

Literacy Foundation
Literacy 1

Recycling, Garbage, and Compost

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

**COMPLETE
MODULE PACKAGE**



Contents

Section 1 – Information for Instructors

Section 2 - Student Package

Section 3 – Real-World Task Assessments

We welcome and appreciate all feedback. Please fill out our anonymous survey [here](#) after using the module (you can also scan the QR code below).



**Literacy Centre
of Expertise**

2023 Literacy Centre of Expertise

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit: <http://creativecommons.org/licenses/by-nc-sa/4.0/>

(Reproduction of this material is permitted for non-commercial, educational use only as stipulated in the above CC license)

Section 1

Information for Instructors

- I. Rationale
- II. Vocabulary
- III. Developing context
- IV. Developing Skills
- V. Using Digital Activities
- VI. Administering Assessments
- VII. Module Plan

I. Rationale

This module was designed to....

- introduce different types of household waste disposal.
- promote proper recycling and composting.
- create an awareness and understanding of environmental print.

This module includes activities that practice...

- counting syllables.
- matching symbols and images.
- short and long words.
- initial consonant and consonant blend sounds.
- recognizing different fonts.
- reading signs.

II. Vocabulary

Oral language and vocabulary development is an important part of this module. The chart below includes words that appear in this module that may be new to the learners. This list can be expanded upon based on learner interests and needs.

Key Module Vocabulary	Background Knowledge
<ul style="list-style-type: none">• garbage• recycling• compost• cart• soil• food scraps• yard waste• plastic• glass• cans• cardboard• paper• diapers• foam	<ul style="list-style-type: none">• blue• green• black
	Concept Vocabulary
	<ul style="list-style-type: none">• put• in• where

III. Developing Context

1. Before working on skills development, it is important to set up the **context** of the module. The **digital story** “Donna Recycles” acts as an introduction to the topic that will be studied. The story encourages discussion and gives learners the opportunity to share their **previous knowledge and lived experience**. Do not focus on the written words in the story for this activity. Ask questions like: *“How many carts do you have outside your house?”* *“What colour are they?”* *“What do you put in the blue cart?”* *“Did you recycle in your country?”*
2. As a class, **brainstorm** a list of words the learners already know about the topic. Keep a tally of how many words and celebrate learners' knowledge. Ask the learners to **predict** how many new words they will learn by the end of the module. Decide where to write new words.
3. The **Goal Setting** worksheet is intended generate interest in the topic. There is not any text on the sheet intentionally. If the learners do not have a colour copy display the coloured version in the class.

IV. Developing Skills

1. **Oral language development** should precede reading, writing and spelling activities. It is important to help the learners understand the meaning of new words in their first few interactions. Use the flashcards at the beginning of the module and images to discuss the meaning. Some flashcard activities are:
 - a) In pairs, learners ask each other “**Show me** (insert flashcard vocabulary here)”. They take turns asking and showing the flashcards.
 - b) Play **Concentration** (memory) with image flashcards.
 - c) Play **Kim’s Game**. Display all the vocabulary flashcards, ask the learners to look away or close their eyes and then remove one image. The learners then call out the one that is missing. They can also do this in pairs once they understand the activity.
 - d) Ask the learners to **group** the flashcards into recycling, garbage and compost.
2. When introducing the written word for new vocabulary and reading activities use **phonics principles**. Talk about first letter - first sound, count syllables and notice spelling patterns.
3. Appeal to all **types of learners** by interacting with new material in several different ways. Extension activities can include:
 - a) Create a class poster and do short presentations in other classes.
 - b) Sing chants and songs related to the topic like. Here is one example:
<https://www.youtube.com/watch?v=DyhbovE5lrk>

c) Have learners bring in pictures of the compost pail, garbage can and recycling containers that they keep in their house. Print the pictures and try to guess which learner uses which container.

4. Add more skill-building activities when necessary. If any of the skills in the module are new to the learners, give the learners more practice. Personalizing what is being taught will help student **retention** of new material.
5. **Differentiate instruction** when necessary. Some learners will have gaps in their learning. Address these gaps with **group work**. There are several ways to create groups. You can create first language groups for students to help each other in their first language. You can assign groups with a stronger student and weaker students. This will require some training on how to help each other. You can also give different tasks to different groups. For example, one group can be doing a sorting activity with images and the other with words.
6. Include **movement** and **TPR** (total physical response) in your classroom activities as often as possible.

V. Using Digital Activities

1. All digital activities should be done as a class a several times before expecting the students to interact independently with the resource. If possible, share the activity with the learners digitally and in paper format when appropriate. Help learners to scan QR codes with their phones if they have one.
2. The digital story can act as a whole in the **Whole-Part-Whole** approach to learning. Use it to introduce the topic and generate interest. The first few times through the story focus on comprehension and new vocabulary. Use the images to help with comprehension. The story should be revisited several times throughout the module to individually address skills such as:
 - a) Syllabication.
 - b) Pronunciation.
 - c) Blending sounds in a word.
 - d) Linking words.
 - e) Intonation.
 - f) Reading sight words.
 - g) Understanding comprehension questions.
3. **Skill-Building** listening and speaking digital activities give learners the opportunity to hear different speakers and listen as many times as they wish. Present these activities to the entire class the first time and explain how to use them. When possible, share the activity digitally so that the learners may use them to improve their skills.

VI. Administering Assessments

1. Real-world task assessments should be done a day or two after the Skill-Using Activity.
2. The tasks are intentionally ordered by skill, first listening, then speaking then reading then writing. The learners move from receptive oral language to productive written language.
3. For all assessments, go over the instructions and make sure that all learners understand what is expected of them.
4. The **Listening Assessment** is designed to be done one-on-one with the instructor and one learner.
5. The **Speaking Assessment** is best done one-on-one.
6. 6. The **Reading Assessment** is designed to be done one-on-one with the instructor and one learner.
7. Prior to the **Writing Assessment** go over the criteria for success.

VII. Module Plan

THEME: Community
Compost

MODULE: Recycling, Garbage and

	Listening CLB Level: CLB 1	Speaking CLB Level: CLB 1	Reading CLB Level: FL/1L	Writing CLB Level: FL/1L
Real-World Task Goal(s)	Following Recycling Instructions	Answering Recycling Questions.	Reading Recycling Signs	FL – Labelling a Picture 1L – Labelling a Poster
Context / Background Information	Appropriate waste disposal is mandatory in Canada. Students may be aware that they are required to recycle and compost but the rules may be different from their previous experience.			
CLB Competency Area(s) and Statements	Listening CLB 1 II: Comprehending Instructions <ul style="list-style-type: none"> Understands very short, simple instructions, commands, and requests. 			
	Speaking CLB 1 III: Getting Things Done <ul style="list-style-type: none"> Make and respond to a range of requests and offers. 			
	Reading CLB FL/1L II: Comprehending Instructions <ul style="list-style-type: none"> Understand very short, simple instructions for common, familiar everyday situations. 			

	Writing CLB FL/1L II: Reproducing Information <ul style="list-style-type: none"> • Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks. 	
Language Focus	Vocabulary	garbage, recycling, compost, cart, food scraps, yard waste, plastic, glass, cans, cardboard, paper, diapers, foam, blue, green, black, put, in, where, soil
	Grammar and Sentence Patterns	Imperative Sentences: ex. Put <u>cans</u> in the <u>blue</u> cart. Where Questions: Ex. Where do I put <u>plastic</u> ?
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. 	
Literacy Skills	<ul style="list-style-type: none"> • Begins to interpret the meaning of visual pictorial/symbolic information • Develops and uses oral vocabulary and rote phrases related to the theme. • Begins to understand with the aid of visual support some words and rote phrases used for instructions and direct action. • Differentiates between long and short words, orally and in print. • Attends to first sound when learning new oral vocabulary. • Comprehension is aided by realia. • Begins to group like objects together. • Attempts to use a guideline to guide familiar word formation. • Copies word labels onto a poster. • Claps to recall the rhythm of new oral vocabulary. • Uses letter counting and choral spelling to check accuracy while copying a familiar word from a model. • Locates specific concrete objects in familiar photographs and pictures. • Recognizes the same text in different fonts. • Matches realia item to corresponding personal photo. 	

Assessment Tasks	Follow garbage, recycling and compost instructions.	Answer garbage, recycling and compost questions.	Read garbage, recycling and compost signs.	Label a recycling poster.
-----------------------------	---	--	--	---------------------------

Section 2

Student Package

Literacy Foundation
Literacy 1

**Recycling, Garbage,
and Compost**



Student Package

Online Interactive Activities List

1.



[Vocabulary Building](#)



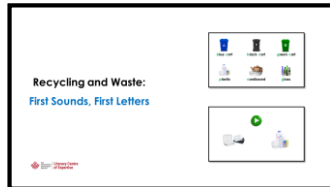
2.



[Story: Donna Recycles](#)



3.



[First Sounds, First Letters](#)



4.



["My Canadian English" Video: Recycling, Garbage and Compost \(pictures\)](#)



5.



["My Canadian English" Video: Recycling, Garbage and Compost \(words\)](#)



6.



[Sort It Right Game \(City of Calgary\)](#)



Recycling and Waste



Look at the pictures below.
Discuss the questions as a class.

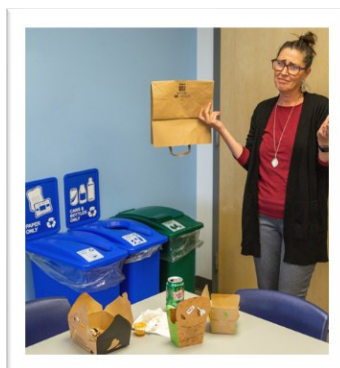


- ① What are these things?
- ② Where do you put **garbage**?
- ③ Where do you put **recycling**?
- ④ Why do we recycle?

Story: Donna Recycles



Look at the pictures from the story.



What do you see in the pictures?



Now read the [story](#) as a class.



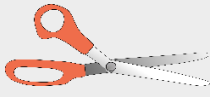
Name: _____ Date: _____

Recycling and Waste Goal-Setting



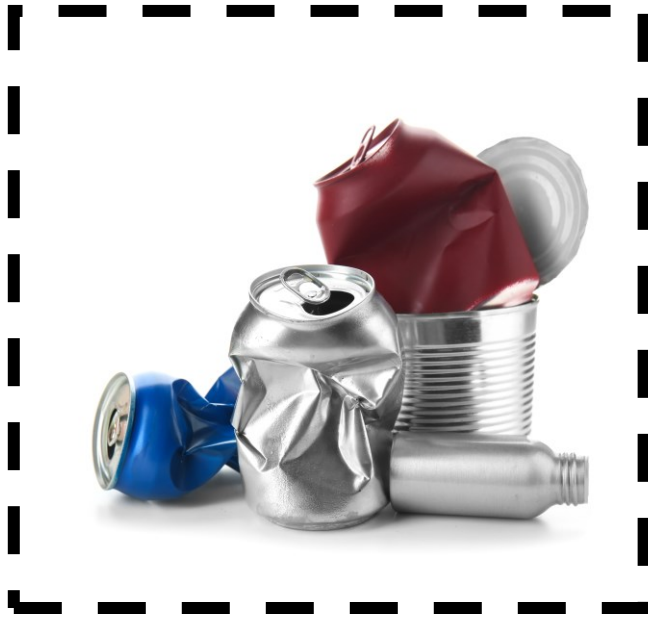
the pictures you want to learn about.





the flashcards on pages 5-9.











recycling



garbage



compost



Show Me

- i** 1. You teacher will open the Vocabulary Building activity [here](#). Your teacher will click each picture to play the sound of the word.
3. Hold up the flashcard that matches each picture on the screen and repeat the word you hear.
4. Repeat with all of the words.

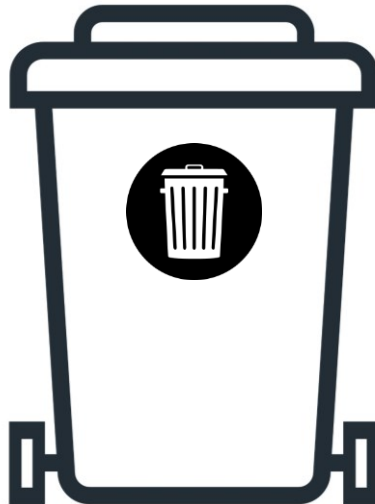
Recycling and Waste:
Vocabulary Building

 **Literacy Centre
of Expertise**

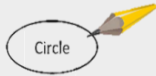


Colour the Carts

i Colour the waste carts using **blue**, **green** and **black**.



Same or Different?



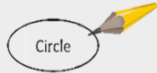
the items that are the same.

1.



2.





the items that are the same.

3.



4.

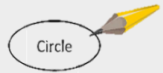














5.



How Many Syllables?

i Listen to your teacher say the word and the number of syllables.



1. 	  
2. 	  
3. 	  

4.



5.



6.



7.



8.



What goes in the blue cart?



Watch the video [here](#) and



the items

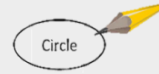
that go in the blue cart.



What goes in the green cart?



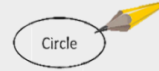
Watch the video [here](#) again and the items that go in the green cart.



What goes in the Black Cart?



Watch the video [here](#) again and the items that go in the black cart.



Skill-Using Activity (CLB 1)


Listening to Recycling Instructions

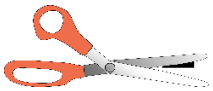
2 – Comprehending Instructions



Name: _____ Date: _____



1.  the pictures below.
2. Listen to six (6) instructions from your teacher. *Ex. "Put cans in the blue cart".*
3. Place the small pictures in the table beside the correct cart on page 24.
4. Glue the pictures.







Skill-Using Activity (CLB 1)

Giving Recycling Instructions

3 – Getting Things Done



Name: _____ Date: _____

- i** 1. Your partner will show you the flashcard that matches the picture in each number (ex. #1 is plastic)
2. Tell them where to put it: ex. *"In the blue cart"*.
3.   the cart you tell them.

1. 	  
2. 	  

<p>3.</p> 	  
<p>4.</p> 	  
<p>5.</p> 	  
<p>6.</p> 	  

Matching Symbols and Pictures #1

i



the symbol that matches the picture.

1.


















2.




3.



<p>4.</p> 	 
<p>5.</p> 	 
<p>6.</p> 	 
<p>7.</p> 	 
<p>8.</p> 	 

i

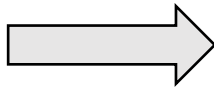


the pictures below.  the pictures in the boxes beside the symbols on pages 30-31.

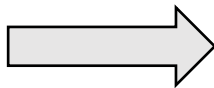


Matching Symbols and Pictures #2

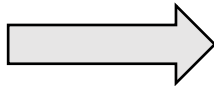
1.



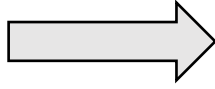
2.



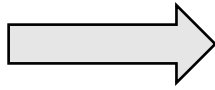
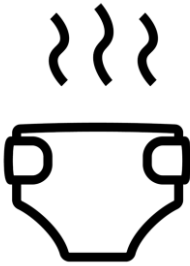
3.



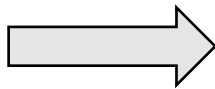
4.



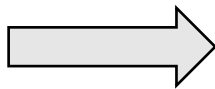
5.



6.

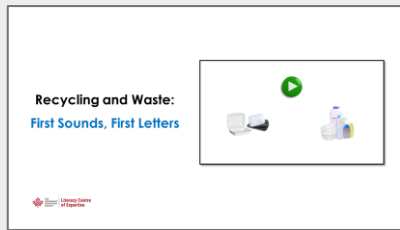


7.

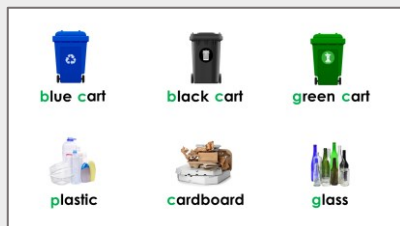


First Sounds

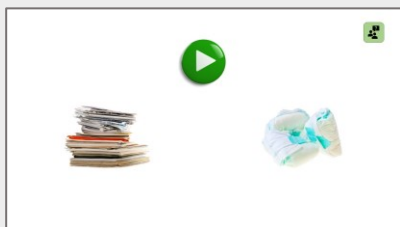
- i** 1. Your teacher will open the “**First sounds, first letters**” activity [here](#).



2. Listen as your teacher clicks each green letter to hear the first sounds of the words.



3. Then your teacher will click the green play button to play a sound. Tell the teacher which picture has the same first sound as the sound you hear. Then practice choosing the first letter.



Show Me – First Sounds

- i** 1. You teacher will say the first sound of one of the recycling and waste words ex. “/p/”.
- 2. Hold up any flashcards that start with that sound ex. “paper” and “plastic” for /p/.
- 3. Your teacher will repeat with other first sounds of vocabulary words ex. “/f/” (food scraps), “/k/” (cardboard, cans), “/d/” diapers etc.



Short and Long Words

i



the words below.



the **short** words on page 35.



the **long** words on page 36.



glass

foam

cans

paper

cardboard

yard

recycling

waste

compost

garbage

Short Words

→ Short ←




Long Words

← Long →



First Letters, First Sounds



1. Look at each picture and say the word.
2.  the correct first letters for each word.

1.



c

gl

p

2.



c

d

g

3.



d

g

pl

4.



d

f

n

5.



g

m

p

6.



c

g

p

7.



c

d

n

8.



f

m

y

9.



c

p

y

First Letters, First Sounds #2



the first letters for each word.

1.



paper

2.



__ _ass

3.



__ans

4.



_iapers

5.



_ardboard

6.



_ard _aste

7.



_ood _ _raps

8.



_oam

9.



_ _astic

10.



_ecycling

Counting Letters



Count the letters and



the correct number.

1.



glass

4



2.



cans

4

5

3.



paper

5

6

4.



diapers

7

8

5.



foam

3

4

6.



cardboard

8

9

7.




plastic

6

7

Matching Words



Read  the words under the pictures and the word that is the same.



1.



cans

cans

food

2.



paper

plastic

paper

3.



foam

food scraps **foam**

4.



glass

glass

plastic

5.



plastic

paper

plastic

6.



cardboard

diapers

cardboard

7.



yard waste

yard waste

food scraps

i



the word cards below and match with your picture flashcards. Glue on the back of the pictures.



paper

cans

diapers

glass

plastic

foam



blue cart

green cart

black cart

yard waste

food scraps

cardboard

Matching Words



the words that match the picture.

1.



glass

2.



glass

paper

3.



food scraps

paper

4.



cans

plastic

5.



diapers

cardboard

6.



yard waste

paper

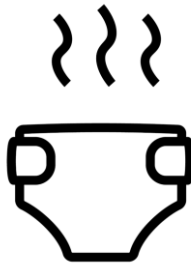
7.



glass

foam

8.



cardboard

diapers

9.



glass

foam

10.



compost

recycling

Reading Recycling Signs

2 – Comprehending Instructions



Name: _____ Date: _____



1. Read the instruction

2.



the correct cart.

1.



Put cans in the blue cart.



2.



Put foam in the black cart.



3.



Put paper in the blue cart.



4.



Put food scraps in the green cart.



5.



Put plastic in the blue cart.



Tracing Words

i Trace the words.

1.



g l a s s

2.



p a p e r

3.



c a n s

4.



plastic

5.



foam

6



food scraps

Copying Words

i Copy the words.

1.



cans

c a n s

2.



foam

3.



glass

4.



paper

5.



cardboard

6.



plastic


7.



yard waste

Checking Spelling

i Look at the two spellings of each word.

If correct,    . If incorrect,   .

1.



cans

cans



2.



plastic

plastic



3.



foam

foam



4.



foed scraps



food scraps

5.



cardboard



cardboard

6.



yadwaste



yard waste

Labelling Vocabulary

2 – Reproducing Information



Name: _____ Date: _____



Label the pictures on pages 65-66 using the correct words in the box.

diapers	plastic	cans
yard waste	food scraps	cardboard

1.



2.



3.



4.




5.



Name: _____ Date: _____

Recycling and Waste **Learning Reflection**

1.  how you feel about studying recycling and waste.



2. Copy three (3) words you learned in this module.

- _____
- _____
- _____

Section 3

Real-World Task Assessments





CLB 1 Listening Assessment

Name: _____ **Date:** _____

Task: Following Recycling Instructions

Competency: 4 - Comprehending Instructions

Instructions: *(explained orally to learner)*

1. Listen to five instructions from your teacher.
ex. "Put glass in the blue cart"
2. Put the items in the correct carts.

- Puts the item in the correct cart.

(Qs 1-5)

Result

____ / 10



Not Yet

0-4



Almost There

5-6



Successful

7-10



CLB 1 Listening Assessment

**To be filled out by instructor*

Name of Learner: _____

Date: _____

Instruction	Points
1. Put the _____ in the _____ cart	/ 2
2. Put the _____ in the _____ cart	/ 2
3. Put the _____ in the _____ cart	/ 2
4. Put the _____ in the _____ cart	/ 2
5. Put the _____ in the _____ cart	/ 2
Total = / 10	

CLB 1 Listening Assessment



For Instructor Only:

1. Print both the preceding sheets for learners, but only give them the first page. Have them write their name and the date. The instructor will fill out the second page (the learners will not see or fill out the second page until the test is finished and they staple and add along with first sheet to their portfolios).
2. You can use either realia (real recycling/waste bins and recycling/waste items) or module picture flashcards (if items are not available) for this assessment. This assessment is designed to be given one-on-one with teacher and one student only (adapt if necessary to suit your class situation).
3. Give your learners five (5) instructions (ex. “Put glass in the blue cart”). Be sure to mark down which instructions you gave to each learner (by filling in the blanks) and their score for each on page 2. Again, page 2 will only be filled out by instructors; learners will only write their name and the date on page 1.
4. When finished, staple page 1 and 2 together to be put in the learner's language portfolio.



CLB 1 Speaking Assessment

Name: _____ **Date:** _____

Task: Answering Recycling Questions

Competency: 3 - Getting Things Done

Instructions: (explained orally to learner)

1. Answer your teacher's questions about carts.

Ex. Q: "Where do I put plastic?"

A: "In the blue cart".

You can answer recycling questions.

Yes

No

- Answer five recycling questions about carts.

Result



Not Yet
0-4



Almost There
5-6



Successful
7-10

Feedback

CLB 1 Speaking Assessment



Name of Learner: _____

Date: _____

**To be filled out by instructor*

Instruction	Points
1. Q: Where do I put _____? A: In the _____ cart.	/ 2
2. Q: Where do I put _____? A: In the _____ cart.	/ 2
3. Q: Where do I put _____? A: In the _____ cart.	/ 2
4. Q: Where do I put _____? A: In the _____ cart.	/ 2
5. Q: Where do I put _____? A: In the _____ cart.	/ 2
Total = / 10	

CLB 1 Speaking Assessment



For Instructor Only:

1. Ask the learner five questions about recycling items using the dialogue below:

Instructor : “Where do I put plastic?”

Learner: “In the blue cart”.

2. You can use either realia (real recycling/waste bins and recycling/waste items) or module picture flashcards (if items are not available) for this assessment. This assessment is designed to be given one-on-one with teacher and one student only (adapt if necessary to suit your class situation).
3. Give your learners five (5) instructions (ex. “Put glass in the blue cart”). *Be sure to mark down which instructions you gave to each learner (by filling in the blanks) and their answer/ score for each on page 2. Again, page 2 will only be filled out by instructors; learners will only write their name and the date on page 1.*
4. *When finished, staple page 1 and 2 together to be put in the learner’s language portfolio.*



Foundation Literacy Reading Assessment

Name: _____ **Date:** _____

Task: Reading Recycling Signs

Competency: 2 - Comprehending Instructions

Instructions: *(explained orally to learner)*

1. Read the signs.
2. Follow the instructions on the signs.

- Put the item in the correct bin. (2 points for each correct answer)

Result

_____ / 10



Not Yet
0-4



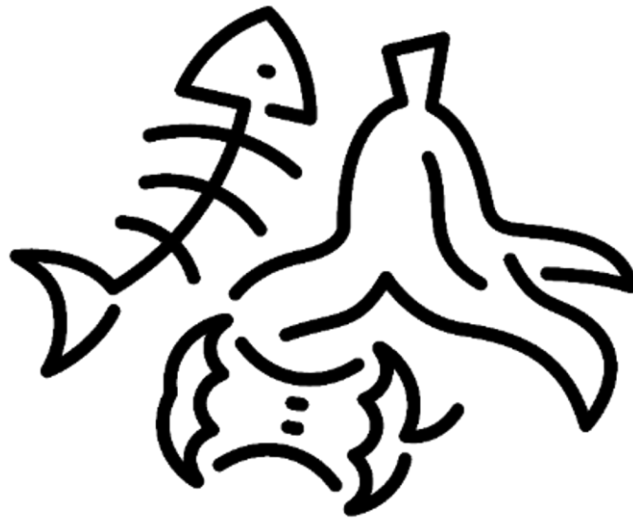
Almost There
5-6



Successful
7-10

- Signs

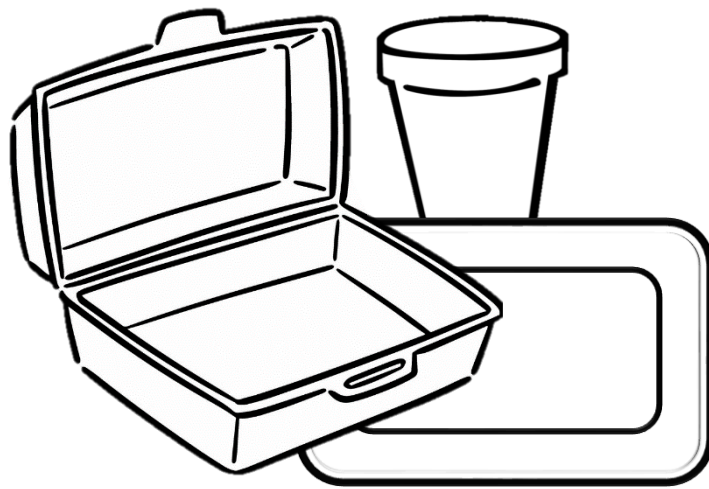




food scraps



paper



foam



glass

Foundation Reading Assessment



For Instructor Only:

Setup: You will need:

- Five realia items that match the signs (ex. scrap paper, a pop can, a glass bottle, a foam container, and a banana peel) or high quality colour pictures or flashcards from the module of these items.
- Three coloured carts/bins (black for garbage, blue for recycling and green for compost/organic waste) or if using pictures, use the coloured cut-outs of these carts found with the flashcards in the student module package.
- Five Signs (see previous five pages)

Instructions

1. Place the 5 items/colour pictures of items on the table.
2. Show the learners one of the five signs.
3. The learners must follow the instructions to put realia matching the item in the correct cart/bin (blue, green, black) or the coloured pictures on top of the black/blue/green cart cut-outs.



CLB 1L Reading Assessment

Name: _____ **Date:** _____

Task: Reading Recycling Signs

Competency: 2 - Comprehending Instructions

Instructions: 1. Read the signs.

2. Follow the instructions on the signs.

- Put the item in the correct bin. (2 points for each correct answer)

Result

____ / 10



Not Yet
0-4



Almost There
5-6



Successful
7-10

- Signs



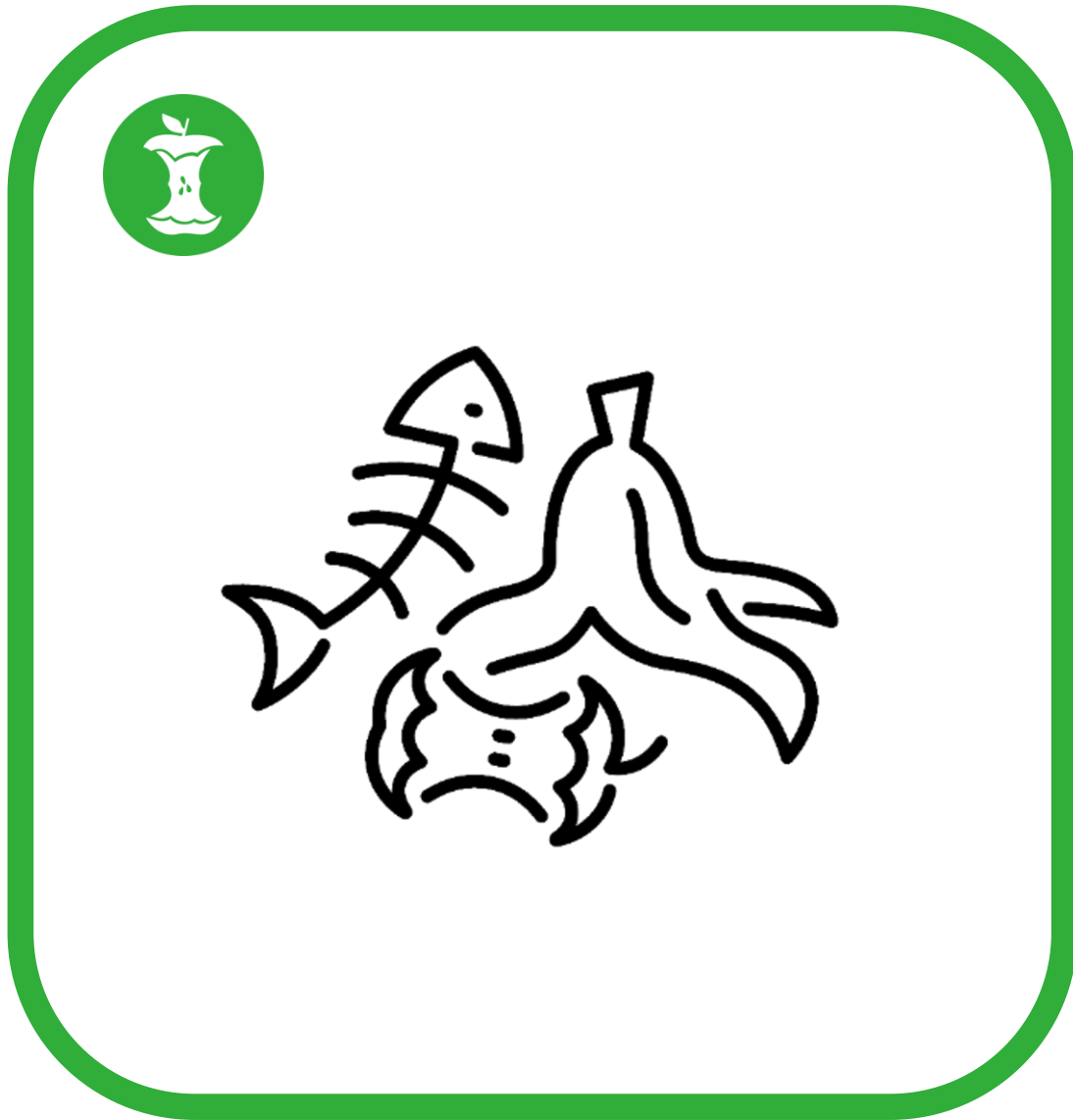
Put glass in the blue cart.



Put cardboard in the blue cart.



Put foam in the black cart.



Put food scraps in the green cart.



Put cans in the blue cart.

Reading 1L Assessment



For Instructor Only:

Setup: You will need:

- Five realia items (paper, a pop can, a glass bottle, a chip bag, and a banana peel) or high-quality colour pictures or flashcards from the module of these items.
- Three coloured carts/bins (black for garbage, blue for recycling and green for compost/organic waste) or if using pictures, use the attached coloured cut-outs of these carts.
- Signs

Instructions

1. Place the 5 items on the table.
2. Show the learners one of the five signs.
3. The learners must follow the instructions to put realia matching the item in the correct cart (blue, green, black) or the coloured pictures on top of the black/blue/green cart cut-outs.



Foundation Literacy Writing Assessment

Name: _____ **Date:** _____

Task: Labelling a Vocabulary Picture

Competency: 2 - Reproducing Information

Instructions: Copy the correct recycling words from your personal set of flashcards (with words on back) under the pictures.

You can complete simple vocabulary pictures.

Yes **No**

- Copies words with correct spelling. / 4
- Letters are legible and within the lines. / 4

Result



Not Yet
0-3



Almost There
4-5



Successful
6-8

Feedback

Foundation Literacy Writing Assessment



Instructions: Label the items using your flashcards.

1.



2.



3.



4.





CLB 1L Writing Assessment

Name: _____ **Date:** _____

Task: Labelling a Vocabulary Poster

Competency: 2 - Reproducing Information

Instructions: Copy recycling words from the box to label the poster.

You can label vocabulary on a poster.

Yes

No

- Copies words in the correct places. / 5
- Letters are legible and within the lines. / 1
- Copies words with correct spelling. / 2

Result



Not Yet
0-3



Almost There
4-5



Successful
6-8

Feedback

Instructions: Label the items using the words in the table.



cardboard	glass	plastic
cans	paper	

Recycling

