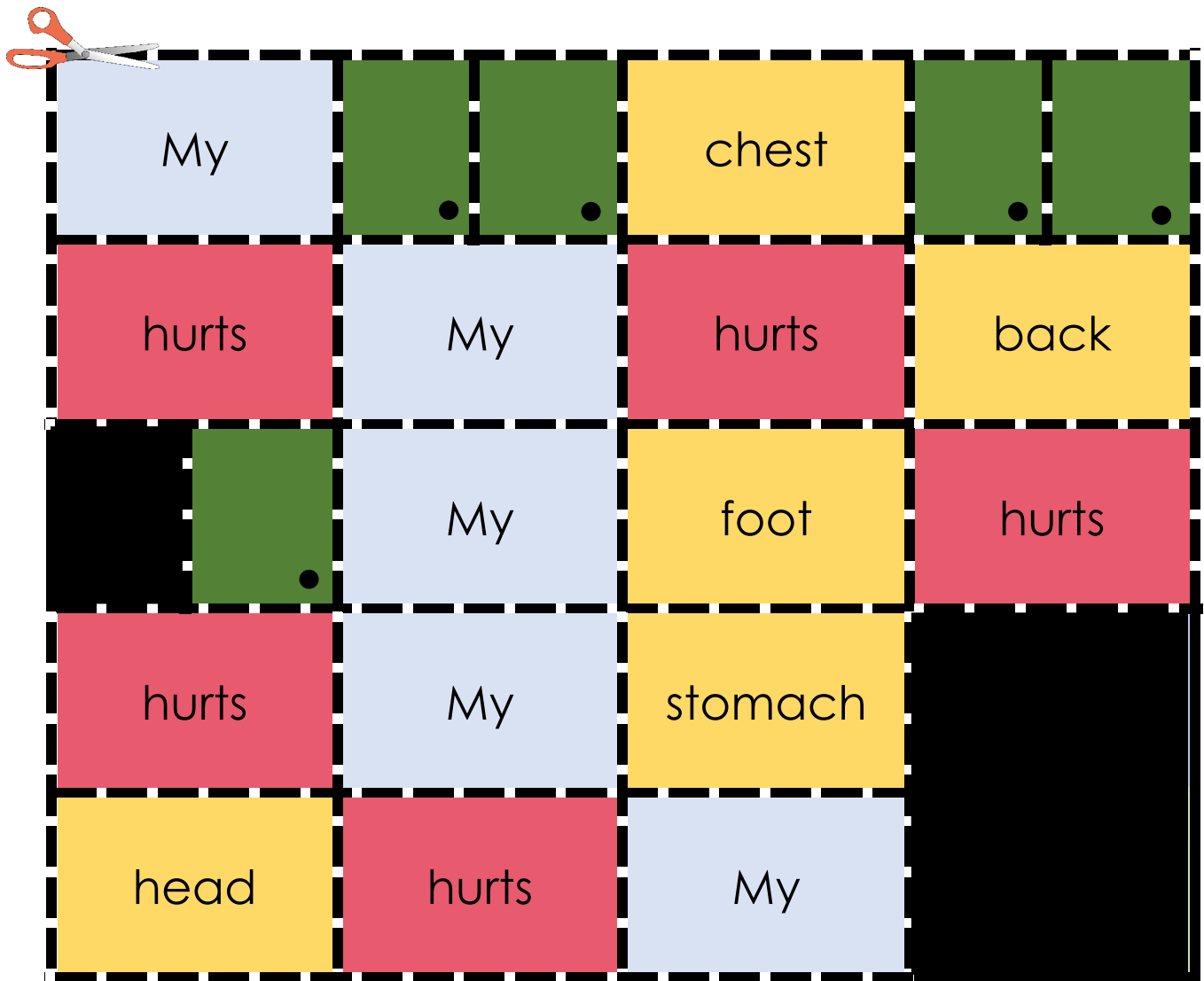
1 2 3 4 5

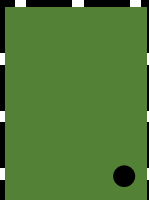
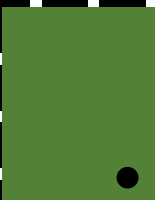
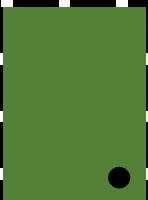
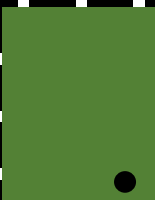

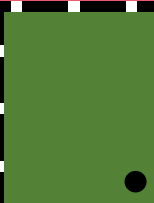
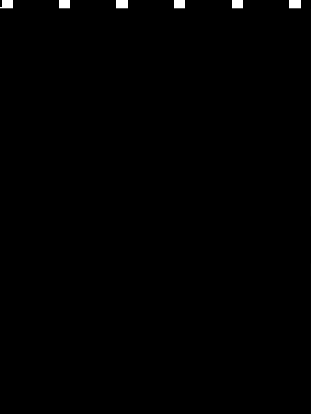
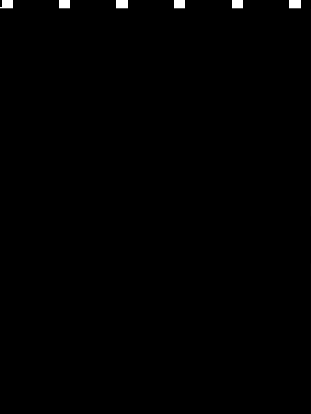
My back hurts.

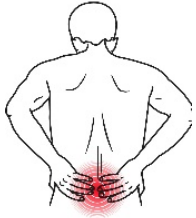


1 2 3 4 5

i Glue  the words next to the correct picture to make a sentence.



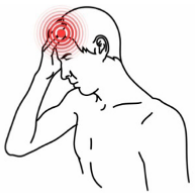
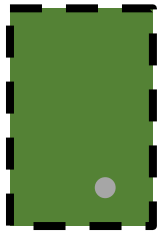
| | | | | | |
|--|--|---|---|---|---|
| My |  |  | chest |  |  |
| hurts | My | hurts | back | | |
|  |  | My | foot | hurts | |
| hurts | My | stomach |  | | |
| head | hurts | My |  | | |



My

back

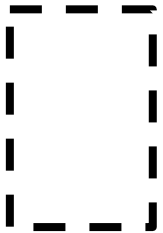
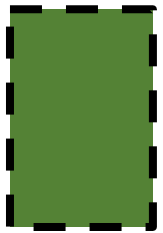
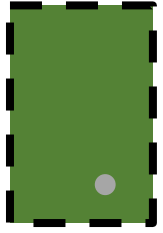
hurts






My



hurts



 Read  the sentences with a partner.
 Put a  if they can read it.

Classmate's name: _____

| | | |
|---|------------------------------------|--|
|  | <p>1.</p> <p>My nose hurts.</p> | |
|  | <p>2.</p> <p>My head hurts.</p> | |
|  | <p>3.</p> <p>My stomach hurts.</p> | |
|  | <p>4.</p> <p>My chest hurts.</p> | |



5.

My foot hurts.



6.

My back hurts.



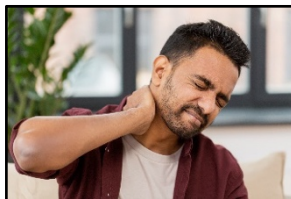
7.

My leg hurts.



8.

My hand hurts.



9.

My neck hurts.

Listening to a Friend's Bad News



Read  and role-play with a classmate.



Hi. How are you?



I'm good. How are you?



My back hurts.



Oh, I'm sorry. Take care.



and



the sentences

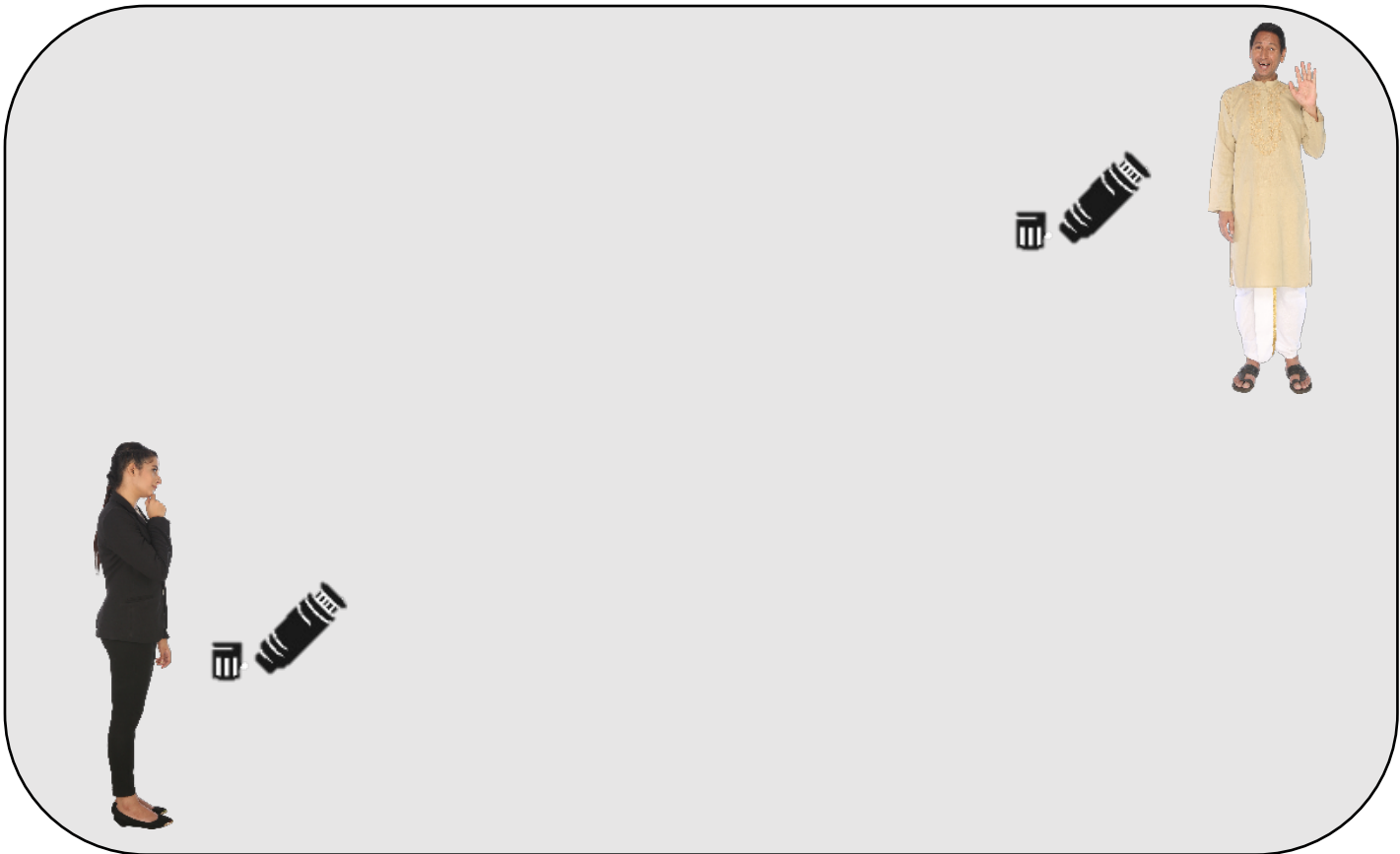
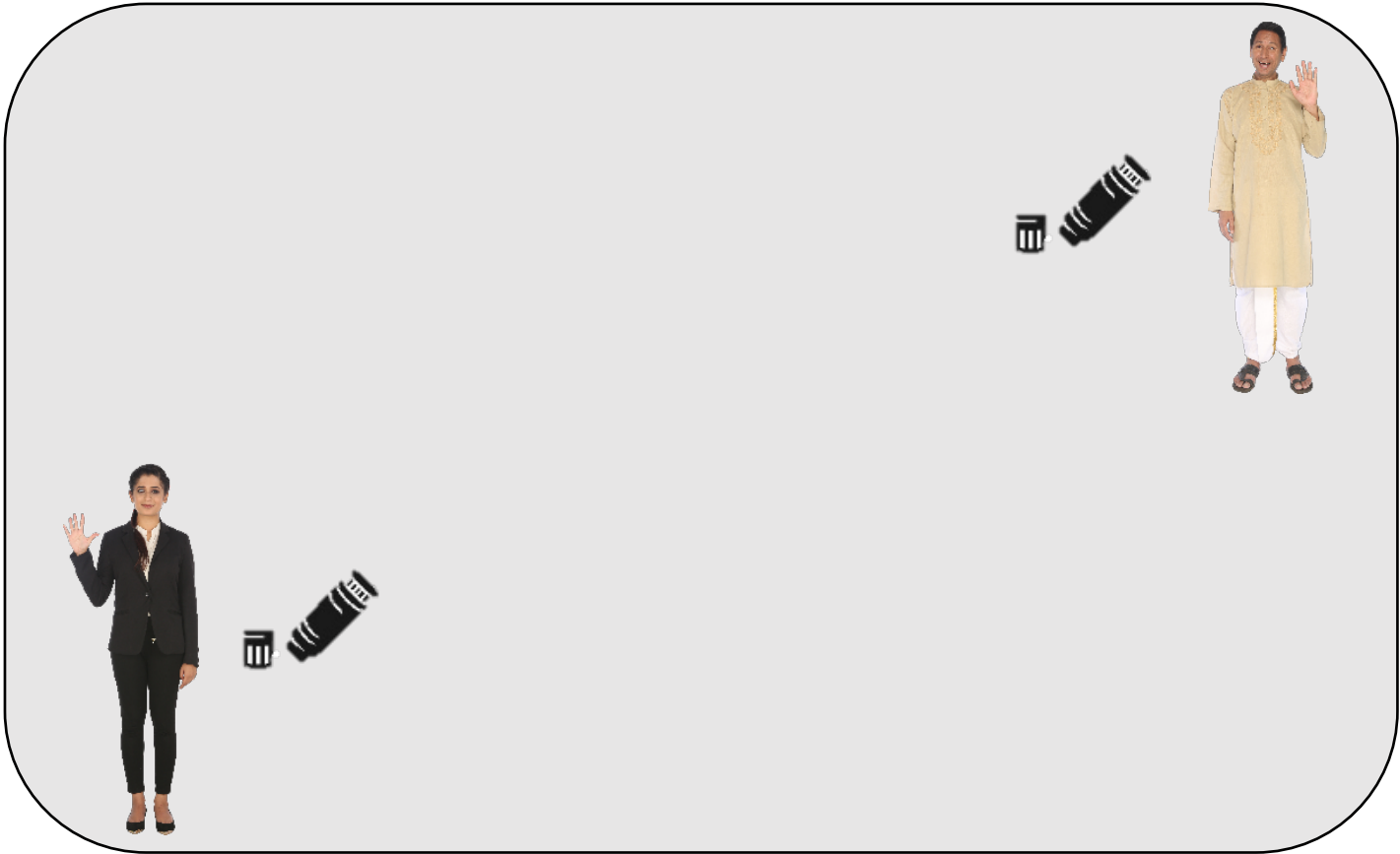
in order on the next page.

Hi. How are you?

Oh, I'm sorry. Take care.

My chest hurts.

I'm good. How are you?










Practice the dialogue with 4 classmates.



how they did.

| Classmate's name |  |
|------------------|--|
| <hr/> |  |
| <hr/> |  |
| <hr/> |  |
| <hr/> |  |

Skill-Using Activity (Peer Assessment)

Listening to Bad News

1 - Interacting with Others



Name: _____ Date: _____



Talk with a classmate using the dialogue on page 47.



how they did.

| Classmate's Name <hr/> | |
|---------------------------------|--|
| 1. can answer "how are you?" | |
| 2. can ask how you are. | |
| 3. can say "I'm sorry." | |



My neck hurts.

Should I go to the doctor?

What can I do?

Find out on the next page.

You can call  811 to ask
about health  problems.



For help in your language say

I speak _____.

Chant



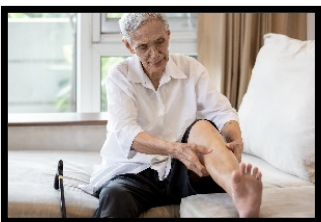
My back hurts

My back hurts

It really really hurts

Go to the doctor

Go to the doctor



My leg hurts

My leg hurts

It really really hurts

Go to the doctor

Go to the doctor





My neck hurts

My neck hurts

It really really hurts

Go to the doctor

Go to the doctor



My chest hurts

My chest hurts

It really really hurts

Go to the doctor

Go to the doctor





You can practice **days of the week** and **numbers** with these digital activities.



This is Heba.

Her back hurts on Monday.

Her back hurts on Tuesday.

Her back hurts on Wednesday.

Her back hurts on Thursday.

How many days does her back hurt?



1 2 3 4 5 6 7



This is Fasil.

His head hurts on Friday.

His head hurts on Saturday.

His head hurts on Sunday.

How many days does his head hurt?



1 2 3 4 5 6 7

Talking to the Doctor

Hello Doctor.



Hello. How are you?

Not good.



What's the matter?

My leg hurts.






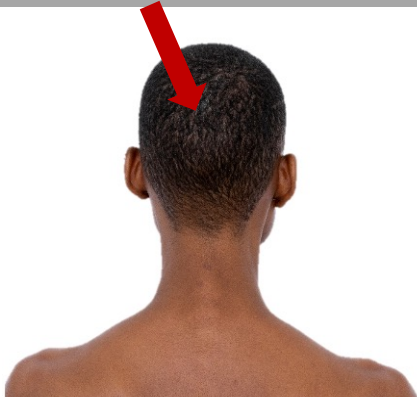

For how many days?

6 days.





Okay. Let me see.

 Listen to each  conversation.   Circle the answers you hear.

1.  

1 2 3 4 5 6 7

2.  

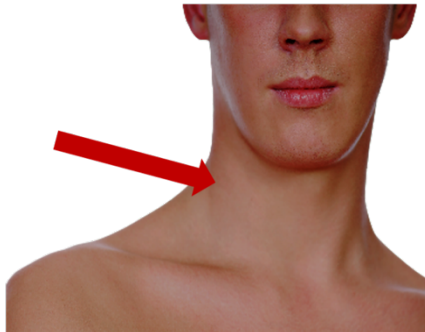
1 2 3 4 5 6 7

3.



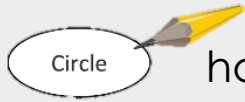
1 2 3 4 5 6 7

4.








1 2 3 4 5 6 7

Practice the dialogue from p. 58 with 4 classmates.



how they did.

| Classmate's name |  |
|------------------|--|
| <hr/> |  |
| <hr/> |  |
| <hr/> |  |
| <hr/> |  |

i



and



the sentences

in order on the next page.



10 days.

Okay. Let me see.

Hello Doctor.









Not good.

What's the matter?

For how many days?

Hello. How are you?

My back hurts.

| | |
|---|---|
| |  |
|  | |
| |  |
|  | |
| |  |
|  | |
| |  |
|  | |

Talking to the Doctor

1 - Interacting with Others 4 - Sharing Information



Name: _____ Date: _____



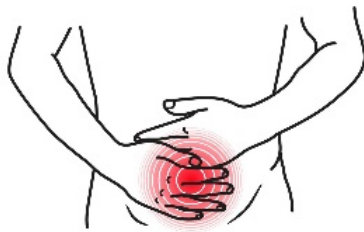
Role-play the examples below to practice talking to the doctor.

1.



5 days

2.



3 days

3.



6 days



and staple  the pages in order.



along with the digital story "[Amina's Head Hurts](#)".



This is Amina.

1.



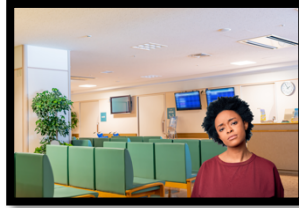
Amina is not good.

2.



Amina's head hurts.

3.



She goes to the clinic.

4.



She fills in a form.

5.



Amina sees the doctor.

6.



Amina is better.

7.



Circle

the picture that matches each sentence.
from "Amina's Head Hurts".

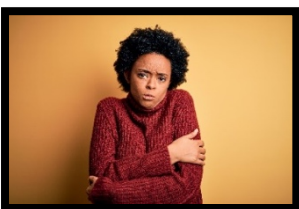
1. This is Amina.



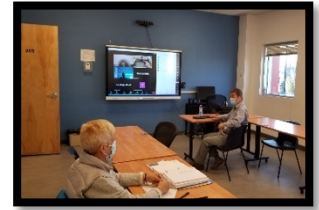
2. Amina is not good.



3. Amina's head hurts.



4. She goes to the clinic.



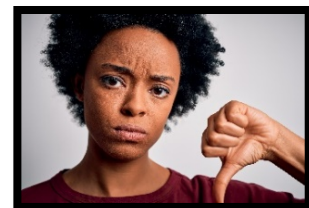
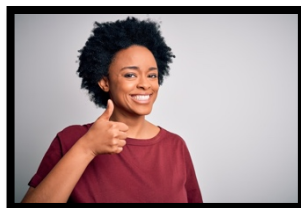
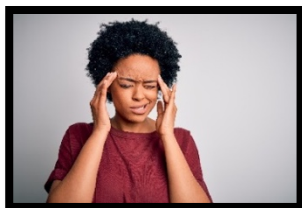
5. She fills in a form.



6. Amina sees the doctor.



7. Amina is better.



Count and circle the words in the sentence.



This is Amina.



1 2 3 4 5

Amina is not good.

1 2 3 4 5

Amina's head hurts.

1 2 3 4 5

She goes to the clinic.

1 2 3 4 5

She fills in a form.

1 2 3 4 5

Amina sees the doctor.

1 2 3 4 5

Amina is better.

1 2 3 4 5



Read



and trace



the sentences.

1. This is Amina.

This is Amina.

2. Amina is not good.

Amina is not good.

3. Amina's head hurts.

Amina's head hurts.

4. She goes to the clinic.

She goes to the

clinic.

5. She fills in a form.

She fills in a form.

6. Amina sees the doctor.

Amina sees the

doctor.

7. Amina is better.


Amina is better.

Reading about Amina

4 – Comprehending Information



Name: _____ Date: _____

i Look at the picture.  the sentence.  Circle Yes or No.

1. **This is Amina.**

Yes

No



2. **Amina is good.**

Yes

No



3. **Amina's back hurts.**

Yes

No



4. **She goes to school.**

Yes

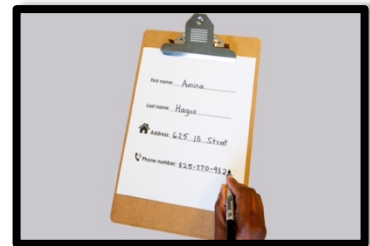
No



5. **She fills in a form.**

Yes

No



6. **Amina sees a teacher.**

Yes

No



7. **Amina is better.**

Yes

No





Amina fills in her form.

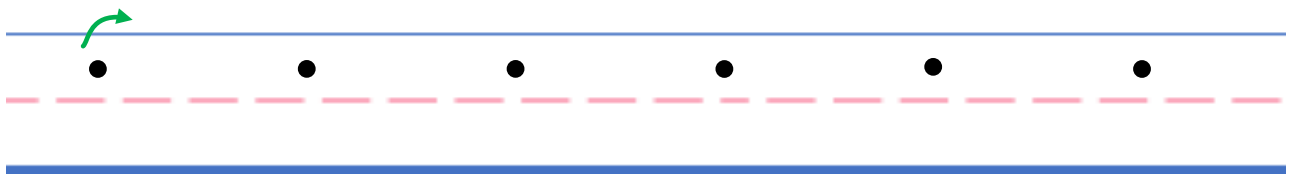
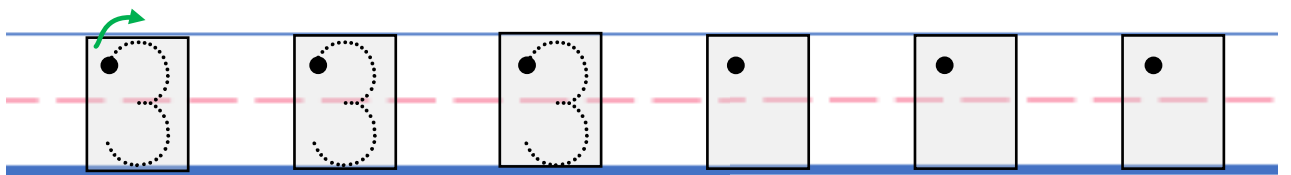
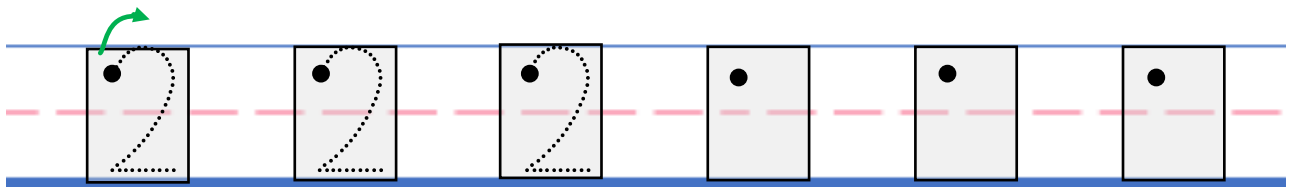
She writes numbers in her  .

She writes numbers in her  .

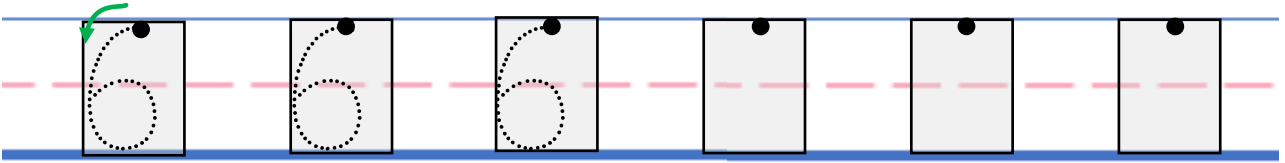
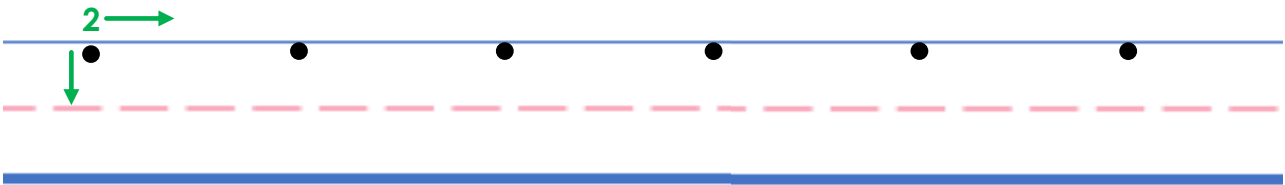
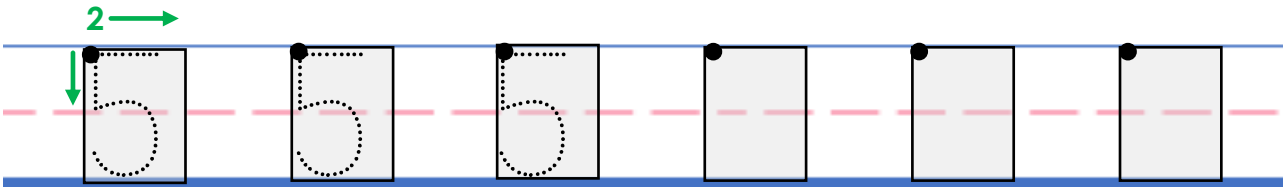
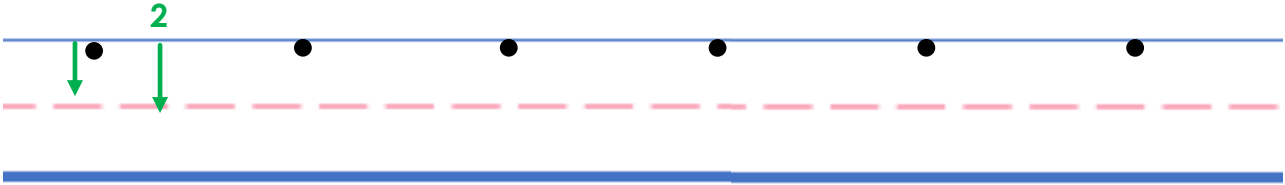
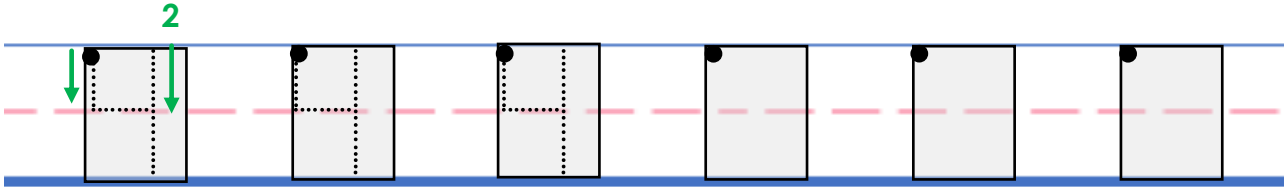
Practice writing numbers on the next pages.



Trace then write  each number.

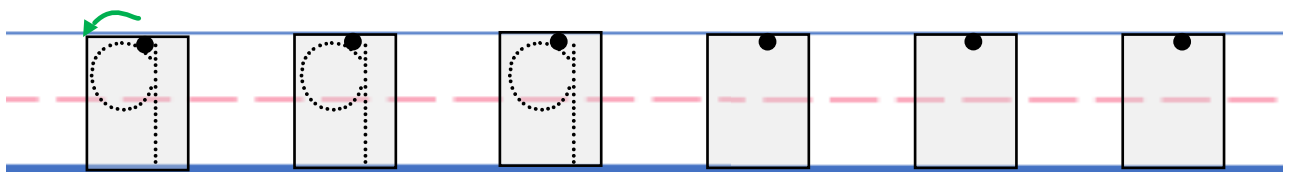
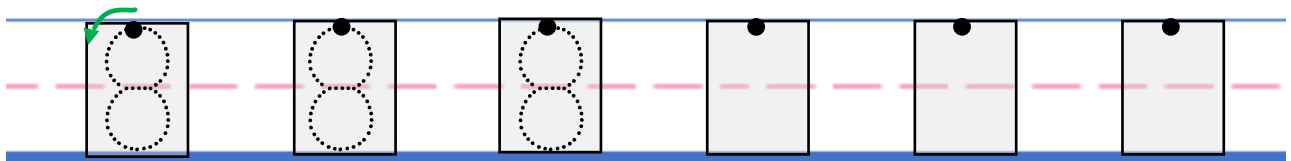
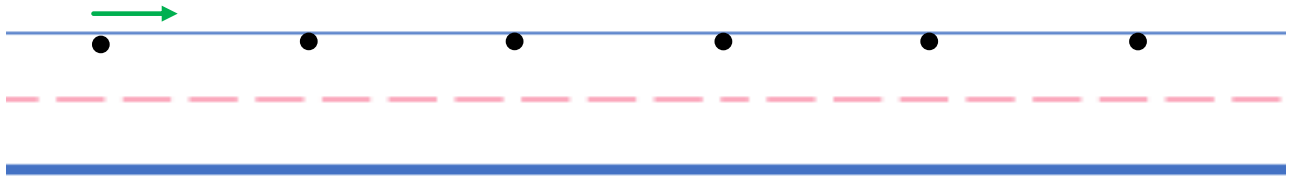
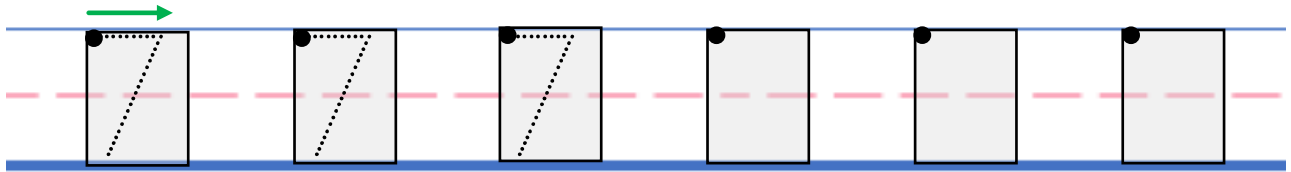


i Trace then write  each number.



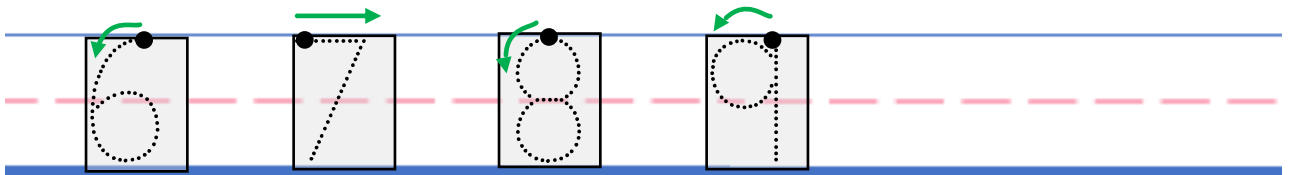
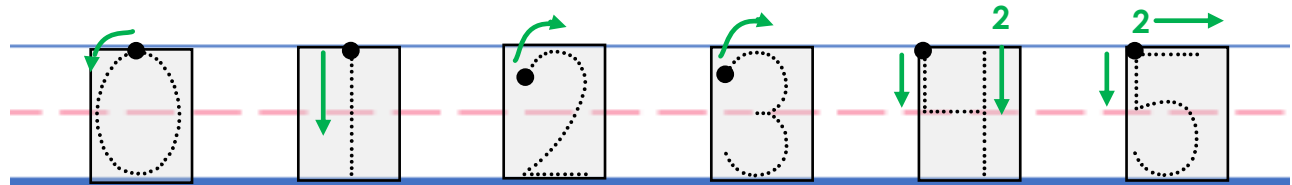
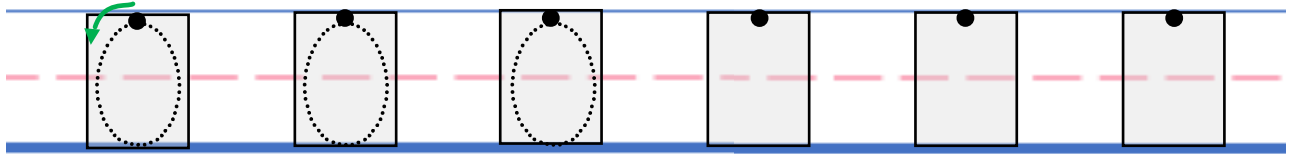


Trace then write  each number.





Trace then write  each number.





Read



Amina's form.



First name: Amina

Last name: Hagos



Address: 625 15 Street



Phone number: 825 - 770 - 4521



Copy



Amina's form.



First name: _____

Last name: _____




Address: _____



_____ - _____ - _____



Listen  to your teacher.



the information.

First name: _____

Last name: _____



_____ . _____ . _____

First name: _____

Last name: _____



_____ . _____ . _____



Listen  to 2 classmates.



their information.

First name: _____

Last name: _____



_____ - _____ - _____

First name: _____

Last name: _____



_____ - _____ - _____



Read



Abdi's form.



First name: Abdi

Last name: Osman



Address: 802 Manora Drive NE

City: Calgary

Province: AB



Phone number: 587 - 707 - 7231



Copy



Abdi's form.



First name: _____

Last name: _____



Address: _____

City: _____

Province: _____



_____-_____-_____-_____-_____-_____-_____-_____-_____-_____-



Fill



in the form for yourself.

First name: _____

Last name: _____



Address: _____

City: _____

Province: _____



_____ - _____ - _____



Ask 2 classmates for their personal information.

Fill out  the form for them.

First name: _____

Last name: _____



Address: _____

City: _____

Province: _____



_____ - _____ - _____

First name: _____

Last name: _____



Address: _____

City: _____

Province: _____



_____ - _____ - _____

Filling out a Form

2 – Reproducing Information 3 – Getting Things Done



Fill in the form for yourself. You can look at your



First name: _____

Last name: _____



Address: _____

City: _____

Province: _____



_____-_____-_____-_____-_____-_____-_____-_____-_____-_____-

Name: _____

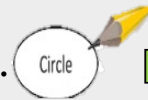
Date: _____



Learning Reflection A Visit to the Doctor













i Listen to your teacher read the sentences.



or



| | |
|---|---|
| 1. I like talking to the doctor in English. |   |
| 2. I like reading Amina's story. |   |
| 3. I like filling in a form. |   |
| 4. I like counting letters and words. |   |
| 5. I like activities on the computer. |   |

CLB Assessments





CLB 1 Listening Assessment

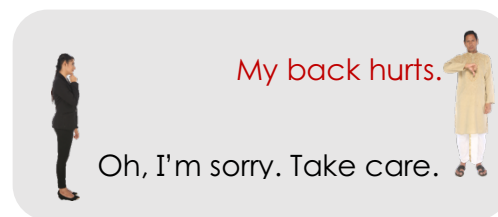
Name: _____ **Date:** _____

Task: Responding to Greetings

Competency: Interacting With Others

Instructions: *(explained orally to learners)*

1. Respond to your classmates' greeting and bad news using the dialogue practiced on page 47 (pictured below).



Criteria

- Responds to greetings. / 2
- Responds to bad news. / 2
- Uses appropriate eye-contact and non-verbal cues. / 2

Result





CLB 1 Speaking Assessment

Name: _____ **Date:** _____

Task: Talking to a doctor.

Competency: Interacting With Others and Sharing Information

Instructions: *(explained orally to learners)*

1. Look at your role-play card. Respond to a doctor's greeting and questions using the dialogue practice on page 58.

***Overall** You can respond to a doctor's questions **Yes** **No**

Criteria

- Answers greeting properly. / 2
- Uses correct body vocabulary (*My __ hurts*). / 2
- Answers times properly (*__ days*). / 2

Result


Not Yet
0-2


Almost There
3-4


Successful
5-6 (including *)

Feedback

Recording Sheet for Teachers

| Questions for Teacher | Student Responses/Notes |
|-------------------------------|-------------------------|
| 1. Hello. How are you? | |
| 2. What's the matter? | |
| 3. For how many days? | |

CLB 1 Speaking Assessment

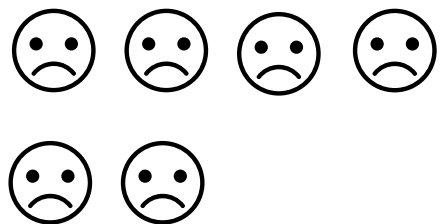
Student Role-Play Cards



4 days



6 days





CLB FL Reading Assessment

Name: _____ **Date:** _____

Task: Reading a Story

Competency: Comprehending Information

Instructions: *(explained orally to learners)*

1. Listen to your teacher read 5 sentences one at a time.
2. Show the picture that best matches each sentence.

Criteria

- Shows the correct photo for each sentence. / 5
(2 points per correct photo.)

Result



Not Yet
0-4



Almost There
5-6



Successful
7-10

Instructor page

CLB FL Reading Assessment

Task: Reading a Story

Competency: Comprehending Information

Story

1. Nala is not good.
2. Her head hurts.
3. She goes to the clinic.
4. She fills in a form.
5. Nala sees the doctor.

Instructions:

1. Cut out **one copy** of story pictures (pages 3 - 5) for student use.
2. Randomly display the five pictures on a table or desk.
3. Read each sentence above in order, one at a time, and ask the student to show you the picture that matches each sentence.
4. You may read each sentence three times if necessary.

Literacy Skills:

- Locates specific features in a photograph
- Begins to recognize that photographs of people convey emotions
- Uses photographs to aid in story comprehension
- Recognizes documents relevant to health care










CLB 1L Reading Assessment

Name: _____ **Date:** _____

Task: Reading a Story

Competency: Comprehending Information

Instructions: *(explained orally to learners)*

1. Read the story about Nala.
2. Answer the questions. Your teacher will read the questions with you.  Yes or No.

Criteria

- Answers the five questions correctly. / 5
(2 points per correct per yes / no question).

Result



Not Yet
0-4



Almost There
5-6



Successful
7-10

Instructor page

CLB 1L Reading Assessment

Task: Reading a Story

Competency: Comprehending Information

Instructions:

1. Distribute the story on **page 3 of 4** to each student.
2. Allow the students to read the story in pairs. Provide support as required.
3. Distribute **page 4 of 4** with yes / no questions to each student.
4. Sit with each student individually and have them read and answer the questions.

Literacy Skills:

- Locates specific features in a photograph.
- Uses photographs to aid in story comprehension.
- Attends to the first letter and its corresponding sound when reading familiar oral vocabulary.
- Employs sight word recognition when reading simple stories.
- Appeals to authority to check comprehension.



Nala is not good.



Her head hurts.



She goes to the clinic.



She fills in a form.



Nala sees the doctor.

1. Nala is good.

Yes

No



2. Nala's back hurts.

Yes

No



3. She goes to school.

Yes

No



4. She fills in a form.

Yes

No



5. Nala sees the doctor.

Yes

No





CLB FL Writing Assessment

Name: _____ Date: _____

Task: Filling Out a Form

Competency: Getting Things Done and Reproducing Information

Instructions: *(explained orally to learners)*

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

| | | |
|--|------------|-----------|
| *Overall You can fill out a medical form. | Yes | No |
|--|------------|-----------|

| Criteria | | |
|---|--|-----|
| • 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 (including *) |

| Feedback | |
|----------|--|
|----------|--|

CLB FL Writing Assessment

First name: _____

Last name: _____



_____ - _____ - _____



CLB 1L Writing Assessment

Name: _____ Date: _____

Task: Filling Out a Form

Competency: Getting Things Done and Reproducing Information

Instructions: *(explained orally to learners)*

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

| *Overall | You can fill out a medical form. | Yes | No |
|----------|----------------------------------|-----|----|
|----------|----------------------------------|-----|----|

Criteria

- | | |
|--|-----|
| • Information is written in the correct place | / 3 |
| • Information is copied accurately, including capitals and punctuation | / 3 |
| • Printing is legible | / 2 |

Result


Not Yet
0-3


Almost There
4-5


Successful
6-8 (including *)

Feedback

CLB 1L Writing Assessment

First name: _____

Last name: _____

Address: _____

City: _____

Province: _____



_____-_____-_____-_____-_____-_____-_____-_____-_____-_____-