The ABCs of Practical Literacy

Economic Literacy Activities
Employment Literacy Activities
Personal Management Literacy Activities
For adult ESL learners

A Resource Book of Content-based Literacy Activities
Based on the Canadian Language Benchmarks 2000: ESL for Literacy Learners

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The ABCs of Practical Literacy

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Section 1

Economic Literacy
Economic Literacy Activities

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Economic Literacy Activities

Activity 1:  Canadian Coins

Phase I – Initial

Focus Topic:  Money

Language Competencies Addressed in Activity:

- Read and follow short instructions used in the classroom
- Use phonics to write initial consonant sounds in words
- Identify money units
- Identify and use word names for Canadian coins

Activity Overview:  In this activity, students will learn to identify coins and their names. The students will learn to say the words of each Canadian coin, identify the picture of each coin and handle the coins. Using the worksheet, the students will look at and read the spelling of the words for each coin and write the initial consonant of each coin.

Materials Needed:

- Real coins: penny, nickel, dime, quarter, loonie and toonie – one of each for each student
- Envelopes marked "Canadian Coins" – to put coins in - 1 per student
- 1 copy of Canadian Coins worksheet (Econ1.1) per student
- 1 copy of Canadian Coins worksheet (Econ1.1) per class on an overhead transparency
- Teacher made flashcards for optional hands-on activity – 2 sets, 1 set per team of students
- 1 plate or tray holding a sampling of coins
Instructions:

I. Show the students the samples of coins. Say the words for the coins many times and ask the students to repeat the words many times.

II. Copy the Canadian Coins worksheet (Econ1.1) for use on an overhead projector and use this to review the words for the Canadian coins with the students. On the overhead projector, point to the coin picture and say the words for each coin. Ask the students to repeat the words several times until the pronunciation is mastered. Point to the words for the coins slowly and ask the students to repeat the words. Note the initial consonants of each word.

III. Cover the words on the overhead to see if the students recognize the coins and can say the names of them correctly.

IV. Give each student 1 copy of the Canadian Coins worksheet (Econ1.1) and again review the pictures of the coins and words with the students.

V. Explain the activity on the Canadian Coins worksheet to the students. Do the first word with the students as an example by showing the first example on the board. Say the words one at a time for the students. Tell them to write the first letter of each word in the blank. Tell them to write small letters. When the students have finished, go through the answers with them orally as a class to check for accuracy and answer any questions they may have. Check the students’ written work to ensure that the letters are written correctly as small letters.

VI. Follow up with a hands-on activity. Give each student a small envelope marked "Canadian Coins" that has one of each of the following coins in it: penny, nickel, dime, quarter, loonie and toonie. Ask the students to take the coins out and to put the real coins on the correct pictures on the worksheet and say the words one at a time.

Extension activity:

- Make large flashcards with pictures of coins and their names below them – one card per coin, and one set of cards for each team in the class (by enlarging the pictures from the worksheet.) Give each team a set of cards and a whiteboard marker or a piece of chalk. Explain that you will call out the name of a coin. Students should look through their cards and find the coin that you have called out. Then they can send one person from their team up to the board with the card to copy the name of the coin on the board. The first team to write the name correctly gets a point. As the students get more confident, you can have them select the correct card, look at the word and then go up to the board to write it without the card to copy from.
Canadian Coins

penny
dime
nickel
quarter
loonie
toonie

Listen to the teacher.
Write the missing letter.

1. d_ime
2. ___uarter
3. ___oonie
4. ___enny
5. ___oonie
6. ___ickel
Activity 2: Cash or Charge

Phase I – Initial

Focus Topic: Consumer Transactions

Language Competencies Addressed in Activity:

- Read and follow short instructions in the classroom
- Write one-word answers to simple yes/no questions
- Recognize that there are different ways of paying for things in a store

Activity Overview: In this activity, students learn to recognize that there are different ways of paying for things at a store. First, they explore a wallet and discuss the kinds of cards and information found in wallets. Then, they practice reading and recognizing pictures and corresponding words. Then they discuss which kinds of cards can be used as payment. Finally, after practicing with instruction words, students demonstrate their learning by completing a short written exercise.

Materials Needed:

- 1 sample wallet with cards and items for students to explore
- Large picture cards (Econ2.1a-e): copied and cut out on hard stock paper, two sets per pair of students
- Large word cards (Econ2.2a-e): copied and cut out on hard stock paper, two sets per pair of students
- Small picture cards (Econ2.3): one set copied for each student on hard stock paper
- Small word cards (Econ2.4): one set copied for each student on hard stock paper (Consider having the students cut out these small picture and word card sets. If that is not appropriate for the group, have the small cards cut out in advance.)
- Instruction word cards (Econ2.5a-b) one set per class
- Student Activity Sheets (Econ2.6a-b): one copy per student
- Optional - one copy of a blank bingo board game for each student. (Not found in book. Teachers can easily make a blank board game by drawing a table of 5x5 squares. If appropriate, create a bingo board game with fewer squares, such as 4x2.)
Instructions:

I. Elicit background knowledge from students about the different kinds of cards people carry in their wallets. Show a sample wallet to help students examine what kinds of cards and information is generally carried in a wallet. Make sure students are somewhat aware of and able to examine different types of cards, for example, credit cards, bank cards, identification cards, health insurance cards, business cards, etc.

II. If students feel comfortable sharing, have them show what kinds of cards they have in their wallets. Be sensitive to the fact that some students may not be comfortable sharing that information, or opening their wallets in front of others. Ensure that only cards are discussed, not how much money is in the wallets. The idea here is to elicit information the students already know through a comfortable exploration of real wallets with real items inside.

III. Ask students to pick out which items can be used like money or for money, i.e. what items can be used to pay for things in the store. (credit cards, bank cards, cheques)

IV. Introduce the large picture cards (Econ2.1a-e) in relation to real examples of the same things. Ensure that students understand that the picture of the item represents the real item, for example, the picture of the credit card represents a real credit card.

V. Have students match up the large picture cards with whatever real items they have access to from student or teacher wallets. Help students name credit cards they are familiar with. Ask them what credit cards they use.

VI. Work with the large picture cards to ensure students recognize what items are called. Use a Total Physical Response method to practice the names of the items on the flashcards. For example, ask individual students to pick up the credit card, to give the cheques to another student, to point to the health insurance card. (This can also be done with the real items before students see the flashcards, depending on the students' ability.)

VII. Depending on the students' ability, ask individual students to "be the teacher" and give instructions to other students. Guide students to use such instruction words as "Point to", "Pick up", "Give", "Take", and "Put".

VIII. If appropriate at this time, use the large picture cards to play a memory game. In small groups or pairs, spread out two sets of cards, face down. Organize the cards in straight rows and bring this to the students' attention. Organization makes a big difference in this game. Each student takes a turn. They turn over two cards, trying to make a match. As they turn them over, students identify the objects on the cards. If the two items do not match, the player returns the cards to their original positions. If the two items match, the student takes the pair of cards and scores one point. Play continues until all the cards have been matched. (Depending on your students' ability, you may want to include only about 4 or 5 pairs of cards in the game, instead of all 10 pairs.) It is important for students to get in the habit of identifying the object on each card and showing the other students so that each student can "learn" from the others' attempts. If needed, encourage the students to use some strategies to help them remember where specific items are, for example, touching the card and...
saying the name, repeating the items on the cards after the cards have been turned over, etc.

IX. Next, introduce the large word cards (Econ2.2a-c). Show the words, say the words, have the students say the words. Repeat step VI with the large word cards. Then have students match up the word cards and the picture cards. If appropriate, play the memory game to practice matching word cards and picture cards. Instead of using a double set of picture cards, use one set each of word cards and picture cards. A pair is made with the picture card and the corresponding word card.

X. When the students have had enough practice with the flashcards, practice understanding instructions using an overhead of the small picture cards (Econ2.3). Project the overhead onto the whiteboard. Then, using the instruction word cards (Econ2.5a-b), instruct students to go to the whiteboard and "circle" or "cross out" specific items. Hold out the flashcard for all students to see and have one student perform the task on the whiteboard. For example, hold up the "circle" flashcard and say, "Circle", students repeat "Circle". Then say, "Circle the Health Care card." On the whiteboard, one student circles the overhead image of the Health Care card.

XI. When students are comfortable with both the pictures and the instruction words, ask students to tell you what items can be used to buy things in a store. Ask students if they ever use any of these different methods of payments. Discuss which payment method is most popular with students and why. (This step can be done earlier in the lesson while students are exploring the wallets, depending on the students’ ability.)

XII. Hand out the Student Activity Sheets (Econ2.6a-b). Draw students’ attention to the pictures and instruction words. They are the same pictures and words as on the flashcards. As students are ready to begin each section, use the example to guide the students through the instructions for that section. Students work individually or in pairs to complete the worksheet. Some questions require the students to "Listen and circle" or "Listen and cross out". Here, the teacher selects the picture for the students to circle or cross out.

Extension Activity:

- **BINGO** – In this reinforcement activity, students review vocabulary by playing a bingo game. Distribute copies of one blank bingo game board and one set of small picture cards (Econ2.3) or small word cards (Econ2.4) to each student. If appropriate, have the students cut out each square. If not appropriate, have squares cut out in advance. Then, have students create their own bingo cards by gluing one small picture card or word card into each square of their own blank bingo game board. The teacher can be the bingo caller for the first game, demonstrating how to choose and call out the large picture cards or word cards. In subsequent games, have the winner be the bingo caller.
Personal Health Card

Personal Health No. 111000111

SUE STUDENT

F  Birthdate 62/11/21

Provincial Health

ESL BankCard

ESL Bank

111 0000 111 000 111
CITY PUBLIC LIBRARY

LIBRARY CARD

July

Monthly Pass

AB12345

ADULT

City Transit

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cash

driver’s license
health care

card

bank card
library card

bus pass
store club card
cheque
social
insurance
card

credit card
Personal Health Card

Personal Health No. 111000111

SUE STUDENT

Gender: F  Birthdate: 62/11/21  Provincial Health

ESL BankCard

111 0000 111 000 111

ESL Bank

CITY PUBLIC LIBRARY

LIBRARY CARD

Super Food Store Club

Discount Membership

111-222-3333

Monthly Pass

City Transit

AB12345

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<table>
<thead>
<tr>
<th>cash</th>
<th>bus pass</th>
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<tr>
<td>driver’s license</td>
<td>store club card</td>
</tr>
<tr>
<td>health care card</td>
<td>cheque</td>
</tr>
<tr>
<td>bank card</td>
<td>social insurance card</td>
</tr>
<tr>
<td>library card</td>
<td>credit card</td>
</tr>
</tbody>
</table>
circle

cross out
listen and circle
Cash or Charge – Student Activity Sheet

Instructions: Circle ○
Cross out ×
Listen 🎧

Example: Circle the credit card.

1. Circle the cash.

2. Cross out the credit card.

3. Cross out the bank card.

4. Listen and circle.
Cash or Charge – Student Activity Sheet

Instructions: Write yes or no

Example: Can I buy things with a cheque?  yes

1. Can I buy things with a bank card?  

2. Can I buy things with a driver’s license?

3. Can I buy things with a credit card?  

4. Can I buy things with cash?
Activity 3: Money Amounts

Phase I – Developing

Focus Topic: Money

Language Competencies Addressed in Activity:

- Read the number words, zero to twenty
- Read a small bank of sight words connected with money
- Read some simple instructions
- Form numerals and monetary symbols
- Recognize and read money symbols: $, etc., read a price
- Pronounce money values clearly and accurately

Activity Overview: In this activity, the students will learn to read money amounts using words, numbers and symbols. They will review the written words for the numbers, zero to twenty. Students will then learn to say the words for each monetary symbol – dollar sign, cent sign, decimal, and to correctly read a price for amounts using the numbers zero to twenty. Students will also practice writing monetary symbols. Finally, students will read the written words for money amounts and then write the amounts using symbols and numbers.

Materials Needed:

- 1 set of flashcards per class of the numbers 0 – 20 (Econ3.1a-f)
- 1 set of flashcards per class of the number words zero to twenty (Econ3.2a-c).
- 1 set of flashcards for each student of the symbols for dollar, cent, and decimal (Econ3.3)
- 1 set of flashcards for each student of the words: dollar sign, cent sign, decimal (Econ3.4)
- 1 copy of Canadian Money worksheet per student (Econ3.5a-b)
- some Canadian coins and bills on a plate or tray
- 1 set of money amount cards (Econ3.6a-c)
- a flipchart and pens
- 1 class set of grocery store flyers
- 1 copy per student of a teacher made shopping list (the same list to appear on the flip chart)
Instructions:

I. Review the word form of the numbers zero to twenty, with the students using flashcards of numbers (Econ3.1a-f) and number words (Econ3.2a-c). Ask the students as a group to put the number flashcards in order and then place the word flashcards next to the numbers. Practice the correct pronunciation of each number word with the students while reading the word cards slowly moving your finger along the word from the first letter of the word to the last.

II. Show the students the coins and bills on the tray and ask the students to say the words: money, coins, bills as the items are shown.

III. Review these words with the students: money, coins, dollar, cent, dollars, cents, bills, numbers. Write the words on the board. Read and repeat the words with the students until the pronunciation is mastered. Elicit the meaning of each word with the students.

IV. Give each student a set of symbol flashcards (Econ3.3) and word flashcards (Econ3.4). Write each symbol on the board with the corresponding written word. Ask the students to match their flashcards - words to symbols. Again, read the words with the students as the students read the flashcards. Ask the students to mix up their cards and then rematch them.

V. By writing on the board, show the students how prices are written using numbers and the symbols for dollars and cents and the decimal point. Show the students two ways to write one cent (1, using the cent sign, and 2, using the dollar sign), ten cents, five cents, and other prices using only cent quantities and then move on to showing the students how to write dollar amounts using the numbers, zero to twenty. Always reinforce the fact that there are always and only two numbers after the decimal point.

VI. Give each student 1 copy of the Canadian Money worksheet (Econ3.5a-b) and again review all words, symbols and examples orally with the students. Start at the top of the page with the word, "Say".

VII. At the instruction, "Write the amounts", elicit some small money amounts from the students and show the amounts using written words and also numbers and symbols on the board. Do several examples on the board for the students. Read the examples many times, before instructing the students to continue on with the exercise on the worksheet. Ask the students to read the words and write the amounts using the dollar sign, cent sign and decimal when needed. When the students have completed the exercise, correct the worksheet with the students by asking one student at a time to write their answer on the board. Check each student’s work visually to ensure proper printing of numbers and symbols.

VIII. Give 6 random money amount cards (Econ3.6a-c) to each student and play a game. Ask the students to hold the cards facing them and ask the question "Do you have twenty cents?" The students with the cards of this amount will put the cards in a pile in the middle of the group. The first student to put a card down takes the trick. The student with the most tricks wins the game.

Extension activity:

Write a shopping list which includes words, pictures from grocery store flyers and a blank column for Economic

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prices on flip chart paper for the class to see. Read the words of the foods and look at the pictures.

Give each student a copy of the same flyer and have students identify foods and the cost of the foods from the flyer verbally. Tell the students that the prices of foods and items in flyers often do not have the decimal sign or the dollar sign. Practice reading some prices in the flyers with the students. Then have the students write the prices for the foods on the flip chart using the dollar sign and/or cent sign as needed. As a follow up activity, give the students a worksheet with a copy of the same teacher made shopping list and copy the prices from the flip chart.
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Number flashcards – Econ3.1c

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8 9
10 11
20
zero
one
two
three
four
five
six
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
dollar

cent

decimal
Canadian Money

Say the words:

money

coins

dollar

cent

dollars

cents

bills

numbers

Look at the symbols

Say the words

$  dollar sign

¢  cent sign

.  decimal point
Canadian Money

Write the amounts

1. twelve cents
   $0.12 or ______________

2. twenty cents
   $0.20 or ______________

3. five cents
   $0.05 or ______________

4. two dollars and fourteen cents
   $2.14

5. eighteen cents
   ______________

6. six cents
   ______________

7. three dollars and fifteen cents
   ______________

8. twenty dollars and seven cents
   ______________

9. one dollar and nine cents
   ______________
<table>
<thead>
<tr>
<th>twenty cents</th>
<th>thirty five cents</th>
</tr>
</thead>
<tbody>
<tr>
<td>one cent</td>
<td>fifteen cents</td>
</tr>
<tr>
<td>one dollar</td>
<td>ninety five cents</td>
</tr>
<tr>
<td>fifty cents</td>
<td>seventy five cents</td>
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</table>
Activity 4: Hours of Business Game

Phase I – Developing

Focus Topic: Consumer Transactions

Language Competencies Addressed in Activity:

- Read and understand formatted and unformatted information signs
- Record formatted and unformatted information: copy information from signs of business hours

Activity Overview: In this activity, students learn to read and understand posted hours of business. First, by examining different pictures of business hour signs, students read and discuss vocabulary items such as open, closed, and days of the week. Then, they play a board game and complete a worksheet. In doing this, they read simple instructions, questions, and information, and they copy information from signs.

Materials Needed:

- 5 business sign flashcards (Econ4.1a-e): one set for each small group of students
- Board game (Econ4.2): one copy for each small group of students
- Question cards (Econ4.3a-e): one set, cut out and ready to use for each small group of students
- Game pieces: one playing piece for each student (coins, buttons, colored paper squares, etc.)
- Hours of Business Worksheet (Econ4.4): one copy per student
Instructions:

I. Introduce the signs. Look at the examples of signs of business hours (Econ4.1a-e). Discuss each sign, the hours, what kind of business it is, etc. Discuss what the signs mean and the vocabulary used in them: open, hours of business, closed, etc. Discuss abbreviations for days of week also. Elicit as much information as possible about the signs.

II. Demonstrate the game. Discuss the places of business included in the game – what you go there for and who is familiar with them. Demonstrate how to play the game, using the business hour signs (Econ4.1a-c), the question cards (Econ4.3a-c), and game board (Econ4.2). Make sure that students are familiar with the vocabulary to play the game such as go forward, go back, today, tomorrow, etc. Make sure the students know to take turns and listen for the answers from the other students.

III. Play the game. How to Play: Each student takes a game piece. Put the game piece on the space marked "START". Player 1 picks a card from the top of the deck and reads the question or instructions out loud. Player 1 looks at the business hour signs and answers the question. Player 2 listens to see if Player 1’s answer is correct. If it is, Player 1 moves his piece one space forward. If his answer is incorrect, Player 1 does not move. Next, Player 2 takes a card, reads out the question, answers it, and if correct, moves forward one space. Players take turns answering questions, or following the instructions on the card. (Some cards have instructions, for example, "Move forward 1 space.") The winner is the first to reach the "Finish" square. As students play, the teacher should circulate to make sure that they are not having difficulty, and to answer any questions that students may have.

IV. Reinforcement: Students work individually to complete the student worksheet (Econ4.4) using information from two of the business hour signs.

Extension Activity:

- Go for an outing and find all the posted business hour signs you can in your community or building. Ask students about the signs. Have them tell you the information they read from the signs.
List of game questions:

1. Saturday, 6:30 a.m.  
   Is the restaurant open?

2. 8:00 a.m., Sunday  
   Is the grocery store open?

3. 10:30 a.m., Monday  
   Is the grocery store open?

4. 11:15 a.m., Tuesday  
   Is the bank open?

5. Wednesday, noon  
   Is the post office open?

6. Thursday, 1:45 p.m.  
   Is the post office open?

7. 2:30, Friday afternoon.  
   Is the library open?

8. Saturday, 3:00 p.m.  
   Is the bank open?

9. Sunday, 5:45 p.m.  
   Can I go to the library?

10. It is 6:15 p.m. on Monday.  
    Is the bank open?

11. It is 8:45 on Tuesday evening.  
    Is the restaurant open?

12. It is 9:00 on Wednesday night.  
    Is the library open?

13. It is 9:15 p.m. on Saturday.  
    Is the restaurant open?

14. It is 10:30 p.m. on Monday.  
    Is the bank open?

15. It is Tuesday.  
    Is the library open tomorrow?

16. It is Sunday.  
    Is the bank open today?

17. It is Saturday.  
    Is the post office open tomorrow?

18. It is midnight.  
    Is the grocery store open?

19. Go forward 1 space.

20. Go forward 1 space.


22. Go forward 2 spaces.

23. Go back 1 space.


25. What is your last name?

26. When is your birthday?

27. What time is it?

28. What day is it today?
The Public Library

Hours of Service

Monday  9:00 – 8:00

Tuesday  9:00 – 8:00

Wednesday  9:00 – 8:00

Thursday  9:00 – 8:00
## Super Food Store

### Business Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>10:00 – 9:00</td>
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<tr>
<td>Tuesday</td>
<td>10:00 – 9:00</td>
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<td>Wednesday</td>
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<tr>
<td>Sunday</td>
<td>10:00 – 11:00</td>
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<tr>
<td>Time</td>
<td>Question</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Saturday, 6:30 a.m.</td>
<td>Is the restaurant open?</td>
</tr>
<tr>
<td>8:00 a.m., Sunday</td>
<td>Is the grocery store open?</td>
</tr>
<tr>
<td>10:30 a.m., Monday</td>
<td>Is the grocery store open?</td>
</tr>
<tr>
<td>11:15 a.m., Tuesday</td>
<td>Is the bank open?</td>
</tr>
<tr>
<td>Wednesday, noon</td>
<td>Is the post office open?</td>
</tr>
<tr>
<td>Thursday, 1:45 p.m.</td>
<td>Is the post office open?</td>
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<tr>
<td>Time and Day</td>
<td>Question</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2:30, Friday afternoon.</td>
<td>Is the library open?</td>
</tr>
<tr>
<td>Saturday, 3:00 p.m.</td>
<td>Is the bank open?</td>
</tr>
<tr>
<td>Sunday, 5:45 p.m.</td>
<td>Can I go to the library?</td>
</tr>
<tr>
<td>It is 6:15 p.m. on Monday.</td>
<td>Is the bank open?</td>
</tr>
<tr>
<td>It is 8:45 on Tuesday evening.</td>
<td>Is the restaurant open?</td>
</tr>
<tr>
<td>It is 9:00 on Wednesday night.</td>
<td>Is the library open?</td>
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</tbody>
</table>
It is 9:15 p.m. on Saturday. Is the restaurant open?

It is 10:30 p.m. on Monday. Is the bank open?

It is Tuesday. Is the library open tomorrow?

It is Sunday. Is the bank open today?

It is Saturday. Is the post office open tomorrow?

It is midnight. Is the grocery store open?
Go forward 1 space.  

Go forward 2 spaces.  

Go back 1 space.  

Go back 2 spaces.
What is your last name?

When is your birthday?

What time is it?

What day is it today?
### The Public Library

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<thead>
<tr>
<th>Hours of Service</th>
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<td>Monday</td>
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<td>Thursday</td>
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</table>

### Super Food Store

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<td>Friday</td>
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<td>Saturday</td>
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<tr>
<td>Sunday</td>
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</table>

Copy the times:
Activity 5: Canadian Coins

Phase I – Adequate

Focus Topic: Money

Language Competencies Addressed in Activity:

- Read and follow short instructions
- Read the word names for numbers, coins and money
- Write numbers correctly
- Know the relative values of coins

Activity Overview: In this activity, students will begin to recognize the relative values of coins. First, they will read the words for the names of coins and identify the value of each coin. The students will then practice identifying the relative values of coins and complete a worksheet to show this understanding.

Materials Needed:

- 1 set of flashcards per student of pictures of Canadian coins with the words for the coins printed below the picture (Econ5.1a-c)
- 1 set of flashcards per student of pictures of Canadian coins with the value of the coins written below the picture (Econ5.2a-c)
- 2 bags of dry kidney beans
- 1 small envelope for each pair of students containing photocopied and cut out coins – 10 pennies, 5 nickels, 5 dimes, 8 quarters, 2 loonies, 1 toonie (Econ5.3)
- 1 copy of Canadian Coins worksheet per student (Econ5.4 a-b)
- 1 overhead copy of the Canadian Coins worksheet (Econ5.4 a-b)
- 1 set of flashcards with pictures of the relative values of coins on them. e.g. 1) 1 quarter, 2) 2 dimes and 1 nickel, 3) 1 loonie, 4) 10 dimes, and so on. (Econ5.5a-d)
- Pictures of inexpensive items (candy, etc.) with prices marked (teacher created)
Instructions:

- Give each student a set of flashcards with the name and picture form of Canadian coins (Econ 5.1a-c). Look at the pictures on the cards and read the words with the students until the pronunciation is mastered.

- Give each student a set of flashcards with the picture and value of Canadian coins (Econ 5.2a-c) and ask the students to match the name cards to the value cards. Ask the students the question for each coin "How much is a nickel?" and so on.

- Give the students a set of relative value flashcards (Econ 5.5). Ask the students the questions "How many pennies are in one nickel?" and so on and tell the students to look at their flashcards to arrive at the correct answer. If the students are having trouble finding the answer it may be necessary to use the kidney beans to count the cents out for each coin. Have students match up the flashcards with corresponding values.

- Give each pair of students an envelope containing the cut out coins (from Econ 5.3). Have one student select a coin and have his/her partner create an amount equal to the coin’s value using different coins.

- Give each student a worksheet (Econ 5.4) and read the worksheet carefully with the students. Note the spelling of the words with the students and also the last letters of each word to identify singular and plural forms. Show the students how to complete the exercise by doing the first example on the board with the students. Tell the students that the sign = means "equals" which is "the same". Correct the worksheet orally with the students using the overhead projector.

Extension activity:

- Pass out pictures to the students of inexpensive items (candy, pencils, etc.) with prices marked and have them identify the coins needed to purchase such items.
Canadian coins flashcards –

The ABCs of Practical Literacy
© Bow Valley College 2002

penny

nickel
dime

quarter
loonie

toonie
The ABCs of Practical Literacy
© Bow Valley College 2002

Canadian coins flashcards – Econ5.2a

The ABCs of Practical Literacy © Bow Valley College 2002

The ABCs of Practical Literacy © Bow Valley College 2002

1¢

5¢
10¢

25¢
$1.00

$2.00
pennies

quarters

nickels

loonies

dimes

toonies
Canadian Coins

Read the words: 😊

penny  nickel  dime  quarter  loonie  toonie
$.01  $.05  $.10  $.25  $1.00  $2.00

pennies  nickels  dimes  quarters  loonies

toonies  dollar bill  dollar bills  cent  cents
Canadian Coins

Write the numbers.

1. ___5___ pennies = 1 nickel

2. ___ pennies = 1 quarter

3. ___ nickels = 1 quarter

4. ___ dimes and 1 nickel = 1 quarter

5. ___ dimes = 1 loonie

6. ___ nickels = 1 dime

7. ___ quarters = 1 toonie

8. 3 quarters and 2 dimes and ___ nickel = 1 loonie

9. 6 quarters and ___ dimes = 1 toonie

10. ___ pennies and 4 nickels = 1 quarter

11. 2 quarters and 2 dimes and ___ nickels = 1 loonie
Activity 6: It’s Too Big

Phase I – Adequate

Focus Topic: Consumer Transactions

Language Competencies Addressed in Activity:

- Read and interpret written ideas
- Express written ideas – write word, phrase, or sentence using a model from a story and word pool
- Demonstrate basic knowledge of how to return unsuitable items

Activity Overview: In this activity, students demonstrate basic knowledge of how to return unsuitable items. They do this through reading, discussing and working with a photo story of a woman returning an unsuitable gift. Students examine the photo story, practice vocabulary, predict the story, listen to the story, sequence the story, match sentences to story pictures, and read and copy the story. Students’ learning is reinforced by completing a simple worksheet with true/false questions and fill in the blanks with an accompanying word pool.

Materials Needed:

- Photo story: one copy of the whole photo story in order, not cut, for each student; plus another copy of the whole photo story cut into pieces, one copy for each student or pair of students (Econ6.1)
- Photo story sentence squares: one copy of the story in order, not cut, for the teacher; plus one copy of the story sentences cut into strips for each student (Econ6.2)
- It’s Too Big activity sheet: one copy for each student (Econ6.3a-b)
- Optional: simple, teacher-made return slips made to look authentic from a retail store, and everyday items or clothes as props for the role play – (for use in extension activity)
Instructions:

I. Activate prior knowledge: Discuss the problem of returning unsuitable items. Have students ever done that? What did they return? Was it easy or difficult? Did they ever not return something that was unsuitable?

II. Look at the pictures in the photo story (Econ6.1): Describe what is happening in each picture. Where is she? What is she holding? What is the problem? What does she want? Introduce or review the words: Return, refund, exchange.

III. Try to tell the story: Students attempt to tell the story based on what they see in the pictures, using as much vocabulary as they can. Provide support by asking questions and supplying needed vocabulary.

IV. Listen to the story: Students follow the pictures (Econ6.1) as they listen to the story read by the teacher (Econ6.2).

V. Order the story: Using cutouts of the story pictures (Econ6.1), order the story from memory.

VI. Listen to the story again: As students listen, they check that the order of the pictures matches the story.

VII. Match the sentences to the pictures: Hand out the sentence squares (Econ6.2). Students read the sentences on sentence strips and match each strip to the appropriate picture.

VIII. Read the story: Students read the story again using the ordered sentence squares.

IX. Student worksheet (Econ6.3a-b): Students use the sentence squares story to help them answer the true or false questions and to fill in the blanks on the student worksheet.

X. Copy the story: As writing practice, students may copy the story into their notebooks.

Extension Activities:

■ Recreate the story: As review during the next class, students could order the story using only the sentence squares, not the pictures as aids.

■ Excuses, Excuses: As a class, generate a list of excuses for returning something that is unsuitable. For example, "It's too big", "It doesn't fit", "It's the wrong colour", "It's the wrong size" etc.

■ Role-play: Practice using the excuses above by role-playing how to return unsuitable items. Use teacher-made return slips for an added challenge.
It is Lisa’s birthday. Lisa’s new sweater is too big. Lisa goes to the store to return the sweater.

She goes to Customer Service. She talks to the man. Lisa gives him the receipt.

She signs her name on a form. The man takes the sweater. Lisa takes the money. She is happy.
It’s Too Big

A. Circle True or False

Example: It is Lisa’s birthday. \( \bigcirc \) True False

1. Lisa’s gift is a hat. \( \bigcirc \) True False

2. Lisa goes to the store. \( \bigcirc \) True False

3. Lisa goes to the Customer Service desk \( \bigcirc \) True False

4. The man asks for money. \( \bigcirc \) True False

5. Lisa lost the receipt. \( \bigcirc \) True False

6. Lisa signs her name. \( \bigcirc \) True False
It’s Too Big

B. Fill in the blanks. Check the words.

big    birthday    small    happy    return

cashier    signs    money    hungry    Customer    Service

Example: It is Lisa’s __birthday__.

1. Lisa’s gift is a sweater but it is too ____________.

2. She wants to _________________ the sweater.

3. Lisa goes to the ____________________ desk.

4. Lisa ______________ her name on a form.

5. The man gives her ________________.

6. Lisa is ________________.
Activity 7: Using Coupons

Phase II – Initial

Focus Topic: Consumer Transactions

Language Competencies Addressed in Activity:

- Read and understand longer instructions used in the classroom
- Read and understand text up to 8 sentences
- Read and understand information on simple coupons
- Copy words from informational text
- Print on line and in spaces correctly
- Read amounts and symbols related to money, dollars and cents

Activity Overview: In this activity, students will practice reading and understanding coupons. First, they will read the word coupon and discuss the meaning, kinds, uses, whereabouts and reasons for coupons. Students will become familiar with words and symbols used on coupons – save, special, off, free, % off, @, /, etc. The students and teacher will read and discuss several samples of teacher made and actual store coupons. The students will review reading money amounts using symbols. They will read a story on a worksheet and then answer several questions about it. An exercise is also included with Yes/No answers required.

Materials Needed:

- 1 overhead copy of coupon diagrams (Econ7.1a-b)
- 1 copy per student of coupon diagrams (Econ7.1a-b)
- 2-3 actual store coupons per student – the same for each student
- 1 overhead copy of Betty Goes Shopping worksheet (Econ7.2a-c)
- 1 copy of Betty Goes Shopping worksheet per student (Econ7.2a-c)
- examples of club cards to show students – Second Cup, Safeway, etc.
- 1 grocery store flyer per student – from various stores
Instructions:

I. Review how to read money amounts using symbols and numbers by writing various amounts on the board. Write amounts using the cent and dollar signs and the decimal points. Then write some amounts without using the symbols as found in flyers and tell the students that this is the way that amounts often appear on coupons and flyers.

II. Write the word coupon on the board. Discuss the meaning of coupon with the students. Show the students an example of a store coupon by holding one up in front of the class. Ask the students if they ever use coupons. Ask the students if they think that coupons are useful. Ask the students where we can find coupons.

III. Review words such as save, money off, special, expiry date, expires, buy one get one free, % off total purchase and symbols such as / and @ by writing these on the board and talking about them. Ask the students if they have seen these words and symbols before.

IV. Show the students the overhead copy of the coupon diagrams (Econ7.1a-b). Read the sample coupons on the overhead with the students. Discuss the meanings of all the words and money amounts on the coupons. Check for correct pronunciation.

V. Give each student 1 copy of the coupon diagrams (Econ7.1a-b). Ask pairs of students to read the coupons to each other.

VI. Give each student 1 copy of the worksheet (Econ7.2a-c).

VII. Using the worksheet, read the story to the students and then read the story with the students. Discuss any words that students may have difficulty with.

VIII. Discuss the coupon on the worksheet with the students. What is the coupon for? Is there a specific time that it is good for? How much can Betty save? etc.

IX. Ask students to complete the underline exercise. Explain to the students that they need to read the sentences and underline the correct answer to each sentence. Do the first sentence on the overhead with the students as an example.

X. After the students have completed the exercise, check the exercise orally with the students. Have students volunteer to read the sentence and underlined word. Circulate to visually check that the students’ work is correct.

XI. Ask students to go to the next exercise. Answer the questions. Tell the students to write short answers of only one or two words and do the first question as an example on the overhead.

XII. After the students have completed the exercise, correct the answers orally with the students by writing the answers on the overhead and reviewing the spelling of the answers. Circulate to check the students’ written work for accuracy.
Extension activities:

- Discuss the concept of the Safeway Club Card with the students and other related saving ideas related to shopping. Bring in authentic savings cards for the students to see – Safeway Club Card, Second Cup Coffee Card, etc. Ask the students if any of them have similar cards. Find out where the students shop. If there is a grocery store nearby with a savings club, go on a field trip and apply for cards. Discuss how the particular savings club works before going. At the store, check out the other coupons available and/or the savings club savings available.

- Give each student a grocery store flyer and a teacher made list of foods for a scavenger hunt, about 6 items. Have students look for these items in the flyers and cut out examples of the items and prices. When the students are finished, check to see who found the best prices by writing the food items and various prices found on the board.
coupon 1

**Mom’s Cookies**

*Buy one, get one free*

Expires: April 27, 2004

coupon 2

**Betty Cooker products**

*Save 75¢*

Expiry date: August 31, 2003

coupon 3

**Juice Maid Fruit Punch**

40 ¢ off on your next purchase of any
Apple Juice or Fruit Punch 10-pack

Expiry date: September 30, 2004

coupon 4

**one day only**

**SPECIAL**

**HOT CROSS BUNS**

2/$4
**Coupon 5**

Savesway Club Card Members

**BUNS SPECIAL PRICE**

First one @ regular price
Second one @ $.79

Offer expires December 1, 2002

**Coupon 6**

SAVE $1

Cover Lady
Liquid and Powder Make-up
Assorted Types

Valid only on regular price product

**Coupon 7**

20% off total purchase

FARMFRESH DAIRY PRODUCTS

ONLY Monday, April 01, 2003

**Coupon 8**

Crunchy Corn Puffs

2 for $6

SAVESWAY CLUB PRICE

Offer valid from Jan. 31 – Feb. 6, 2004
Betty Goes Shopping

A. Read the story.

Betty goes shopping every Monday.

She buys lots of good food.

She buys meat and fish.

She buys fruit and vegetables.

She buys milk and eggs.

She buys bread and cereal.

Betty has money and a coupon from the newspaper.

This is the coupon:

1 dozen Large Eggs

50¢ OFF each carton

Monday, January 10 only
Betty Goes Shopping

B. Underline Yes or No:

1. Betty shops on Friday. Yes No

2. Betty buys meat. Yes No

3. Betty buys fruit and vegetables. Yes No

4. Betty can use the coupon on Tuesday. Yes No

5. Betty saves $.50 on the carton of eggs. Yes No
Betty Goes Shopping

C. Answer the questions. Write short answers : 

When does Betty go shopping? __________________

________________________________________________________________________

What is Betty’s coupon for? _________________

________________________________________________________________________

How much can Betty save with her coupon? _________

________________________________________________________________________

When can Betty use the coupon? _________________

________________________________________________________________________

Where did Betty get the coupon? _________________

________________________________________________________________________
Activity 8: Numbers and Number Words

Phase II – Initial

Focus Topic: Numeracy skills

Language Competencies Addressed in Activity:

- Read, write and show an understanding of numbers in written form
- Solve single and double digit addition and subtraction problems
- Solve a math equation written horizontally and with words

Materials:

- Number/word cards copied and cut out – one set per student or pair of students (Econ8.1a-c)

Activity Overview: In these activities students will learn to recognize that numbers can be written in word form. They will use number and number word cards in a variety of manipulative activities to practice recognizing the connection between numbers and words.
Instructions for all activities:

I. Photocopy the numbers and words onto coloured paper or card and cut into cards. You will want multiple copies — one set for each student or one set for each pair of students.

II. You may also want to copy the numbers and words on different coloured paper or card. It's a good idea to keep number groups separate; that is keep numbers zero – ten as a group, 11-20 as a group, etc. This will help you keep track of the sets.

Number/word match:

III. You may want to group the numbers from 0-10, 1-19, and 20-90, and treat each group separately.

IV. Introduce the number words on the board by first writing the number and then the word. Read through them with your students. Work through pronunciation as needed.

V. Hand out cards to students, either one set per student or one set per pair of students.

VI. Have your students match the number to the word. Students may work individually or in pairs simply matching all cards, or one student may match words to the other students numbers.

Concentration:

III. Once students are familiar with both the numbers and words, have them turn the cards face down. Use as many number/word pairs as you feel appropriate.

IV. Students work in pairs or groups of three. They take turns selecting two cards and turning them face up to find a pair (i.e. one and 1). If a student does not find a pair he/she turns them face down again. If a student does find a pair he/she keeps it. The next student then takes a turn.

Adding and subtracting:

III. Using the number cards and the plus, minus, equals and hyphen cards, construct simple mathematical problems. Students may work individually or in pairs. If you have students work in pairs, make sure that each student has a chance to work with the cards.

IV. Dictate simple math problems and have students construct the problems with the cards numerically. Ask students to solve the problem.

V. Dictate similar problems or write numerical problems on the board (or on a worksheet) and have students construct and solve them using the words rather than the numbers.

VI. Once students are familiar with addition and subtraction, have them construct and solve their own problems using the words rather than the numbers and symbols. This is a pair activity.
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<td>plus</td>
<td>minus</td>
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Activity 9: Number Words and Word Math

Phase II – Initial

Focus Topic: Numeracy skills

Language Competencies Addressed in Activity:

■ Read, write and show an understanding of numbers in written form
■ Solve single and double digit addition and subtraction problems
■ Solve a math equation written horizontally and with words

Materials:

■ Number/word cards copied and cut out – one set per student or pair of students (Econ8.1a-c)
■ Follow-up worksheets — one per student (Econ9.1-9.4b)

Activity Overview: In working through these exercises and activities, you are preparing students for writing cheques and filling out bank slips. Students will practice writing the word forms of numbers.
Instructions

I. Before students use these worksheets, they need to understand that numbers can be represented either numerically or with words. Use the number/word cards to help them see this relationship.

II. Before you hand out any of the worksheets, review the concept of numbers and number words by working through similar activities on the board: write numbers on the board and ask students to come up to the board and write the word — allow other students in the class to coach the writer.

III. Then, write simple addition and subtraction problems in both words and numbers on the board. Again, have students come up to the board and solve the problems.

IV. Hand out each worksheet separately; read through the words with your students. Check for clear pronunciation, and review as needed.

V. Then, have students work through the sheet. For most students, the math in these problems is simple — stress that they are practicing spelling the number words in these exercises.

VI. Check students’ work or have them write the problems and their answers on the board for extra practice.
Numbers and Words

A. Read and say these words: 👀 😇

    zero   one   two   three   four
    five   six   seven  eight  nine  ten

B. Print the word beside the number: 🖊️

    0  ________  6  ________
    1  ________  7  ________
    2  ________  8  ________
    3  ________  9  ________
    4  ________ 10  ________
    5  ________
Word math

A. Solve these math questions. Use words.

examples:  one + one = 

    two - one = 

a. six + three =  

g. ten - nine =  

b. two + six =  

h. eight - five =  

c. eight + two =  

i. four - two =  

d. one + four =  

j. five - five =  

e. five + two =  

k. nine - three =  

f. three + one =  

l. nine - one =  

More Numbers and Words

A. Read and say these words:

   eleven   twelve   thirteen   fourteen   fifteen
   sixteen   seventeen   eighteen   nineteen   twenty

More word math

B. Use the words in the box to write the answers:

   a. ten + nine  = ___________
   b. seventeen + one  = ___________
   c. six + ten  = ___________
   d. ten + one  = ___________
   e. twelve + four  = ___________
   f. ten + ten  = ___________
   g. twenty - five  = ___________
   h. fourteen - one  = ___________
   i. nineteen - six  = ___________
   j. twenty - eight  = ___________
   k. eighteen - one  = ___________
1. fifteen - one = _____________

twenty four

fifty three
Math symbols and words.

A. Print the words beside these symbols. Ask your teacher for help.

+ __________ - __________ = __________

B. Print these math problem in words

8 + 6 = 14
7 + 9 = 16
19 - 17 = 2

Larger numbers

C. Read these words. Then, write the numbers.

twenty one __________ sixty five __________
thirty two __________ seventy six __________
fifty three __________ eighty seven
fifty four ___________ ninety eight ___________
<table>
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<th>DATE</th>
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**WestCan Bank DEPOSIT**

**SIGNATURE - CASH RECEIVED**

**BRANCH NO.** | **ACCOUNT NO.** | **NAME - PLEASE PRINT** | **AMOUNT**
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Math symbols and words.

D. Read these numbers. Then write the words.

24 _______________ 67 _______________
36 _______________ 79 _______________
48 _______________ 81 _______________
55 _______________ 93 _______________

More math!

E. Print the answer to the problem. Use words.
a. twenty three + thirty = _______________

b. thirty six + fourteen = _______________

c. forty + eight = _______________

d. sixty two + thirty one = _______________

e. eighty two - sixty = _______________

f. seventy four - thirty three = _______________
Karen’s Cheque

Look at the cheque with your teacher. Your teacher will ask you questions.

Talk about your answers.

This is a cheque from Karen Tran’s cheque book. Look at the cheque and answer the questions.

1. What is the date of the cheque? ________________

2. What is the name of the store? ________________

3. What did Karen Buy?__________________________

4. How much did she spend? ____________________

5. Print the amount in words on the cheque.
Karen Tran  
123 4th St. SW  
Calgary, AB T4E 6M4  
283-5441  
Pay to the  
order of  

DATE $  
/00 Dollars  
WestCan Bank  
567 3 Ave. SW  
Calgary, AB T3B 9H7  
Memo  

822’" 10019”’113 305545”’29
Activity 10: Deposit and Withdrawal Slips

Phase II – Initial

Focus Topic: Banking

Language Competencies Addressed in Activity:

- Complete bank slips.
- Find and understand specific information on a bank slip.
- Know where to find and write required information on a bank slip.
- Write amount as words.
- Fill out bank slips — print on appropriate lines or spaces.
- Add and subtract "money"

Materials:

- Photocopies of deposit slip pages (Econ10.1) – 3 per student – 2 complete and 1 cut up into separate slips.
- Photocopies of withdrawal slip pages (Econ10.2) – 2 per student – 1 complete and 1 cut up into separate slips.
- Overhead transparency of deposit slip page (Econ10.1) – 1 per class
- Overhead transparency of withdrawal slip (Econ10.2) – 1 per class

Activity Overview: In this activity, students will learn to fill out bank deposit and withdrawal slips. They will complete a series of activities which give them practice recognizing vocabulary on deposit slips, filling in information in the correct spot on slips, and filling out slips for a variety of circumstances.

Note: More and more banks are becoming "paper-less" — requiring the use of a bank card even at the teller. However, deposit and withdrawal slips are still useful tools for learning - and some students will need to use them.
Instructions:

I. Give each student a copy of the deposit and withdrawal slips pages (Econ10.1 and Econ10.2).

II. Using the first deposit and withdrawal slips on the pages, have students circle or underline parts of the slips as per written or oral instructions (Circle the place where you write the date. Underline the place where you sign your name. Circle the place where you sign your name.).

III. Go over the activity as a class using the overhead transparencies.

IV. Using the second deposit and withdrawal slips on the pages (Econ10.1 and Econ10.2), have students fill in missing information on slips as per instructions. (Write the date on the deposit slip. Write $26.00 in words on the withdrawal slip)

V. Hand out a new page of deposit slips (Econ10.1).

VI. Give students different amounts to fill in on the slips. Have students complete simple deposits first - no cash wanted. (j105

i.e. $150.00 cash, a cheque for $235.86 — add for total) Then, have them complete slips that include "cash received" for both addition and subtraction practice. (a cheque for $325.00, a second cheque for $275.50 — add them, then subtract $200.00 for cash received to get a new total)

VII. Hand out a selection of blank deposit and withdrawal slips to the class. Have student work in pairs for a role play activity.

VIII. Have your students role-play making a deposit with one student filling out the form and another acting as bank teller. The teller could double-check the addition and subtraction on a calculator.

Extension activities:

- Have students bring in forms from their own banks (or supply them yourself). Practice filling them in.

- Many conversation books (for example the Expressways series) present dialogues with banking vocabulary. Dialogues and tapes are a useful tool in literacy classrooms.

- Create a word-search puzzle with the vocabulary from bank forms.
Activity 11: Karen’s Cheque

Phase II – Initial

Focus Topic: Banking

Language Competencies Addressed in Activity:

- Find and understand specific information on a cheque.
- Know where to find and write required information on a cheque.
- Demonstrate understanding by answering oral and written questions.
- Write amount as words.
- Fill out cheques — print on appropriate lines or spaces.

Materials:

- Karen’s Cheque Worksheet (Econ11.1) — one per student
- Overhead transparency of Karen’s Cheque Worksheet (Econ11.1) – 1 per class
- As many copies of blank cheque worksheet (Econ11.2) as needed for extension activities

Activity Overview: In this activity, students will learn the parts of a cheque and how to fill out a cheque. First they will look at a mostly completed cheque; then, through the extension activities, they will fill out cheques themselves.

Instructions:

I. Discuss cheques with the class. Ask the students how many of them use cheques and if they think that they are easy or difficult to fill out.

II. Give each student a copy of the "Karen’s Cheque worksheet" (Econ11.1)

III. Look at the cheque with your students — as a transparency with a large group or with a copy of Karen’s cheque with a small group. Ask them personal questions about Karen Tran (What is her first name? What is her last name? What is her address?) Point out where to find the information.

IV. Ask them about the information on the cheque (What is the name of the bank? What is the address of the bank?). Point out where to find the information.

V. Ask students about the information that Karen filled in. (What is the date? What is the cheque for?) Point out where to find the information.

VI. When students are able to respond to the questions orally, have them complete the written exercises. Do question one with your class as an example. Have students write answers in sentences or as one or two word answers according to their ability.
Extension Activities:

Make copies of the blank cheque worksheet (Econ11.2) for additional practice. Make as many photocopies of the page as you need for any one activity.

1. Filling in specific information

Give students oral instructions to fill in only some of the cheque — for example only the date or amount.

2. Complete the cheque

Give the students either oral or written instructions to fill out a cheque or cheques completely.

3. Information gap

   I. Partly fill out a cheque and label it as A. then, fill out a second cheque with the opposite information and label it as B. Make photocopies of A for half of the class and copies of B for the other half.

   II. Have students sit with a partner who has the opposite cheque – that is an A student needs to work with a B student.

   III. A and B exchange information by asking questions about their missing data and write in the answers. (A: What is the date? —   B: The date is October 23, 2002.)

IV  When the students finish, have them compare their completed cheques to see if the information matches.

Note: Some students have trouble understanding information gap activities at first. You may want to get them started by allowing them to look at each other’s sheets and exchanging information. Then, get them to try a similar information gap without looking at their partner’s sheet.
Activity 12: Understanding Flyers

Phase II – Developing

Focus Topic: Consumer Transactions - Flyers

Language Competencies Addressed in Activity:

- Recognize, read and demonstrate understanding of the organizational pattern of texts and where to find specific information
- Locate necessary information
- Read some common abbreviations
- Copy relevant information from signs and menus
- Print on line and in spaces correctly
- Copy a variety of abbreviations with period
- Demonstrate understanding of and interpret numbers seen in newspapers
- Locate information presented in flyers

Materials:

- 1 copy per student of different flyers – food, clothing, furniture, etc.
- 1 copy of the Abbreviations worksheet (Econ12.1) per student
- 1 copy of the Reading Flyers worksheet (Econ12.2) per student plus one copied on overhead transparency
- 1 copy per student of a simple take out flyer menu from a local restaurant (optional)
- 1 copy per student of the coupon diagrams from the Phase II initial activity: Using Coupons (Econ7.1a-b)
- 1 picture dictionary per student
- 2 or 3 kinds of actual apples per class – Spartan, Gala, Delicious

Activity Overview: In this activity, the students will become familiar with reading information presented in flyers. The students will look at various flyers – food, furniture, clothing – and learn to read some of the information presented there with the help of picture dictionaries. They will also review how to read money amounts and words connected with special prices in flyers. Also the students will gain an understanding of some common abbreviations found in flyers.
Instructions:

I. Write the word flyer on the board and introduce it to the students. Show the students samples of flyers from various stores – food, appliances, furniture, clothing and so on. Ask the students: What are flyers used for? Where do we get them? Who in the class uses them? What information is usually included in them? What do you do with them when you are finished with them? (Keep the environment in mind and make a suggestion to recycle the paper.)

II. Write some money amounts on the board using symbols and numbers. Ask the students to volunteer reading the amounts for the other students to hear and then ask the students to say and write other money amounts on the board, too. Tell the students that the dollar sign, decimal point and cent sign are symbols we use when writing numbers but they are often left out when writing money amounts in flyers. Give the students copies of the food flyer and read the money amounts for several food items.

III. Give each student a copy of the coupon diagrams from the Phase II – initial activity, Using Coupons (Econ7.1a-b). Review the words connected with saving money such as: save, off, special, and symbols such as / and @ by reading the coupon diagrams. Ask the students the meaning of all of the words on the coupons to ensure their understanding of them.

IV. Introduce the students to some abbreviations found in flyers. Write the words on the board: pound, litre, kilogram, gram, each, millilitre. Elicit the meaning of these words from the students. Then write the abbreviations for the words next to them and again read the word and the abbreviation with the students. Give each student a copy of the abbreviation worksheet (Econ12.1) and review the words once again. Ask the students to volunteer to say a word and then spell the abbreviation. Ask the students to complete the worksheet by writing the abbreviations for the words following the example. Correct the exercise with the students orally and circulate to ensure accuracy.

V. Give each student 1 copy of the Reading Flyers worksheet (Econ12.2) and a picture dictionary. Read the first half of the worksheet from the overhead for the students as they follow on their worksheet. Show the students the apples you have in class to clarify the words, Spartan and Gala. Now read the same half of the worksheet as a class. Then ask students to volunteer to read the various ads on the worksheet to the class. If the students have difficulty understanding the meaning of any of the food words, use the picture dictionary with them to clarify the meaning.

VI. Have the students complete the second part of the worksheet, copying the prices from the advertisement. Go over the answers with the students.

Extension activity:

■ Gather samples of simple take out flyer menus for the class. Read and discuss prices. Plan a meal and find out how expensive it will be. This can be done on the board as a group activity. A menu might
include: soup or salad, entrée, dessert and beverage.

- Read furniture store flyers and check out special prices and savings with the students. Read start dates and end dates of sales, too. Give the students a teacher made worksheet with the headings: Room, Furniture to Buy and Cost. Provide lines on the worksheet for the students’ entries (example below). Work as a class to decide on the room to be furnished and the furniture necessary. Make a list on the board for the students to copy on their worksheet. Divide the students into groups and have the students search for the best prices or deals. When finished, discuss group findings as a class.

<table>
<thead>
<tr>
<th>Room</th>
<th>Furniture to Buy</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________</td>
<td>__________________</td>
<td></td>
</tr>
<tr>
<td>___________________</td>
<td>__________________</td>
<td></td>
</tr>
<tr>
<td>___________________</td>
<td>__________________</td>
<td></td>
</tr>
<tr>
<td>___________________</td>
<td>__________________</td>
<td></td>
</tr>
</tbody>
</table>

112
# Karen’s Bill

Talk about Karen’s electricity bill with your teacher. Answer your teacher’s questions.

## Utilities Statement

<table>
<thead>
<tr>
<th>Name and Service Address:</th>
<th>Karen Tran</th>
</tr>
</thead>
<tbody>
<tr>
<td>123 4 St. SW</td>
<td></td>
</tr>
<tr>
<td>Calgary, AB T4E 6M4</td>
<td></td>
</tr>
</tbody>
</table>

**Account Number 338569-247831**  
**Statement Date: 2002 OCT 5**

### Electric

<table>
<thead>
<tr>
<th>Meter #</th>
<th>Previous Reading Date</th>
<th>Present Reading Date</th>
<th>Use (kWh)</th>
<th>Reading Date Use (kWh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>123098</td>
<td>50621 AUG 29</td>
<td>50966 SEP 27</td>
<td>345</td>
<td>31.04</td>
</tr>
</tbody>
</table>

**GST (7%)**  
2.17

**TOTAL CURRENT CHARGES DUE NOW**  
33.21

**Previous Balance**  
36.24

**Payment Received**  
36.24CR

**Balance Forward**  
00.00  
00.00

**Total amount due**  
$33.21

Make cheque payable to Emcor  
Write acct. no. on front of cheque
Abbreviations

Abbreviations are short forms of words. For example, the abbreviation for Avenue is written Ave. and the abbreviation for Street is St.

Following are some abbreviations that we read in flyers for food and other consumer items.

<table>
<thead>
<tr>
<th>WORD</th>
<th>ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>pound</td>
<td>lb.</td>
</tr>
<tr>
<td>gram</td>
<td>g. or gm.</td>
</tr>
<tr>
<td>kilogram</td>
<td>kg.</td>
</tr>
<tr>
<td>litre</td>
<td>L</td>
</tr>
<tr>
<td>millilitre</td>
<td>mL</td>
</tr>
<tr>
<td>each</td>
<td>ea.</td>
</tr>
</tbody>
</table>

Write the abbreviations for the words.

each ______    pound ______    litre ______

millilitre ______    kilogram ______    gram ______
## Reading Flyers

Read the information below.

<table>
<thead>
<tr>
<th>Canned Vegetables</th>
<th>Beans</th>
<th>Pasta</th>
</tr>
</thead>
<tbody>
<tr>
<td>.69</td>
<td>.99</td>
<td>2 for 3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electric</th>
<th>Soups</th>
<th>Instant Coffee</th>
<th>Orange Juice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 for 3.00</td>
<td>4.99</td>
<td>2 for 3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spartan Apples</th>
<th>Gala Apples</th>
<th>Buns</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 lb. bag</td>
<td>5 lb. bag</td>
<td>1 dozen</td>
</tr>
<tr>
<td>3.99</td>
<td>5.50</td>
<td>2.69</td>
</tr>
</tbody>
</table>

Write the prices for these foods.

1. one dozen buns
2. five pounds Gala apples
3. one bag Spartan apples
4. instant coffee
5. one can soup
6. canned vegetables
7. beans
8. one package pasta
9. two cans orange juice
10. two dozen buns
Activity 13: Karen’s Bill

Phase II – Developing – Adequate

Focus Topic: Bill Payments

Language Competencies Addressed in Activity:

- Read and demonstrate understanding of specific detailed information on bills
- Find specific information (amount due, GST, meter readings, etc.) on a simplified utility bill.
- Read bills and write corresponding cheques appropriately
- Write information in appropriate spaces or lines, include account number on the front, etc.
- Read simple bar graphs – use graphs to construct simple comparisons and to make approximations
- Demonstrate understanding by answering oral and written questions.
- Write sentences using SVO word order, capital letters and periods

Materials:

- Utilities statement (Econ13.1) — one copy per student
- Utilities statement (Econ13.1) overhead transparency – one per class
- Karen’s Bill Worksheet (Econ13.2a-c) – one copy of each of 3 pages per student
- Blank Cheque Worksheet sheet (Econ11.2) from Activity 11 – enough copies as needed for each student to have 1-2 cheques for the extension exercise

Activity Overview: In this activity, students will learn to read utility bills. Students will practice locating information on a simplified utility bill. By dividing the bill into sections, students will not be overwhelmed by the amount of information. The students will then be able to look at a complete utility bill and locate relevant information. For students who are ready for a challenge, the last task is to write a cheque that corresponds to the bill.

Make cheque payable to Emcor □

Write acct. no. on front of cheque □

Karen Tran □
123 4th St. SW
Calgary, AB T4E 6M4
283-5441
Pay to the order of $ □

WestCan Bank
567 3 Ave. SW
Calgary, AB T3B 9H7
Memo □ 822” 10 019” 113 305545” 29

Total amount due $33.21

DATE ———— /00 Dollars
Instructions:

I. Give each student a copy of the complete utilities statement – Karen’s Bill (Econ13.1)

II. Go through the bill orally with your students. If you have a large class, use an overhead transparency – if you have a small group you use a photocopy of the complete bill.

III. Ask them to circle or underline different parts of the bill. (Circle the amount you must pay. Underline the GST.) For higher students you may do this with the complete bill or with the part reproduced on each worksheet with lower students.

IV. Once the students are familiar with the bill, hand out the three pages of Karen’s Bill worksheet (Econ13.2). The three pages of the worksheet look at each section of the bill separately. Complete and check each worksheet before going on to the next one.

V. For each page, review the information as needed orally. Go through the first question with your students, solicit the answer and complete sentence form of the answer — write the answer on the board for them to copy. This will serve as an example.

VI. Each page of the worksheet asks students to answer the questions in sentences. However, if you have a mixed class, have the lower students answer with phrases or one-word answers.

VII. Page three of the worksheet asks students to complete a cheque for the bill. Review the "how tos" of cheque writing with your students first. You may choose to write the cheque step by step as a class.
   • Review cheque writing by asking them personal questions about Karen (What is her name? What is her address? Etc.)
   • Ask them questions about the bank (What is the name of the bank? Where is the bank?)
   • Ask students questions about the parts of the cheque. (Where do I write the date? What do I write beside "memo"?)
   • Finally, have the students fill out the cheque.

Extension exercises

- Encourage students to bring in their past bills or bring in yours with altered or blocked out personal information. Go through the real thing with students - again end by writing cheques for the amount. (Econ11.2).

- Enmax (and some other energy providers) show a bar graph of use through the year. Enlarge the graph and discuss it with your class.
  • Have students estimate use using the graph.
    i.e. I used about 325 kWh in June.
  • Have them make comparisons orally and in writing.
    i.e. In June I used about 325 kWh, but in July I used 300.
  • Have students discuss and then write suggestions for reducing energy
Answer key for shopping at the drugstore exercise

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothpaste</td>
<td>$0.95</td>
</tr>
<tr>
<td>hand lotion</td>
<td>$3.91</td>
</tr>
<tr>
<td>toothbrush</td>
<td>$1.79</td>
</tr>
<tr>
<td>lipstick</td>
<td>$4.02</td>
</tr>
<tr>
<td>soap</td>
<td>$0.74</td>
</tr>
<tr>
<td>shampoo</td>
<td>$3.92</td>
</tr>
<tr>
<td>conditioner</td>
<td>$2.89</td>
</tr>
<tr>
<td>total</td>
<td>$19.00</td>
</tr>
</tbody>
</table>

Estimate the GST $1.40

Add the estimated total and the GST $19.00 + $1.40 = $20.40

Can Betty buy the items with her money? X Yes  ____ No
Karen’s Bill

Look at the top part of Karen's bill. Answer the questions in sentences.

1. What is Karen's last name? ____________________

2. What is her address? __________________________

3. What is the account number on the statement? 

4. What is the date on the bill? ____________________
Karen’s Bill

Look at the middle part of Karen’s bill. Answer the questions in sentences.

1. What is the bill for? ______________________________________

2. What was the reading on August 29? _______________________

3. What was the reading on September 27? _____________________

4. How much electricity did Karen use? _________________________

5. How much did it cost? ____________________________________

6. What are the total charges? _________________________________

7. How much was her last bill? _________________________________

8. Did she pay her last bill? _________________________________
Karen’s Bill

Look at the bottom section of Karen's bill. Answer the questions.

1. What is the total amount due? ____________________

2. Who should Karen make the cheque payable to?
   ________________________________________________

3. What number should she write on the front of her cheque?
   ________________________________________________

Fill out Karen's cheque for her bill.
Activity 14: Estimating Prices

Phase II – Adequate

Focus Topic: Consumer Transactions

Language Competencies Addressed in Activity:

- Read text up to 10 lines in length
- Recognize high frequency words in and out of context
- Print on line correctly
- Demonstrate understanding of decimals
- Round off numbers
- Estimate whether or not one has enough money to pay for purchases
- Add prices on a shopping list to determine total amount with and without GST

Materials:

- 1 class set of flyers from a grocery store and furniture store
- 1 overhead copy of the Estimating Prices worksheet (Econ14.1)
- 1 copy per student of the Estimating Prices worksheet (Econ14.1)
- 1 class set of take-out menus

Activity Overview: In this activity, students will practice rounding off numbers and estimating prices with and without the GST. First, students will read a story and a shopping list. They will round off money amounts to the nearest dollar for various items from the shopping list. The students then add the rounded off costs of the items on the shopping list and estimate the GST on this total. After estimating the cost of the shopping list and adding the GST to the total, the students decide whether enough money is available to purchase the items.
It's five o'clock on a Friday afternoon. Marco goes to a bank machine to make a withdrawal. He needs enough money to go out with his friends tonight, get gas for his car, and pick up a few things at the grocery store.

Marco inserts his card and enters his PIN.

He selects his savings account.

He decides how much money he wants.
Using a Bank Machine

He enters the amount of money he wants and presses OK.

Marco takes his money from the machine.

He gets his card and a transaction record.

It's time for the weekend!
**Instructions:**

I. Give each student a grocery store flyer. Elicit background knowledge of flyers. Ask the students: Who uses them? What are they for? How do you use them? Why do you use them? When do you use them?

II. Give each student 1 copy of a furniture store flyer. Put a list of items on the board. Have students look for prices in the flyers.

III. Write the prices for the items next to the list of items on the board. In a column next to the prices of the items, help the students round off the prices to the nearest dollar. Add the rounded off prices on the board with the students to estimate the total amount of money needed to buy the items without the GST.

IV. Introduce the concept of GST. How much is GST? What is it charged on? How is it calculated? Practice calculating GST for a list of prices written on the board.

V. Have students estimate the total cost of three items from the flyers without and then with the GST. Discuss results.

VI. Give each student a copy of the Estimating Prices worksheet (Econ14.1). Using the overhead projector, read the story from the overhead copy of the worksheet while the students follow. Ask the students to read the story in unison. Check for any difficulties the students may have with any words.

VII. Read the instructions on the worksheet to the students and ask the students if they have any questions. Ask the students to read the instructions in unison. Ask the students to complete the exercise after reviewing the first example with them on the board. Circulate while the students are completing the list of rounded off dollars to check for accuracy.

VIII. Demonstrate to the students on the board how to fill in the blanks for "Add the estimated…"

IX. Ask the students to put an “X” next to Yes or No for the last question.
Banking by Machine

B. Try to write your own sentences that have these words in them.

1. withdraw/money __________________________

2. select/account __________________________

3. enter/PIN ______________________________

4. insert/card ______________________________
Extension activities:

- Give each student a take-out menu. Read and discuss prices. Estimate the cost of various meals together – soup and a salad, entrée, dessert and coffee, and so on.

- Read furniture store flyers and check out special prices with the students. Discuss the cost of new furniture for several rooms. Have each student estimate the cost of furniture for one room with and without GST on a teacher made worksheet. The worksheet could be set up as follows:

<table>
<thead>
<tr>
<th>Room</th>
<th>Furniture</th>
<th>Cost</th>
<th>Rounded Off Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: ________

GST: ________

Estimated cost for furniture without GST: ________

Estimated cost for furniture with GST: ________
Estimating Prices

A. Read the story.

Betty is going shopping today. She has twenty-five dollars in her purse. She walks to the drugstore.

Betty has a shopping list. She needs soap, shampoo, and conditioner. She also needs a new toothbrush and some toothpaste. She will buy some lipstick and hand lotion, too.

Betty picks up the items on her list. She pays for them.

B. Read the shopping list and the prices. Round off the prices to the nearest dollar. Add the prices that you rounded off.

<table>
<thead>
<tr>
<th>Shopping List</th>
<th>Price</th>
<th>Price to the nearest dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothpaste</td>
<td>.95</td>
<td>1</td>
</tr>
<tr>
<td>hand lotion</td>
<td>3.91</td>
<td>4</td>
</tr>
<tr>
<td>toothbrush</td>
<td>1.79</td>
<td>2</td>
</tr>
<tr>
<td>lipstick</td>
<td>4.02</td>
<td>4</td>
</tr>
<tr>
<td>soap</td>
<td>.74</td>
<td>1</td>
</tr>
<tr>
<td>shampoo</td>
<td>3.92</td>
<td>4</td>
</tr>
<tr>
<td>conditioner</td>
<td>2.89</td>
<td>3</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimate the GST

Add the estimated total and the GST $____ + ____ = ____$
Automated banking at your fingertips

Your WestCan Bank card gives you access to your money seven days a week, 24 hours a day. Use it at WestCan Bank automated banking machines, other bank machines, or when you are shopping.*

Your WestCan Bank card is convenient and easy to use, but you have to be careful. Follow these bank card dos and don'ts to help keep your money safe:

- Choose a PIN that is easy to remember, but don't choose a number that others can guess - for example, a birthday
- Block the key pad with your hand or body when you enter your PIN
- Never tell anyone your PIN
- Never write down your PIN

- Never let your card out of your sight
Can Betty buy the items with her money? ___Yes ___No
WestCan Bank Pamphlet

B. Here is the list of dos and don'ts. There are no spaces between the words. Rewrite the sentences so they are correct.

1. Choose a PIN that is easy to remember ________________________________
   ________________________________

2. Block the keypad with your hand or body when you enter your PIN
   ________________________________
   ________________________________

3. Never tell anyone your PIN ________________________________
   ________________________________

4. Never write down your PIN ________________________________
   ________________________________

5. Never let your card out of your sight ________________________________
Section 2

Employment Literacy
Employment Literacy Activities

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Employment Literacy Activities

Activity 1: Introduction to Work Schedules

Phase I – Initial

Focus Topic: Personal employment – Work Schedule

Language Competencies Addressed in Activity:

- Read and understand short instructions used in the classroom
- Read and understand formatted and unformatted information
- Know where to write on a page, line or space provided
- Begin to write for meaning at the word level

Activity Overview: In this activity, the students will practice reading a simplified work schedule. They will begin by reviewing the days of the week with flashcards and then discuss the concept of schedules. The students will then complete a worksheet with fill in the blanks and matching exercises relating to a simple work schedule.

Materials needed:

- Days of the week flash cards (Emp1.1a-d) one set for each student
- 1 copy of the Work Schedule worksheet for each student (Emp1.2)
Instructions:

I. Review the days of the week and the difference between the weekdays and the weekend.

II. Give each student a copy of the days of the week flashcards (Emp1.1a-d). Have them put them in order starting with Sunday. Then have the students separate the cards into workdays and the weekend.

III. Talk about the concept of a schedule, ask the class how many students use a schedule at work and why it is necessary.

IV. Look at the schedule on the worksheet (Emp1.2) together. Discuss the days that people work and the names of the people who work there. Ask some oral questions about who is working when.

V. Once they are familiar with the schedule, explain that the students are to read the schedule and the match the names with the days worked.

VI. Do the first one together as an example.

VII. When they are finished move on to the next exercise. Tell the students to fill in the blanks with the correct word to complete the sentence.

VIII. When everyone is finished review the answers together as a class.

Extension activity:

Work schedule BINGO

- Make up different versions of the schedule by changing the names, the days and times worked.
- Give each student a different version of the schedule.
- Then call out different combinations of days and times worked. Ex. Rose on Monday at 3:00 or Carlos on Friday at 7:00.
- The student should mark an “x” on the square that is called.
- The first student to mark 3 squares wins.
Monday

Tuesday
Wednesday

Thursday
Friday

Saturday
Sunday
Work Schedule Worksheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-3:00</td>
<td>Rose</td>
<td>Rose</td>
<td>Rose</td>
<td>Yoko</td>
<td>Yoko</td>
</tr>
<tr>
<td>3:00-11:00</td>
<td>Yang Li</td>
<td>Yang Li</td>
<td>Carlos</td>
<td>Carlos</td>
<td>Carlos</td>
</tr>
</tbody>
</table>

A. Match the names with the days they work.

- Rose works on Thursday, Friday.
- Yoko works on Wednesday, Thursday, Friday.
- Yang Li works on Monday, Tuesday, Wednesday.
- Carlos works on Monday, Tuesday.

B. Use a word from below to complete each sentence:

Monday      Tuesday  Wednesday Thursday Friday

1. Rose works on Monday, Tuesday and Wednesday.

2. Yoko works on Wednesday and Friday.

3. Yang Li works on Tuesday and Tuesday.

4. Carlos works on Monday, Thursday and Friday.
Activity 2: Employee Information Forms

Phase I – Initial

Focus Topic: Job Search – Employee Information Form

Language and content-related competencies addressed in activity:

- Understand vocabulary on simplified application forms
- Circle, underline or identify words in text to answer short questions
- Match words in groups
- Recognize where to fill in basic personal information on simplified forms.

Activity Overview: In this activity, students will practice identifying vocabulary on a simplified personal information form by discussing application forms. They will practice by manipulating word cards and matching vocabulary on simplified application forms.

Materials needed:

- 1 copy of Employee Information Form Worksheet (Emp2.1) per student
- 1 set of vocabulary word cards (Emp2.2) per student
- 1 copy of blank form (Emp2.3) per student
Instructions:

I. Elicit background knowledge about forms. Ask the students if they have had to fill out forms in Canada? Were they able to? What type of information did they have to provide?

II. Give each student a copy of the employee information form (Emp2.1). Discuss the vocabulary on the form and the format. What do the different words mean? Ask students where they would write information on the form.

III. Give each student a set of vocabulary word cards (Emp2.2). Explain to the students that they are the same words used on the form. Ask them to match the word cards with the words on the form. Point out ways to recognize the words, i.e. configuration, double letters, length of word.

IV. Circulate around the room, checking for accuracy or go over the activity with the students when they have completed the activity.

V. Give each student a copy of the blank form (Emp2.3). Explain to them that it is the same form as the previous one, but without the words.

VI. Ask the students to place the vocabulary word forms in the correct places on the blank form, using the previous form as a guide.

VII. Check for accuracy, and make sure that all of the students have the words in the correct places on the forms.

VIII. Practice word recognition by calling out the different words from the form, one at a time. Tell the students to point to the correct words on the form as you call them out.

Extension Activities:

■ Have the students ask the instructor for his/her address and telephone number.

■ Have students interview each other for their name, address, and telephone number.

■ Make up cards with fictitious information written on them to go with the vocabulary word cards. Give each group of students a set of the cards and have them match the vocabulary words to the correct information. eg. Match the word Address to 131 Maplewood Ave., Victoria, B.C., and Telephone number to 397-4256.
**Employee Information Form Worksheet**

<table>
<thead>
<tr>
<th>Employee Information Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Name</strong> ____________________________</td>
</tr>
<tr>
<td><strong>Address</strong> __________________________________</td>
</tr>
<tr>
<td><strong>City</strong> ________________________________</td>
</tr>
<tr>
<td><strong>Province</strong> __________________________________</td>
</tr>
<tr>
<td><strong>Postal Code</strong> ________________________________</td>
</tr>
<tr>
<td><strong>Telephone Number</strong> (       ) ______________</td>
</tr>
</tbody>
</table>

The ABCs of Practical Literacy
© Bow Valley College 2002
Employee Information Form

Employee Name ____________________________
Address __________________________________
City ______________________________________
Province __________________________________
Postal Code________________________________
Telephone Number (       ) __________ ________

The ABCs of Practical Literacy
© Bow Valley College 2002
Activity 3: Application Forms - Filling in Personal Information

Phase I – Developing

Focus Topic: Job Search- Employee Information Form

Language Competencies Addressed in Activity:

- Write personal information onto simplified application form.
- Read vocabulary cards.
- Match words to information.
- Read information and copy it from one form to another.

Activity Overview: In this activity, the students will practice recognizing vocabulary and appropriate corresponding information used on the personal data section of forms. They will practice filling out blank forms and answering related questions on a worksheet. They will then be able to enter their personal data on a personal information form unassisted.

Materials needed:

- Four copies of Employee Information Form Worksheet (Emp2.1 – shared with Phase I initial activity) for each student.
- 1 copy of a blank information form (Emp2.3 – shared with Phase I initial activity) for each student.
- 1 set of cut out vocabulary words (Emp2.2 – shared with Phase I initial activity) for each student.
- 1 copy of Employee Information Form Sentences (Emp3.1) for each student.
Instructions:

I. Elicit background knowledge about forms. Ask the students if they have had to fill out forms in Canada? Were they able to? What type of information did they have to provide?

II. Ask the students the pertinent personal information for the employee information form (Emp2.1), name, address, telephone number and assist each student in filling in a form.

III. Before the class, fill in a blank information form (Emp2.3) for each student with their correct personal information. In class, give each student a copy of their forms and a copy of the vocabulary words cut out (Emp2.2).

IV. Have the students match the correct labels to the information. i.e. each student will place the word “Name” next to his/her name on the form. Next the students will copy the labels and print them in the correct places on the blank form.

V. Have the students copy the information from the completed form onto another employee information form (Emp2.1).

VI. Circulate around the room, checking for accuracy in placement of information, correct spelling and correct punctuation.

VII. Give each student a copy of the worksheet (Emp3.1).

VIII. Have the students use the information from their form to fill in the blanks on the sentences. When they have completed filling in the sentences, they should practice reading them aloud.

IX. Have the students try to fill out the Employee Information Form (Emp2.1) independently without copying from anything. Circulate and check for accuracy.

Extension Activities:

- Spread the cut out vocabulary words on the table and give the students clues as to meaning or spelling. Eg. Find the words that end with a silent "e". (name, code, telephone) Find the words that contain "or". (form, information) Find all the words with double letters. (employee, address) Find the word that means where you live. (address). Find the word that goes with number. (telephone) Find the word that goes with code. (postal). The students must identify the correct word.

- Have the students pick up the words one at a time from the table, read them and use them in a short sentence.

- Have the students correctly enter the teacher’s name, address and information onto a personal information form. They will ask the teacher for the information and correct spelling.

- Have the students interview one another and enter each other’s name, address, and information onto a personal information form. The students giving the information can refer to their completed form for spelling assistance.
Fill in the blank with information from your Employee Information Form.

1. My last name is __________________________

2. My first name is __________________________

3. My street address is ________________________

4. I live in __________________________________

5. My postal code is __________________________

6. My phone # is ____________________________
Activity 4: Time and Schedules

Phase I – Developing

Focus Topic: Personal Employment – Work Schedule

Language Competencies Addressed in Activity:

- Read and understand short formatted and unformatted information
- Read and follow short instructions
- Record formatted and unformatted information
- Demonstrate understanding of a work schedule

Activity Overview: In this activity, the students will practice reading a simplified work schedule. They will begin with a review of reading times on different types of clocks and then continue with a worksheet. The students will then read a work schedule and answer related true/false questions

Materials needed:

- 10 Clock flashcards with different kinds of clocks displaying different times, one set for each student. (Emp4.1a - e)
- One copy of the Work Schedule Worksheet per student (Emp4.2)
Instructions:

I. Review how to read the time using the cards with various kinds of clocks on them, each clock showing a different time. Compare times on digital clocks and regular clocks.

II. Next the teacher should call out a time and the students will have to identify the clock with that time on it. Then get the students to try and put the cards in order starting with the earliest time.

III. Talk about the idea of a work schedule. Find out who is familiar with a work schedule and why schedules are useful.

IV. Read through the work schedule on the handout (Emp4.2) together. Discuss the days of the week, the times and the people who work there.

V. Once the students are familiar with the schedule have them read the schedule and answer the true and false question.

VI. Once they have finished have them copy the sentences that are true in the space provided on the worksheet.

VII. Review the answers together in class.

Extension activity:

Information Gap

- Make two copies of the schedule from the worksheet and white out different names.

- Give a different copy to each student.

- The students should work in pairs to complete their schedules by asking each other questions about the blank areas on their schedules.

Example:

A: Who is working on Monday at 3:00?

B: Carlos and Maria. Who is working on Tuesday at 7:00?

A: Rose and Yoko.

- Once they have the correct information to complete their squares they should write that information on their schedule.
## Work Schedule Worksheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-3:00</td>
<td>Rose</td>
<td>Rose</td>
<td>Rose</td>
<td>Carlos</td>
<td>Carlos</td>
</tr>
<tr>
<td></td>
<td>Yoko</td>
<td>Yoko</td>
<td>Yoko</td>
<td>Maria</td>
<td>Maria</td>
</tr>
<tr>
<td>3:00-11:00</td>
<td>Carlos</td>
<td>Carlos</td>
<td>Bang</td>
<td>Bang</td>
<td>Rose</td>
</tr>
<tr>
<td></td>
<td>Maria</td>
<td>Maria</td>
<td>Singh</td>
<td>Singh</td>
<td>Yoko</td>
</tr>
</tbody>
</table>

### A. Circle true or false for each sentence

1. Carlos is working at 3:00 on Monday.  
   - True  
   - False

2. Rose is working on Monday.  
   - True  
   - False

3. Bang is working in the morning.  
   - True  
   - False

4. Singh is working on Tuesday night.  
   - True  
   - False

5. Maria is working on Friday Morning.  
   - True  
   - False

6. Bang is working at 3:00 on Thursday.  
   - True  
   - False

Now copy all of the true sentences onto the lines below.

Ex. Carlos is working at 3:00 on Monday.
Activity 5: Creating a Work Schedule

Phase I – Developing

Focus Topic: Personal Employment – Work Schedule

Language Competencies Addressed in Activity:

- Read and understand short formatted and unformatted information
- Read and follow short instructions
- Record formatted and unformatted information
- Demonstrate basic understanding of a work schedule

Activity Overview: In this activity, the students will practice reading and creating work schedules by creating a large wall mounted schedule as a class.

Materials needed:

- 16" x 22" Laminated (if possible) blank schedule that can be mounted on a white board or wall. (teacher prepared)
- 7 – 3"x 3" Days of the Week Cards with the days of the week (Sunday –Saturday) written on them to fit across the top of the schedule (Emp5.1)
- 2- 3"x3" Shift Cards with shift times (7:00-3:00, 3:00-11:00) to fit along the side of the schedule (Emp5.2)
- 3 copies of the 6- 3"x1.5" Name Cards with employee names on them (Rosa, Carlos, Bang, Maria, Joe and Ying) to fit into the main body of the schedule (Emp5.3)
- Blue tack or tape to attach cards to schedule
Instructions:

I. Create a 16" x 22" schedule with a grid on it- 8 squares across and 3 squares high. Squares should be 3" across and 3" tall. Affix the laminated blank schedule to white board or a wall using tape.

II. Have the students arrange the days of the week cards in the proper order.

III. Once they are in the correct order have the students stick them onto the schedule in the proper place.

IV. Have the students put the shift time cards in the correct order.

V. Have the students stick them on to the board in the appropriate place.

VI. Then tell a student the time and day that an employee will be working and direct the student to put that employee's name in the correct place.

    Ex. Rosa is working on Monday at 3:00.

VII. Use the schedule below as a guide:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 - 3:00</td>
<td>Rosa</td>
<td>Joe</td>
<td>Rosa</td>
<td>Joe</td>
<td>Rosa</td>
<td>Bang</td>
<td>Rosa</td>
</tr>
<tr>
<td></td>
<td>Bang</td>
<td>Rosa</td>
<td>Bang</td>
<td>Carlos</td>
<td>Bang</td>
<td>Carlos</td>
<td>Bang</td>
</tr>
<tr>
<td>3:00 - 11:00</td>
<td>Carlos</td>
<td>Ying</td>
<td>Carlos</td>
<td>Ying</td>
<td>Carlos</td>
<td>Ying</td>
<td>Maria</td>
</tr>
<tr>
<td></td>
<td>Ying</td>
<td>Maria</td>
<td>Joe</td>
<td>Maria</td>
<td>Joe</td>
<td>Maria</td>
<td>Joe</td>
</tr>
</tbody>
</table>

VIII. Take turns with each student until the schedule is filled.

Extension activities:

- Have students bring in copies of the schedules from their workplaces so that the class can look at them together.

- Make cards with the students’ names on them and have them build a work schedule for the class using the blank schedule.
Saturday
3:00–11:00
7:00–3:00
<table>
<thead>
<tr>
<th>Rosa</th>
<th>Carlos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bang</td>
<td>Maria</td>
</tr>
<tr>
<td>Joe</td>
<td>Ying</td>
</tr>
</tbody>
</table>
Activity 6: Application Forms – Employment and Educational History

Phase I – Adequate

Focus Topic: Job Search – Employee Information Form

Language Competencies Addressed in Activity:

- Copy employment history and educational history onto simplified application form from a previously filled out form
- Know where to find formatted information
- Know where to write answers on forms with increasing number of items
- Read and understand word order in common sentences

Activity Overview: In this activity the students will practice filling in a sample application form. They will practice reading and using vocabulary found on simplified application forms. The students will then fill in their own employment and educational history on the form.

Materials needed:

- 1 copy of Word Flashcards with the words employment, education and history per class (Emp6.1)
- 1 copy of the application form per student (Emp6.2)
- 1 copy of the application form on an overhead transparency (Emp6.2)
Instructions:

I. Use the flashcards (Emp6.1) or a whiteboard to introduce the new vocabulary words: employment, education and history to the students. Discuss their meanings. Show how they are used together to read employment history and education history.

II. Give each student a copy of the application form (Emp6.2).

III. Have the students find the new vocabulary words on the application form.

IV. Discuss different levels of schooling and words used for them in Canada.

V. Discuss employment and educational history sections on application forms and how information is usually included there—most recent positions and training first, include date, name of company and details of training or job, etc.

VI. Using the copy of the application form on the overhead transparency, fill in your own employment and educational history as an example, discussing important points with the class as you go along.

VII. Have the students fill out the Education and Employment History portion of their form. Circulate around the classroom, assisting students as they document their information. They should be able to fill in the information on the rest of the form on their own.

VIII. When all students are finished, let those who wish share what they have written.

Extension Activity:

- Help the students find their phone numbers in the phone book. Also have them note their address in the phone book. Show them where they can find postal codes at the back of the book.

- Help the students find their addresses on a city map. Show them the index and how to use the coordinates to find their addresses. Have each student trace the route from his/her home to the school.

- Bring a variety of application forms into the class and compare them to see what information they ask for, how they differ and how they are the same.
employment

education

history
Application Form Worksheet

Application Form

Please print

Name ________________________________

Address

Number Street

City Province Postal Code

Phone Number ( ) ______________________

Education

Employment History

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Activity 7: Filling in an Application Form

Phase II – Initial

Focus Topic: Job Search – Employee Information Form

Language Competencies Addressed in Activity:

- Demonstrate understanding of text using context/idea, sight words, phonetic clues
- Read and understand personal titles such as Mr., Mrs., Miss, and Ms
- Read and understand where to write required information
- Spell personal information correctly or know where to reference
- Print on line and in spaces accurately, legibly and consistently
- Sign name on appropriate line
- Read and fill out application forms with personal information, including history, SIN number, and basic health information

Activity Overview: In this activity, the students will practice using the terminology and format of an application form, and demonstrate understanding of its use. Each student will then fill in a form with his/her personal information.

Materials needed:

- 1 copy of Application Form Worksheet per student (Emp 7.1)
- 1 copy of the application form on an overhead transparency (Emp7.1)
- 1 Vocabulary List per student (Emp7.2)
Instructions:

I. Show the students the application form (Emp7.1). Review the format and the information wanted on the form.

II. Hand out the list of vocabulary words (Emp7.2). Read each word and have the students repeat it. Point out any phonetic, configuration or word families, to help the students with recognition.

III. Have the students outline each word to emphasize its configuration. Demonstrate on the board how they should outline the word.

IV. Discuss the meaning of any unfamiliar words.

V. Point out the abbreviations, Mr., Mrs., Ms. and discuss meanings.

VI. Read the words in a non-sequential order and have the students point to them.

VII. Review the numbers on each student’s vocabulary list. Call out numbers one at a time and have students take turns reading the word next to each number called.

VIII. Give each student a copy of the application form (Emp7.1)

IX. Have each student fill in application form with his/her personal information. Circulate around the room to assist students who may be having difficulty and to check for accuracy on students’ forms

Extension Activities:

- Give each student a blank envelope. Explain that each envelope must have the address of the person it’s going to, plus the return address of the sender. Each student should borrow another student’s information form and copy their name and address onto the envelope. Then they should put their own return address in the correct place on the envelope. The student can use the information on the form to copy his/her return address. Help the students write a brief note to the addressee. Mail the letters for the students. Have them tell you when they receive them.

- Examine the index on a city map to list synonyms for example: St., Rd., Blvd., Cl..

- Use the phone book to find the address for familiar places, restaurants, schools, friends.

- Use the words on the vocabulary list to play Bingo.
Application Form Worksheet

Application Form

Please print

Mr. Mrs.
Miss Ms.

Name

______________________________

     Last
           First

Address

______________________________

     Street Address

______________________________

     City
           Province
             Country

Postal Code

Phone Number (  ) ______________________________

     Area Code

Social Insurance Number

Alberta Health Care #

Health Concerns

Education

    ______________________________
    ______________________________

     School
           Grade
             Year

Employment

<table>
<thead>
<tr>
<th>Previous Employer</th>
<th>Job</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature ______________________________
Vocabulary List

1. Address
2. Alberta Health Care #
3. Application Form
4. Area Code
5. City
6. Country
7. Dates
8. Education
9. Employer
10. Employment
11. First
12. Grade
13. Health Concerns
14. Job
15. Miss
16. Mr.
17. Mrs.
18. Ms.
19. Name
20. Phone Number
21. Previous
22. Please print
23. Postal Code
24. Province
25. School
26. Signature
27. Social Insurance Number
28. Street Address
29. Year
Activity 8: Introduction to Resumes

Phase II – Developing

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read, demonstrate understanding of and fill in more complex teacher made forms.
- Recognize, read and demonstrate understanding of the organizational patterns of texts and where to find specific information.
- Fill in missing letters in words
- Recognize what a resume is and what people use it for.
- Fill in employment and educational history on forms.

Activity Overview: In this activity, the students will become familiar with the format and vocabulary of a resume. The tasks included will help improve the students’ knowledge of resume vocabulary and letter recognition skills through reading a resume, identifying specific information on the resume and filling in missing letters from vocabulary words.

Materials needed:

- 2 copies of the resume document (Emp8.1) per student
- 1 copy of the resume document (Emp8.1) on an overhead transparency
- 1 copy of the resume word worksheet (Emp8.2) per student
- 1 copy of the resume words (Emp8.3) copied and cut out per pair of students
- 1 copy of the resume worksheet (Emp8.4) per pair of students
Instructions:

I. Give each student a copy of the resume (Emp8.1).

II. Read the resume out loud to the students while they follow along.

III. Have students identify new vocabulary and discuss the meanings of these new words.

IV. Next, have the students read the resume out loud to the instructor.

V. Have the students identify specific information on the resume following your instructions:
   - circle Maria’s family name
   - circle Maria’s apt. number
   - circle the city Maria lives in
   - circle Maria’s phone number
   - circle Bow Valley College
   - circle the words: work, school, happy, snacks, restaurant

VI. Go over the correct answers with the resume on the overhead transparency.

VII. Give each student a copy of the Resume Word Worksheet (Emp8.2). Encourage the students to attempt the activity on the worksheet. Have them fill in the missing letters of the words selected from the resume on the worksheet.

VIII. Check the activity for accuracy by asking the students to write the words on the board.

Extension Activity - Recreating the Resume

- Prior to class, cut up a copy of the resume words (Emp8.3) for each pair of students. Cut out the parts that are blank on the resume worksheet (Emp8.4).

- Lay the cut out words from the resume on the table. Have the students read the words out loud to the instructor. Review meanings.

- Give each student a copy of the resume worksheet (Emp8.4).

- In pairs, have the students place each word onto the correct space of the resume worksheet (Emp8.4).

- Put the original copy of the resume on the overhead. Compare the original resume with the recreated resume for accuracy.
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2000 – present  English as a Second Language
Bow Valley College, Calgary
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Bogota, Columbia

Work Experience:
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La Hacienda Restaurant
Bogota, Columbia

Volunteer Work:
2000 – 2001  Happy Days Daycare
Calgary, AB
• prepared snacks
• prepared materials

References available upon request
Resume Word Worksheet

Complete the resume words below by filling in the missing letters.

1. Mari__
2. T3__ 0V__
3. Ed__cat__on
4. Eng__ish
5. B__w
6. B__got__
7. E__perien__e
8. W__itres__
9. Res__aurant
10. Wo__k
11. Vo__unt__ __r
12. Ha__py
13. ___ycare
14. snack__
15. A__
16. pre__ared
<table>
<thead>
<tr>
<th>Maria Hernandez</th>
<th>Work Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apt. 203 17 Ave. S.W.</td>
<td>La Hacienda Restaurant</td>
</tr>
<tr>
<td>Calgary, AB</td>
<td>prepared materials</td>
</tr>
<tr>
<td>T3E 0V9</td>
<td>2000 – 2001</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>prepared snacks</td>
</tr>
<tr>
<td>Bogota, Columbia</td>
<td>1997 - 1999</td>
</tr>
</tbody>
</table>
Resume Worksheet

Education:
2000 – present
Bow Valley College, Calgary

1998 – 1999
Waitress
Bogota, Columbia

Volunteer Work:
Happy Days Daycare
Calgary, AB
•

References available upon request
Activity 9 : Locating Information on a Resume

Phase II – Developing

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read and demonstrate understanding of more complex teacher made forms
- Recognize, read and demonstrate understanding of the organizational patterns of texts and where to find specific information
- Recognize what a resume is and what people use it for
- Fill in employment and educational history on forms
- Copy important words from informational text accurately
- Write answers to simple questions
- Print on line and in spaces correctly

Activity Overview: In this activity, students will develop their reading comprehension abilities and build upon their understanding of resumes and related vocabulary. They will read through a sample resume and answer questions about it orally and on paper. The activity will help them to better understand formatted information and recognize, read and understand organizational patterns and purpose of text.

Materials needed:

- Sheets of lined paper
- 1 copy of Resume document (Emp9.1) per student
- 1 copy of Resume Questions per class (Emp9.2)
- 1 copy of Resume Question Worksheet (Emp9.3) per student
Instructions:

I. Give each student a copy of the sample resume (Emp9.1)

II. Look over the sample resume (Emp9.1) with students, either using an overhead transparency or looking at a hard copy at the table with the students.

III. Read the resume out loud to the students while they follow along.

IV. Have students identify new vocabulary and discuss meanings.

V. Have students re-read the resume out loud to you.

VI. Following the questions on the activity sheet (Emp9.2), ask the students to answer the questions relating to the resume. Tell the students to refer to their copy of the resume when answering questions.

VII. Upon successful completion of the oral activity, have the students write the answers to a series of questions listed on the worksheet (Emp9.3), again referring to the resume.

VIII. Check answers as a class.

Extension Activity:

Discuss the students' own work experiences, using the following as guidelines:

- type of occupation
- place of work
- work hours
- responsibilities
- term of employment
- reason for leaving

Referring to the above mentioned discussion, have each student write a short journal about his/her work experience using the given guidelines.

Students can refer to the resume for correct vocabulary.
Maria Hernandez  
Apt. 203 17 Ave. S.W.  
Calgary, AB  
T3E 0V9  
(403) 289-8663

Education:
2000 – present  
English as a Second Language  
Bow Valley College, Calgary

1997 - 1999  
St. Ignatius High School  
Bogota, Columbia

Work Experience:
1998 – 1999  
Waitress  
La Hacienda Restaurant  
Bogota, Columbia

Volunteer Work:
2000 – 2001  
Happy Days Daycare  
Calgary, AB  
• prepared snacks  
• prepared materials

References:
Meghan Armstrong  
(403) 249-2567  
Instructor, Bow Valley College  
Calgary, AB
Ask the students to answer orally the following questions about the resume.

1. What is Maria’s family name?
2. What is Maria’s apt. number?
3. What city does Maria live in?
4. What province does Maria live in?
5. What is Maria’s postal code?
6. What is Maria’s phone number?
7. What college is Maria studying at presently?
8. What is Maria studying at the college presently?
9. When did Maria work as a waitress?
10. What is the name of the restaurant?
11. When did Maria do volunteer work?
12. What is the name of the daycare?
13. What did Maria do at the daycare?
14. Who is Meghan Armstrong?
15. What is Meghan’s phone number?
16. What is Meghan’s occupation?
Resume Question Worksheet

Write the answer for each question. Refer to the resume to help you.

1. What is Maria’s family name? __________________________
2. What is Maria’s apt. number? __________________________
3. What city does Maria live in? _________________________
4. What province does Maria live in? ____________________
5. What is Maria’s postal code? __________________________
6. What is Maria’s phone number? ________________________
7. What college is Maria studying at presently? ____________

8. What is Maria studying presently? _____________________
9. What year did Maria start to work as a waitress? ________
10. What is the name of the daycare? _____________________
11. Who is Meghan Armstrong? __________________________
12. What is Meghan’s phone number? _________________
Activity 10: Detailed Application Forms

Phase II – Developing

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read and fill out complicated application forms.
- Demonstrate understanding of where to write required information.
- Copy letters, words and sentences clearly and accurately
- Spell personal information correctly or know where to reference
- Print on line and in spaces, N/A when question is not applicable
- Sign name in appropriate location

Activity Overview: In this activity, the students will work with sample application forms. They will review the vocabulary used on an application form and use it to form complete sentences. They will practice retrieving information from forms by asking and answering questions. Students will also practice interviewing classmates and using their information to fill in forms.

Materials needed:

- 1 Detailed Application Form (Emp10.1) filled in by each student with his/her personal information. (To be filled in at home or in a preceding class.)
- 2 blank Detailed Application Forms (Emp10.1) per student
- 1 copy of vocabulary list (Emp10.2) per student
- 1 copy of the Application Form Worksheet (Emp10.3) per student
Instructions:

I. Give each student a copy of the application form (Emp10.1) and the vocabulary list (Emp10.2)

II. Read random words from the vocabulary list. Have the students correctly point to each word on the form when it is read by the instructor.

III. Have the students correctly read each word in the vocabulary list, or on the application form. Discuss any words that students do not understand.

IV. If the students have not already filled in their application forms, go through the form with the students and have them fill in their own personal information.

V. Give each student a copy of the worksheet (Emp10.3)

VI. Have the students use the information on their application forms to complete the fill in the blank sentences. Have the students compare answers and read their sentences aloud when they are finished.

VII. Ask the students to exchange completed application forms. Ask students questions relating to the information on their new forms such as What is the name of the person on your form? What is his/her address? What is his/her telephone number?

VIII. Give each student a new blank application form (Emp10.1)

IX. Have the students interview one another to fill in the blank forms. They must ask questions and verify spelling to fill in the form independently with another student's information. Circulate around the classroom to assist those who need help and check work for accuracy.

Extension activities:

- Create a word search using the vocabulary from the application form.

- Make the vocabulary words into flashcards. Scatter them on a table top. The students must pick up a flashcard, read the word, and use it in a sentence.
Application Form

Please print

Mr.    Mrs.
Miss   Ms.

Name

Last    First

Address

Street Address

City    Province    Country

Postal Code

Phone Number

(       )

Area Code

Social Insurance Number

Alberta Health Care #

Health Concerns

Education

School    Grade    Year

Employment

<table>
<thead>
<tr>
<th>Previous Employer</th>
<th>Job</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

Signature

____________________
Vocabulary List

1. Address
2. Alberta Health Care #
3. Application Form
4. Area Code
5. City
6. Country
7. Dates
8. Education
9. Employer
10. Employment
11. First
12. Grade
13. Health Concerns
14. Job
15. Miss
16. Mr.
17. Mrs.
18. Ms
19. Name
20. Phone Number
21. Previous
22. Please print
23. Postal Code
24. Province
25. School
26. Signature
27. Social Insurance Number
28. Street Address
29. Year
Application Form Worksheet

Complete the following sentences:

1. Alberta is the name of the ____________ where I live.

2. When I address a letter I must include the ____________ ____________.

3. If I am telephoning long distance, I must know the ____________ ____________.

4. If a question on a form does not apply to me, I should just write ____________.

5. When I sign my name I write my ____________.

6. Another word that means before is ____________.

7. I can look in the phone book to find someone’s ____________ and ____________ ____________.

8. When you apply for a job you must fill in an ____________ ____________.

9. S.I.N. stands for ____________ ____________ ____________.

10. The person I work for is my ____________.
Activity 11: Creating a Personal Resume

Phase II – Adequate

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Copy relevant information from formatted information
- Identify jobs suitable to qualifications and experience
- Demonstrate understanding of purpose, layout and sections on various forms and where to write information.

Activity Overview: In this activity, the students will practice preparing their own resumes and relating qualifications and experience to appropriate jobs. They will read sample resumes and copy relevant information on to a blank template. The students will then identify pertinent information from their own employment and educational history to document on a resume of their own. By the end of the activity, they will be able to understand formatted text, recognize appropriate vocabulary and learn how to format their own resume.

Materials needed:

- 1 copy of Resume Document (Emp11.1a-b) per student
- 2 copies of Resume Template (Emp11.2) per student
- 1 copy of Resume Template Completion Exercise (Emp11.3) per class
- 1 copy of Reference Template (Emp11.4) per student
Instructions:

I. Give each student a copy of the Resume Document (Emp11.1a-b)

II. Read the resume out loud to the students while they follow along.

III. Have students identify new vocabulary, discuss meanings and discuss criteria for resume format.

IV. Next, have the students read the resume out loud to the instructor.

V. Give each student a copy of the Resume Template (Emp11.2).

VI. Read the tasks from the Resume Template Completion Exercise (Emp11.3). Have the students complete the blanks on the resume.

VII. After successful completion of the activity, have the students discuss and write down in point form, their own personal work and education history. This will be used when each student fills in the resume template with his/her own information.

VIII. Give each student another copy of the Resume Template (Emp11.2). Have the students begin to fill in the blanks with their own personal information. Encourage the students to be very accurate and use the correct format.

IX. Have the students make a list of jobs they feel are appropriate to their qualifications and experience. Circulate and discuss the lists with students individually.

Extension Activity: As part of the Extension Activity, discuss the importance of references using the following guidelines:

- importance of a good reference
- the accuracy of the reference's name, position, address, phone number and place of work
- the importance of notifying and gaining the permission of the reference to use his/her name

As a homework assignment, have students prepare a reference page (Emp11.4) of two (2) references that include the following information:

- Name
- Phone number
- Position
- Place of work

Have the students bring the completed reference page to the next class for the instructor's review and approval.
Maria Hernandez - Garcia  
801 Acadia Dr. S.E.  
Calgary, AB, T3G 5V6  
(403)289-8663

Education:
2001 – 2002  Computer Technician Certificate  
Bow Valley College, Calgary
2000 – 2001  English as a Second Language  
Bow Valley College, Calgary

Other Training:
2001  Level 1 Daycare Assistant  
Calgary Catholic Immigration Society  
Calgary

Work Experience:
2002 – present  Office Assistant  
ATL Construction, Calgary
2000 - 2002  Part-time salesclerk  
The Bay, Calgary
1998 – 1999  Waitress  
La Hacienda Restaurant  
Bogota, Columbia
Volunteer Work:

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Location</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 – present</td>
<td>Corpus Christi Church</td>
<td>Calgary, AB</td>
<td>Sunday School teacher</td>
</tr>
<tr>
<td>2000 – 2001</td>
<td>Happy Days Daycare</td>
<td>Calgary, AB</td>
<td>• prepared snacks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• prepared materials</td>
</tr>
</tbody>
</table>

References:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father O’Malley</td>
<td>(403) 248-3311</td>
<td>Corpus Christi Church</td>
<td>Calgary</td>
</tr>
<tr>
<td>Meghan Armstrong</td>
<td>(403) 249- 2567</td>
<td>Instructor, Bow Valley College</td>
<td>Calgary</td>
</tr>
</tbody>
</table>
Resume Template

Listen and write

____________________________
____________________________
____________________________
____________________________

Education:
_____ – present ________________________________

____________________________
____________________________

_____ – _____ ________________________________

Work Experience:
_____ – present ________________________________

____________________________
____________________________

_____ – _____ ________________________________

_____ – _____ ________________________________

Volunteer Work:
_____ – present ________________________________

____________________________

References available upon request.
Resume Template Completion

Ask the students to transfer the following information from the original resume to the resume template. If necessary, read the instructions one by one as the students complete the work.

1) Write the first and last name on the correct line.
2) Write the address on the line below the name.
3) Write the city and the province below the address.
4) Write the postal code beside the province.
5) Write the phone number below the city and province.
6) Look at Education. What year did Maria start at Bow Valley College? Write the year.
7) Write the name of the college class beside the word ‘present’.
8) Write the name of the college and city below the college class.
9) Look at Work Experience. Where is Maria working now? Write the name of the company.
10) Write the year she started at this job.
11) Look at Volunteer Work. Where did Maria volunteer? Write the name of the place.
12) Write the responsibilities that Maria had at her volunteer position.
Reference Template

Complete the form with personal references:

1. ____________
   Name
   ________________
   Telephone Number
   ________________
   Position
   ________________
   Place of Work

2. ____________
   Name
   ________________
   Telephone Number
   ________________
   Position
   ________________
   Place of Work
Activity 12: Looking for Employment

Phase II – Adequate

Focus Topic: Job Search

Language Competencies Addressed in Activity:

- Read and fill out complicated application form
- Describe own strengths, abilities and qualifications in writing
- Understand basic print conventions of sentences and paragraphs
- Read high frequency words in context
- Become familiar with the concept of multi-syllabic words
- Understand that signatures are usually in cursive writing form
- Print the date clearly and accurately
- Demonstrate understanding of purpose, layout and sections of a form

Activity Overview: In this activity, students will become familiar with and expand their knowledge of application form vocabulary. They will begin to understand different parts of speech and their usage in sentences. Students will begin by discussing different parts of speech that use the same root and are related to application forms. Then they will complete a fill in the blanks exercise using the correct words.

Materials needed:

- 1 copy of the Job Search Vocabulary Table for each student (Emp12.1)
- 1 copy of the Employment Cloze Story for the instructor (Emp12.2a)
- 1 copy of the Cloze Story Worksheet for each student (Emp12.2b)
- 1 copy of the Application Form Worksheet on an overhead transparency (Emp12.2b)
- 1 application form for each student (Emp12.3a-b)
Instructions:

I. Give each student a copy of the vocabulary table (Emp12.1)

II. Explain the difference between the usage of nouns and verbs. Also explain how nouns and verbs can share the same root, but change their part of speech with the addition of suffixes.

III. Introduce the student to the concept of multi-syllabic words. Clap hands to establish how many syllable or beats are in each word. Record the number of syllables beside each word.

IV. Discuss the meanings of the different words in the vocabulary table. Assist the students in using each of the words in the vocabulary table correctly in a sentence. Print the sentences if the students are not able. Have the students copy the sentences on to a blank sheet of paper.

V. Have the students use the words from the vocabulary table to complete the cloze story on the worksheet (Emp12.2b).

VI. Have the students read the completed story aloud. Fill in the blanks on the overhead copy to check for accuracy.

VII. Have the students go through the story and circle all the verbs and underline all the nouns.

VIII. Go over the story together once again to review answers.

IX. Give each student a copy of the application form (Emp12.3a-b).

X. Go over the application form together. Discuss the difference between training and education. Explain the word dependents. Have each student list his or her dependents.

XI. Have the student fill out the application form. Circulate to give help as is needed.

Extension Activities:

■ Cut out the words from the vocabulary table (Emp12.1) and have the students place them in the correct category.

■ Have the students compile their own table of verbs and nouns from familiar vocabulary.

■ Bring in several authentic application forms for different purposes, or have the students bring them in. Compare them. Make photocopies of them and have the students practice filling them out.
## Vocabulary Table

<table>
<thead>
<tr>
<th>VERBS</th>
<th>NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply</td>
<td>application</td>
</tr>
<tr>
<td>inform</td>
<td>information</td>
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<tr>
<td>sign</td>
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<tr>
<td>educate</td>
<td>education, educator</td>
</tr>
<tr>
<td>print</td>
<td>print</td>
</tr>
<tr>
<td>insure</td>
<td>insurance</td>
</tr>
<tr>
<td>train</td>
<td>trainer, training</td>
</tr>
<tr>
<td>employ</td>
<td>employment, employer</td>
</tr>
</tbody>
</table>
Looking for Employment

When I apply for a job, I have to fill out an application form. The employer needs information about me. The employer needs my address, my phone number, and my social insurance number. He also needs to know about my education and my previous employment. He needs to know that I will do a good job. I must also sign my name on the form. This is called my signature. I should always check my application form over to make sure there are no mistakes. If an employer sees a mistake on an application form, he will think that I won’t be a careful employee.
Looking for Employment

When I __________ for a job, I have to fill out an __________ form. The __________ needs information about me. The employer needs my _____________, my _____________ number, and my social _____________ number. He also needs to know about my education and my _____________ employment.

He needs to know that I will do a good job. I must also __________ my name on the form. This is called my ___________. I should always check my application __________ over to make sure there are no mistakes.

If an __________ sees a mistake on an application form, he will think that I won’t be a good ___________.
Application Form

Please print

Today’s Date

Day Month Year

Mr. Mrs.
Miss Ms.

Name

Last First

Address

Street Address

City Province Country

Postal Code

Phone Number

Area Code

Social Insurance Number

Alberta Health Care #

Health Concerns

Dependents

Last First

Last First

Last First

Last First
Application Form (2)

Education

<table>
<thead>
<tr>
<th>School</th>
<th>Level</th>
<th>Year</th>
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Related Training

<table>
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Employment

<table>
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</table>

Signature  ______________________
Section 3

Personal Management Literacy
Personal Management Literacy Activities

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Personal Management Literacy Activities

Activity 1: Accommodation Rental Signs

Phase I – Initial

Focus Topic: Family and Housing

Language Competencies Addressed in Activity:
- Read and understand formatted and unformatted information
- Read and understand small bank of sight words in familiar or predictable contexts
- Read and understand common nouns used in themes
- Recognize and understand basic sound / letter correspondence
  (beginning recognition of initial / final consonants)
- Present formatted and unformatted information
- Use phonics to write initial consonant and short vowel sounds

Activity Overview: In this activity, students will become familiar with three basic types of rental accommodations and signs that advertise them. Students will increase their ability to recognize, read and write common words found on rental signs by completing a variety of activities in the context of reading and understanding rental accommodation signs.

Materials Needed:
- Full page picture flashcards of HOUSE, APARTMENT and CONDO (PM1.1a-c)
  – one set per small group plus one set for teacher demonstration
- Word flashcards (PM1.2a-b) with the following words: HOUSE, APARTMENT, CONDO, FOR RENT
  – one set per small group plus one set for teacher demonstration
- Accommodation Rental Signs worksheet (PM1.3a-c)
  – one copy per student plus one overhead transparency of worksheet
Instructions:

I. Discuss the housing picture cards (PM1.1a-c). Show the HOUSE picture card. Ask students:
   What is this?
   Do you live in a house like this?
   Do you know someone who lives in a house like this?

II. Repeat the questions with the APARTMENT and CONDO picture cards.

III. Display the picture cards on the chalkboard.

IV. Introduce the word flashcards (PM1.2a-b):
    Begin with APARTMENT. Have a student read the card (if possible).
    Provide assistance if necessary by dividing the word into syllables and sounding it out
    (a/part/ment)

V. Have a student put the word flashcard beside the corresponding picture flashcard.

VI. Repeat the steps with the other housing word cards.

VII. As you are doing this, allow students to share and relate pictures to their own personal experience
    as much as they can. Ask questions such as:
    What kind of accommodations do you live in?
    How long have you lived there?
    What other types of accommodations have you lived in?
    Do you own your accommodations or do you rent?

VIII. Give each student a copy of the worksheet (PM1.3) and go over the instructions in each section
      separately.

      Part A:

      IX. Ask students to identify the picture on Part A of the worksheet.

X. Emphasize the initial sound orally.
   Ask students to look at the word with the missing initial letter. Ask students:
   What is missing?
   What sound does that letter make?

XI. Do the three pictures as large group.

XII. Read over the words after the students are finished writing the three missing letters.

XIII. Part B: Look at the rental signs in Part B of worksheet. Read signs together as large group.
      Ask the following questions to students:
      What are these?
      What are they for?
      Where do you see these signs?
XIV. Read over the signs again as large group. Ask the students to listen carefully and point to content words: APARTMENT, HOUSE, CONDO, FOR RENT. To verify if students are pointing to the correct word – ask students to spell the word or say the first letter.

Part C:

XV. Ask the students to read the signs together. Do the first question as an example. Demonstrate how to complete the task by using the overhead transparency.

XVI. When the students are finished, check their work by completing the answers on the overhead transparency.

Part D:

XVII. Have the students work in partners to read the words on the signs. Read over the signs as a large group to ensure comprehension.

XVIII. Do #1 as an example. Circle the word “apartment”. Circle the answer on the overhead transparency to model the task for the students.

XIX. Continue by dictating the tasks for the students:
   #2: Circle the word “sale”.
   #3: Circle the word “for”.
   #4: Circle the word “Calgary”.
   #5: Circle the word “house”.

XX. Have the students complete the sentence at the bottom of the page about themselves.

XXI. If needed, show how to do it using your own information as an example on the overhead transparency.

Extension activities:

■ Have students make a sign for their own accommodations.
   a) Have students bring in a picture of an accommodation (their own or from a newspaper or magazine).
   b) Have students create a sign to rent or sell this accommodation by using the words studied in class.
   c) Students can include prices on the sign.
   d) Display the pictures and signs in the classroom.

■ Have students do a role play using the signs. Students “choose” an apartment / house / condo to buy and discuss the housing with the seller.
house
for rent

apartment
for rent
condo
for rent
Accommodation Rental Signs

Name:_________________ City:_________________

Part A: Write the missing letter.

___ ouse ___ partment ___ ondo

Part B: Read 🎥 and point 🖇

House For Rent

Apartment For Rent

Condo For Rent
Accommodation Rental Signs

Part C: Match the sign to the picture.

a) Apartment For Rent

b) Condo For Rent

c) House For Rent
Accommodation Rental Signs

Part D: Listen and circle

1. Apartment For Rent
2. Condo For Sale
3. New House For Rent
4. Apartment For Rent in N.E. Calgary
5. House For Sale

Part E: What about you? Circle the word

apartment
house
condo

Write the word

I live in a ________________________________.
Activity 2: Marco and Maria’s Day

Phase I – Initial

Focus Topic: Family and housing – childcare, daily routines

Language Competencies Addressed in Activity:

- Match words in short texts to flashcards
- Arrange flashcards to put dictated sentences in order
- Match pictures to simple sentences
- Read and follow short, 1-2 word instructions
- Copy words from a word pool
- Write word forms of cardinal numbers from one to ten
- Recognize and demonstrate understanding of sight words in familiar context
- Use common verbs

Activity Overview: In this activity, the students are introduced to a story about a father and daughter’s daily childcare routine. Its purpose is to reinforce the structures of talking about daily routines and to expose students to North American childcare issues at a basic level. The story highlights daily routine verbs. The students are given the opportunity to see a pictorial narrative unfold in left to right sequence, read sentences that accompany each photograph, and match verbs to each sentence. They also number each part of the sequence with the written form of the numbers from one to ten. Later, the students are given worksheets to reinforce the material and skills learned.

Materials needed:

- Photograph of Marco and Maria (PM2.1) – 1 copy per class
- Story photographs (PM2.2a-j) – 1 copy of each picture per class
- Text cards for story (PM2.3a-c) – 1 copy of each per class, sentences cut out
- Verb cards (PM2.4) – 1 copy of each per class, copied on colored paper and cut out
- Small picture handout (PM2.5) – 1 copy per student
- Worksheet 1 (PM2.6) – 1 copy per student
- Worksheet 2 (PM2.7) – 1 copy per student
- Worksheet 3 (PM2.8) – 1 copy per student
- Scotch tape
Instructions:

I. Have the students bring their chairs to the front of the class and sit facing the whiteboard. Have all of the picture flashcards, text cards and verb cards (PM2.1-PM2.4) in order at your disposal.

II. Elicit background information by asking the students who has children. Ask them what activities they do with their children everyday and who looks after the children. Ask the students if the men in their families ever look after the children alone. Have a brief conversation around this topic.

III. Introduce the story and show them the picture of Marco and Maria (PM2.1). Point out that the man's name is Marco and the girl's name is Maria. Tape the photograph to the middle of the whiteboard and write the names below the picture. Explain that Marco looks after Maria every Saturday and that they will hear a story about what Marco and Maria do every Saturday. Encourage the students' interest/involvement in the story by having them predict what they will hear and by having them guess why Marco takes care of Maria alone on Saturdays.

IV. Place photograph 1 (PM2.2a) of the story on the left side of the whiteboard ledge. Say, “this is picture one”. Point to the cardinal number “1” on the picture and then write “o-n-e” above the picture on the whiteboard. Read the text for picture 1 (PM2.3a) out loud to the students. Emphasize the verb with your voice. Check for comprehension of the verb by asking the students questions that will elicit use of the verb.

Examples:
Teacher: What does Maria do in the morning?
Student: wakes up Marco
Teacher: Yes, Maria wakes up Marco. How does Maria wake up Marco?
Student: with a drum
Teacher: Yes, she wakes up Marco with a drum.

V. Place the text flashcard below the picture. Read the text out loud to the students, pointing to the words as you say them. Read the verb slowly and with emphasis. Have a student come to the front and repeat the text out loud as he/she points to each word.

VI. Repeat steps IV and V with each of the remaining photographs/text flashcards until you have created a left to right picture story across the ledge. Each picture should be labeled with the written form of its number above it and the text flashcard below it.

VII. Scatter the coloured verb cards (PM2.4) on the floor in front of the students. Go back to photograph one and read the text flash card out loud (or if you feel one of the students is ready, the student can read the text flash card). Emphasize the verb. When you are done, ask the students, “What does Marco / Maria do?” to elicit the verb. Ask the students to find the verb amongst the words on the floor. When they retrieve the verb, have them tape the verb over the verb on the text flash card. Continue with this process until all of the verbs in the story are highlighted in colour.
VIII. Next, mix up the photographs. Have the students match the photographs to the numbers still written on the white board to put them back in order. Then mix up the text flash cards. Have the students match the text flash cards to the appropriate photograph. Have them read the highlighted verbs.

IX. Next, move on to individual desk work. Give each student a copy of the small pictures handout (PM2.5) and a pair of scissors. Instruct the students to cut out the pictures and spread them across their desks.

X. Give each student a glue stick and a copy of worksheet 1 (PM2.6). Tell the students to glue the pictures in order as you read the story. Tell them that the first one is done for them. Explain that they can look at the pictures on the whiteboard to help them. Preface each text unit with the number of the picture.

Example:
Teacher: “Picture number two. Find picture number two. Marco dresses Maria in her bedroom. Glue the picture on your paper.”

XI. After all of the pictures have been glued down, have the students write down names of the numbers above each picture.

XII. Give each student a copy of worksheet 2 (PM2.7). Have them match the sentences to the pictures by drawing a line from the picture to the sentence. Use the first one as an example.

XIII. Give each student a copy of worksheet 3 (PM2.8). Have them fill in the blanks with the words from the word list at the top. Use the first one as an example.
Extension Activities:

- The text in the story emphasizes the “actor – action – receiver” order of basic English sentences. These sentences could be a springboard toward introducing the SVO nature of the English language in a very basic way. The teacher could say sentences using the verbs studied, replacing the actors and receivers with the names of students in the class. The students could act out the sentences she says, correcting them if the receivers try to do the action.

Examples:
Teacher: Juanita wakes up Maria. (Juanita is prompted to mime waking up Maria)
Teacher: Mohammed calls Marcel (Mohammed is prompted to call Marcel)

- Later, the teacher could use the students’ name cards as flashcards. The verbs of the story could be written on differently coloured cards. The teacher could turn her back to the students and arrange the cards in a simple 3-word sentence on the whiteboard ledge. One student would read the sentence out loud, and the students whose names were used would perform the action.

Example:

Juanita wakes up Maria
1

Maria wakes up Marco in his bedroom.

2

Marco dresses Maria in her bedroom.

3

Marco feeds Maria in the kitchen.

4

Maria helps Marco in the laundry room.
5

Marco takes Maria to the restaurant.

6

Marco teaches Maria to ride a bike.

7

Marco puts Maria on the couch.

8

Marco calls Maria for dinner.
9

Marco bathes Maria in the bathroom.

10

Marco reads to Maria in her bedroom.
Goodnight Maria!
wakes up

dresses

feeds

helps

takes

teaches

puts

calls

bathes

reads
1. cut
Worksheet 1

1. glue

2. write

one
Worksheet 2

Match:

Marco teaches Maria.

Maria wakes up Marco.

Marco feeds Maria.

Maria helps Marco.

Marco reads to Maria.
Fill in the blanks:

- dresses
- takes
- puts
- calls
- bathes

Marco **dresses** Maria in her bedroom.

Marco ________ Maria to a restaurant.

Marco _________ Maria on the couch.

Marco ____________ Maria for dinner.

Marco _________ Maria in the bathroom.
Activity 3: Strip Story: Ali and Zara

Phase I – Developing

Focus Topic: Family and Housing

Language Competencies Addressed in Activity:

- Read and interpret written ideas and feelings
- Understand small bank of sight words out of context
- Understand functional words
- Present formatted or unformatted information
- Copy and write words and simple sentences using correct word order
- Begin to write for meaning at the word and discourse level
- Read a simplified housing advertisement
- Recognize and demonstrate understanding of basic housing information

Activity Overview: In this activity, students will become familiar with vocabulary related to housing. Students will read a short strip story about Ali and Zara, a married couple who rent a house. Students will be exposed to a variety of words to describe features of various types of accommodations. This activity has a strong emphasis on reading skills development.

Materials needed:

- Picture cards (PM3.1a-f) of ALI and ZARA (in front of house), HOUSE, KITCHEN, BATHROOM, BEDROOM, ALI AND ZARAS FACES SMILING – one set per class
- Flashcards (PM3.2a-b) with the following content words: ALI and ZARA, HOUSE, KITCHEN, BATHROOM, BEDROOM, HAPPY – one set per class
- Story strips (PM3.3) – one set per pair and one set of story strips copied on an overhead transparency and cut out
  1. This is Ali and Zara.
  2. They live in a house.
  3. The house has a kitchen.
  4. The house has a bathroom.
  5. The house has two bedrooms.
  6. Ali and Zara rent this house.
  7. They are happy.
- Worksheet (PM3.4a-b) – one copy per student, one overhead transparency
Instructions:

I. Present the picture cards (PM3.1a-f) and word flashcards (PM3.2a-f). Discuss each flashcard. Display the picture cards on the blackboard. Add the word flashcards below the pictures as they are discussed.

Show picture card PM3.1a (ALI and ZARA) and ask the following questions:
Who do you think these people are?
• What is their relationship?
• How do they feel?

Show picture card PM3.1b (HOUSE) and ask the following questions:
• What is this?
• Who lives here?

Show picture card PM3.1c,d & e (KITCHEN, BATHROOM and BEDROOM) and ask the following questions:
• What is this?
• What do you do in this room?
• Do you have one in your house / apartment?
• How many do you have in your house / apartment?

Show picture card PM3.1f (ALI and ZARA'S FACES SMILING) and ask the following questions:
• How do Ali and Zara feel?
• How do you know?
• Why are they happy?

II. Divide the class up into pairs and give each pair a set of story strips (PM3.3). Have the students arrange the strips in random order.

III. Give the students 3 to 5 minutes to read over the strips.

IV. Ask the students to point to the following content words:
• Ali
• Zara
• house
• kitchen
• bathroom
• bedrooms
• rent
• two
• happy
Make reference to the word flashcards displayed on the board for students who may have difficulties.
3. Read the story.
   a) Tell the students that you are going to read a story about Ali and Zara twice.
      The story is the same information that is on the strips.
   b) Do the first and second sentence as an example.
      Encourage students to arrange the strips in the correct order.
   c) Use the overhead transparency strips to demonstrate.
   d) Continue reading the remaining five sentences and have the students
      arrange the strips in order on the table.
   e) Remind the students that they will hear the story twice.
      Therefore, if they miss any information to continue on to the next sentences.
   f) Read the story again to allow students to fit in any missing sentence strips
      and check their answers.

V. When all of the students have their strips in order, have student volunteers read one
sentence at a time to check answers. When finished, have students arrange the strips on
the overhead projector so that all students have a visual representation of the correct order
of the sentence strips.

VI. Ask the following comprehension questions to the large group:
   • What are the people’s names?
   • How do they feel?
   • Where do they live?
   • Describe their house.
   • How many kitchens / bathrooms / bedrooms do they have?
   • Do they own the house?

VII. Give each student a copy of the worksheet (PM3.4a-b)

VIII. Read the instructions together for Part A. Point out to students that the story on the worksheet is
the same story done with the sentence strips.

IX. Have students work with a partner to practice reading the story together.
    Circulate among the groups to provide feedback and assistance where necessary.

X. Read the instructions together for Part B and do #1 (“house”) and #2 (“kitchen”) as examples.

XI. Dictate the rest of the words to the students and have them write in the missing letters.
    Read the words twice for the students:
    #3: “live”
    #4: “two”
    #5: “rent”
    #6: “happy”
XII. Correct the answers by eliciting missing letters from student volunteers. Write the answers on an overhead transparency. Have the students read over the words again orally.

XIII. Read the instructions together for Part C.
   Give students some time to read over the words for the cloze exercise.
   a) Do #1 (“They live in a house.”) and #2 (“The house has a kitchen.”) as examples.
      Show the students how to complete sentences on the overhead transparency.
      Encourage the students to use the words from Part B for spelling reference.

XIV. Read the remaining sentences:
   #3: The house has a bathroom.
   #4: The house has two bedrooms.
   #5: Ali and Zara rent this house.
   #6: They are happy.

XV Correct the words by completing the sentences on the overhead transparency.

Extension activities:
Have students complete a journal entry about their own residence

Model the story in “first person” by coming the story about own housing.

- I live in an apartment.
- The apartment has a kitchen.
- The apartment has a bathroom.
- The apartment has one bedroom.
- I rent this house.
- I am very happy.

Then have the students write their own entries.
Ali and Zara

house

toilet
bathroom

bedroom

happy
This is Ali and Zara.

They live in a house.

The house has a kitchen.

The house has a bathroom.

The house has two bedrooms.

Ali and Zara rent this house.

They are happy.
A. Read the story with a classmate.

1. This is Ali and Zara.

2. They live in a house.

3. The house has a kitchen.

4. The house has a bathroom.

5. The house has two bedrooms.

6. Ali and Zara rent this house.

7. They are happy.
Story - Housing

B. Listen 🎧 and write 🖊 the missing letters:

1. ____ ouse 2. ___ itchen 3. ___ ive
4. ____ wo 5. ren ___ 6. ___ appy

C. Listen 🎧 and write 🖊 the missing words:

1. They ____________________ in a house.

2. The house has a ____________________ .

3. The ____________________ has a bathroom.

4. The house has _________________ bedrooms.

5. Ali and Zara _________________ this house.

6. They are ____________________ .
Activity 4: Making a “To Do” List

Phase I – Developing

Focus Topic: Family and Housing; Organization and Learning Management

Language Competencies Addressed in Activity:

- Read and follow short instructions
- Read and understand short formatted information
- Use verbs in the present tense (imperative)
- Use capital letters for proper nouns/the beginning of sentences
- Write words from a word pool into appropriate lists
- Recall and write words from memorized sight word vocabulary: breakfast, lunch, at, the, to.
- Read with an initial letter cue
- Use an analog clock to show 1/4 hours
- Relate written appointment times to clock times
- Make organized lists

Activity Overview: In this activity students are introduced to the concept of making a “To Do” list to help them remember things they need to do, the order in which to do them, and the times to do them. They are introduced to this concept in the context of a story about a mother and her daughter’s daily schedule. The students must make a list of daily tasks for the daughter’s grandmother who will look after her one day. Students will practice the verbs and giving commands through a TPR exercise. The students then work together to make a “To Do” list for the grandmother’s childcare duties. Next, the students do a review of telling time in 15 minute intervals on an analog clock in order to add times to each item on the “To Do” list. Then, the students work on handouts to practice reading analogue clock times and writing them in written form. This activity highlights present tense (imperative) verbs associated with school age childcare including: wake up, walk, drive, drop off, pick up, and give.

Materials needed:

- Photographs (PM4.1a-c) – 1 copy of each per class
- Name/Place Cards (PM4.2) – 1 copy per class, cut out
- Action Cards (PM4.3) – 1 copy per class on coloured paper, cut out
- Clock (PM4.4) – 1 copy on card stock; cut out and assembled
- Time Worksheets A, B and C (PM4.5a-c) – 1 class set of copies of each handout
- Paper Fastener – 1, for use with assembling the clock
- Scotch Tape
- Flip Chart
Instructions:

Note: Put a flipchart at the front of the room and have the flashcards ready before the activity

I. Have the students assemble at the front of the classroom and introduce the story.

II. Introduce the characters in the story by showing the photographs of each character (PM4.1a-c) and reading the name cards (PM4.2). Set each photograph and name card on a ledge near the students. Introduce the daughter last. Explain that Pritpal is a very busy woman because she has a very busy daughter. Hold up the picture of the girl and say, “This is Manjit. She is Pritpal’s daughter. She’s five.” Hold up and read Manjit’s name card and point to the photograph so that they know that this is her name. Set the photograph and name card on the ledge.

III. Introduce the places. Tell the students that Pritpal and Manjit live in a house. Hold up the picture of the house (PM4.1d) and the “home” name card (PM4.2). Tape up the photograph and name card of the house on a wall near the students. Say, “This is Pritpal’s and Manjit’s home.” Walk back in front of the students and hold up the picture (PM4.1e) and name card (PM4.2) of the school. “This is Manjit’s school”. Walk over to the wall and tape up the picture of the school. Repeat, “This is Manjit’s school”. While you are there, have the students identify the home and school once again.

IV. Using the name cards from the home and school, ask the students to identify the words separately. Emphasize the initial consonants and then have two students post the name cards under the pictures on the wall.

V. Select one of the sharpest female students in the class to be Pritpal and tape the photo of Pritpal to her collar. Then have “Pritpal” select one of the other students to be Manjit, her daughter. Tape the photo of Manjit to this student’s collar. Have the students identify the name cards for Pritpal and Manjit, and have the role players hold their cards in front of them.

VI. TPR Commands/Introducing the Verbs: Give the role-players commands to move them between the “house” and “school” parts of the room to show them some of the activities in Pritpal’s and Manjit’s morning schedule. Begin by moving Pritpal and Manjit to the “house” part of the room, using the following commands.

– “Pritpal. Walk home.” (point toward the “home” photograph and motion for her to go there)
– “Manjit. Walk home.”
– “Manjit. Go to sleep.” (motion for her to pretend she is sleeping in their home).

Explain to the students that it is morning at Pritpal and Manjit’s house. Explain that you are going to talk about their morning. Explain that this is what Pritpal does for Manjit every morning.
Give the Role players the following commands:

– “Pritpal. Wake up Manjit.” (If “Manjit” wakes up without help, demonstrate that Pritpal needs to wake her up; she can’t wake up by herself).
– “Pritpal. Give Manjit breakfast.”
– “Pritpal. Walk Manjit to school” (You may want to show that when you “walk” a small child somewhere, you hold her hand, not just walk with her).
– “Pritpal. Drop off Manjit at school.” (motion that she should wave goodbye and turn away).
– “Pritpal. Walk home.”
– “Pritpal. Clean up your house.”
– “Pritpal: Walk to Manjit’s school.”
– “Pritpal. Pick up Manjit.”
– “Pritpal. Walk Manjit home.”
– “Pritpal. Give Manjit lunch.”

VII. Repeat the set of commands, this time showing the students the coloured action card (PM4.3) when you give each command. Help them understand that each card is the action you are trying to convey. Next, hand each of the students who are seated one (or more) of the action cards. Repeat the set of commands and actions. This time, have the student who is holding the action card lift it in the air and show it to the others when it is said. Repeat the set of commands until you are sure they understand.

VIII. Introduce the babysitter using the photograph card (PM4.1c) and explain that she is Manjit’s grandmother and Pritpal’s mother. Begin to motion to the students as if you are going to choose another role-player, but point to yourself instead. You are going to take on the role of Jasvinder. Say, “I am Jasvinder!” Tape the picture of Jasvinder to your own collar. Say, “I am Pritpal’s mother”, and put your arm around Pritpal and say “hi daughter!” Wave at “Manjit” and say, “Hi, Manjit…Hi granddaughter!”. Say, “I am Jasvinder” while holding up the Jasvinder name card (PM4.2) and pointing to the word.

IX. Explain to the students that this morning, Pritpal can’t do anything for Manjit because she has to go to work. Today, she is going to ask “me” (jasvinder), to do these things for her. Explain that “I” (Jasvinder) don’t know what to do for Manjit this morning. Pritpal must tell Jasvinder what to do. Have Pritpal give you the commands this time. The other students in the class should be encouraged to help Pritpal remember, and encouraged to hold up their action cards when Pritpal gives the command.

X. Tell the students that you can’t remember what to do and ask them to help you make a list of what to do for Manjit in the morning. Go to the flip chart and write a title “Things to do”. Say the title as you write it. Below it, to the left, write and say “1.” Try to elicit the response, “Wake up Manjit.” After they give you this response, say, “oh yes, I remember…wake up Manjit!” Make a motion like you are going to write it, but can’t remember how to spell “wake up”. Ask, “How do you spell ‘wake up’?” Try to prompt the holder of the action card “wake up” to hold up his card. Say, “Oh, yes…can you bring that here?”
the student bring up the action card and tape it to the right of the “1”. Say as you read and point to the action card “wake up”. Now say “Manjit”. How do you spell “Manjit”? The role-player can come up with his card. Ask him to write the word “Manjit” to the right of “Wake Up”. Make sure he uses a capital “M” for the name. This is a good way to reiterate that all names must begin with a capital letter.

XI. Continue on to the second item on the list. Write number “2.” Elicit “Give Manjit breakfast” from the students. Have the student with the action card “give” come to the front of the room and tape up his word to the right of the number 2. Then have “Manjit” write Manjit again. Then ask, how do you spell “breakfast”? The word breakfast is not on any of the cards. It should, by now, be one of the words in the students’ familiar sight word list. Have one of them attempt to spell it to the right of the word “Manjit”.

XII. Continue in this way until you have created a list of things to do that looks like this (note that you may have to write in the prepositions/articles for them or help them by spelling them out loud as they write):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wake up Manjit</td>
</tr>
<tr>
<td>2.</td>
<td>Give Manjit breakfast.</td>
</tr>
<tr>
<td>3.</td>
<td>Walk Manjit to school.</td>
</tr>
<tr>
<td>4.</td>
<td>Drop off Manjit at school.</td>
</tr>
<tr>
<td>5.</td>
<td>Walk home.</td>
</tr>
<tr>
<td>6.</td>
<td>Clean up the home.</td>
</tr>
<tr>
<td>7.</td>
<td>Walk to the school.</td>
</tr>
<tr>
<td>8.</td>
<td>Pick up Manjit.</td>
</tr>
<tr>
<td>9.</td>
<td>Walk Manjit home.</td>
</tr>
<tr>
<td>10.</td>
<td>Give Manjit lunch.</td>
</tr>
</tbody>
</table>

XIII. Move the verbs from the list to the ledge. Draw a blank space where they were. Have the students come to the board see if they can re-create the list. After the list is complete once again, thank the students for helping you make a list. Remove the list’s page from the flip chart, roll it up and say, “Now I can use this later when I want to remember what to do.” Leave the room, come back in and say, “It’s the morning. I have to babysit Manjit today. I can’t remember what to do….hmmm…”. Unroll the list and read the list and act out what you have to do with the “Manjit”, reading each item on the list as you perform the action.
PART TWO: REVIEWING THE ANALOG CLOCK & 15 MINUTE TIME INTERVALS

Note This part can be done in a different period.

I. Have the students assemble in front of the board. Affix the cardboard clock made from PM4.4 to the board in front of the students. Move the clock hands to 7:15. Ask the students what time the clock says. At this point the students should already be very familiar with telling the hours by looking at the small hand of the clock. They may need help with the minutes.

II. Review telling time to the quarter hour. If the students are having trouble with the minutes, explain that the long hand represents the minutes. Each minute is one small tick around the clock. Write “:00” on the board and say “zero minutes”. Explain that you write “zero minutes” as “:00”. Move the long hand around the clock, one tick at a time and say, “one minute, two minutes, three minutes, etc” as you point the long hand to each of the ticks. Then move the long hand back to the zero position and have the students count the ticks out loud as you move it from tick to tick by saying “one minute, two minutes, three minutes” and so on. When they reach 15, have them stop. Explain that “15” is a very important number on the clock.

   In large letters, write “15” on the board beside the 3 position on the clock. Say “15” as you write. Add the colon before the 15 as “:15” and say that you always need a colon before the minutes.

   Repeat the same process with :30, :45 and :00. Have the students practice finding the quarter hour positions by calling out one of the 15 minute intervals: 00, 15, 30, or 45.

   After you call out the position, have one student move the hands.

III. When you are confident they can always find the 1/4 hour positions, erase the large numbers you’ve written on the board and have them move the minute hands to find the positions you name without the help of seeing the written form. Have the students continue to practice finding specific quarter hour times on the clock. (7:15, 8:30, etc.) Write the written words for the times on the board as the students show them on the clock. Practice moving the clock hands and having students write the times and vice versa.
IV. Put the “To Do” list up again (either on the board or on the flip chart). Explain that a “To Do” list is much better if the person knows what time they have to do each task. Add a column to the right of the list where you will add times for each item. This will be a very simple 2 column chart similar to the one below:

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wake up Manjit.</td>
<td></td>
</tr>
<tr>
<td>2. Give Manjit breakfast.</td>
<td></td>
</tr>
<tr>
<td>3. Walk Manjit to school.</td>
<td></td>
</tr>
<tr>
<td>4. Drop off Manjit at school.</td>
<td></td>
</tr>
<tr>
<td>5. Walk home.</td>
<td></td>
</tr>
<tr>
<td>6. Clean up the home.</td>
<td></td>
</tr>
<tr>
<td>7. Walk to the school.</td>
<td></td>
</tr>
<tr>
<td>8. Pick up Manjit.</td>
<td></td>
</tr>
<tr>
<td>9. Walk Manjit home.</td>
<td></td>
</tr>
<tr>
<td>10. Give Manjit lunch.</td>
<td></td>
</tr>
</tbody>
</table>

V. Have the students read the first item in the list, “1. Wake up Manjit.” Say, “Wake up Manjit at 7:15” and then write the words “at 7:15” following the words Manjit. Explain that the time Jasvinder should wake up Manjit is 7:15. Now move the hands of the clock to the 7:15 position and show them that this is when Jasvinder should wake up Manjit. Now move the clock’s hands to the “7:30” position. Point to the clock and ask the students “What time is?” to elicit “7:30”. Now draw their attention to the second item on the list. Have one of the students read that item. Then add in the time to the right. Continue this process with each item, until each has a time written beside it as such:

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wake up Manjit.</td>
<td>7:15</td>
</tr>
<tr>
<td>2. Give Manjit breakfast.</td>
<td>7:30</td>
</tr>
<tr>
<td>3. Walk Manjit to school.</td>
<td>7:45</td>
</tr>
<tr>
<td>4. Drop off Manjit at school.</td>
<td>8:00</td>
</tr>
<tr>
<td>5. Walk home.</td>
<td>8:15</td>
</tr>
<tr>
<td>6. Clean up the home.</td>
<td>8:30</td>
</tr>
<tr>
<td>7. Walk to the school.</td>
<td>11:45</td>
</tr>
<tr>
<td>8. Pick up Manjit.</td>
<td>12:00</td>
</tr>
<tr>
<td>9. Walk Manjit home.</td>
<td>12:15</td>
</tr>
<tr>
<td>10. Give Manjit lunch.</td>
<td>12:30</td>
</tr>
</tbody>
</table>

VI. Give each student a copy of the handout (PM4.5). Have the students complete the exercises to practice matching clock hand positions to times, positioning a clock’s hands and writing the written form of times.
Extension Activity:

- Turn the attention of the students from the fictional characters they learned about to their own situations. Have a member of the class tell the class what he/she does for his/her children at each time of the day. Record it in two columns as a language experience text on the board to create that student’s “To Do List”. You could then use this text in a number of ways, such as:

- Have the students practice moving a clock’s hands to match the times. Or move a clock’s time to match one of the items and ask the class what the student has to do at that time.

- Erase some of the text (such as the verbs or times) and have the students fill in the missing words to test their memory.

- Put another student in the role of a babysitter for the first student. Have students question the “babysitter” about what times s/he has to do each item on the list.

- Alternately, ask the babysitter what s/he has to do at different times and he/she will have to answer with a verb. The students can then ask the “babysitter” similar questions.
Pritpal
Manjit
Jasvinder
home
school
wake up

give

drop off

give

clean up

walk

pick up

walk

walk
Clock
Time Worksheet A

Match

1. 10:30

2. 12:45

3. 7:15
Time Worksheet B

Draw the hands

1. 7:15
2. 8:45
3. 10:30
4. 11:45
5. 2:00
6. 9:15
Time Worksheet C

Write the time

1. 7:15

2. 

3. 

4. 

5. 

6. 

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Activity 5: Housing Advertisements

Phase I – Adequate

Focus Topic: Family and Housing

Language Competencies Addressed in Activity:

- Know where to find information
- Read and understand text using familiar words, context and sound / letter correspondence
- Record formatted and unformatted information
- Present formatted and unformatted information
- Copy and write words and simple sentences using correct word order
- Use abbreviations

Activity Overview: In this activity students will become familiar with common vocabulary and abbreviations found in rental accommodations advertisements. Students will complete a series of matching activities to become familiar with the general concept of abbreviations and then work with content-related words to increase comprehension of rental accommodation vocabulary. Students will demonstrate understanding by participating in discussions and completing questions about sample rental accommodation advertisements.

Materials needed:

- Teacher-created flashcards for months plus common abbreviations for months
  - one set per pair or small group
  Suggestion: Make the full word flashcards in one colour and the abbreviations in another colour.
- Flashcards of rental accommodation abbreviations and words in full (PM5.1a-e), copied and cut out
  - one set per pair or small group plus one set for display on chalkboard
  Suggestion: Make the full word flashcards in one colour and the abbreviations in another colour.
- Enlarged copies of authentic rental accommodation advertisements from newspaper
  - one advertisement per pair or small group
- Poster of rental accommodation advertisement (PM5.2)
  - one copy, large enough to display on chalkboard and one copy per group
- Accommodation Advertisements Worksheet (PM5.3a-b) – one copy per student plus one copy on overhead transparency
Instructions:

I. Divide the class up into pairs or small groups.

II. Distribute full word set of teacher-created month flashcards to students in pairs or small groups. Give the students time to read the cards in pairs (in random order).

III. Have the students ‘race’ against other pairs / small groups to put the cards in order from the first month (#1) to the last month (#12) at their tables or on chalkboard. When all students are finished, read over the cards in order.

IV. Elicit from students situations in which abbreviations for months may be required (e.g. writing cheques, telephone messages, notes to family members or friends). Elicit abbreviations for January and February as examples.

V. Distribute teacher-made abbreviation cards for months. Have students in pairs or small groups race against other pairs / groups to match the abbreviations cards to the word cards by taking one card at a time and placing it beside the corresponding word card.

VI. Review that abbreviations are used for simplicity, to save space, are made up of letters from the full word and are often found in newspapers advertisements.

VII. Distribute enlarged copies of authentic rental accommodation advertisement (PM5.2) to each group. Display one copy on the chalkboard to use in discussion.

VIII. Have students try to read the advertisement. They will likely run into difficulties. Ask students why they think it is difficult to read the advertisement (eliciting: they do not understand what the abbreviations mean because not all the letters are there). Ask students: Why do you think they use abbreviations in advertisements?

IX. Work as a large group to read the advertisement, eliciting meaning of abbreviations. Copy the abbreviations and full words beside the displayed advertisement on the chalkboard. Underline same letters from full word.

X. Distribute some authentic rental accommodations advertisements to the pairs or groups – they can be different advertisements per pair or group or the same.

XI. Have students work together to try to read the advertisements — circulate among the group to get feedback from students.

XII. Discuss briefly what new abbreviations they ‘discovered’.

XIII. Distribute prepared word and abbreviation rental accommodations flashcards (PM5.1a-e) to each pair or small group.

XIV. Have the students display only the word flashcards on their tables. To clarify meaning of words; call out one word at a time (e.g. “kitchen”) and have students hold up this flashcard. Discuss any words that seem unclear to students. Do this with all the words.
XV. Have students take out the abbreviation flashcards. Ask them to match the abbreviations cards to the word cards – remind students that this activity is similar to the months and abbreviations matching activity. Do the first three matches as a large group as an example. Circulate among groups providing assistance and feedback when necessary.

XVI. Go over answers as a class and display word and abbreviation matches on the chalkboard; clarify meanings if necessary.

XVII. Distribute one copy of the worksheet (PM5.3a-b) to each student. Go over the vocabulary in part A. As a class, have student volunteers to read the words on the right hand side of the worksheet. Display an overhead transparency of the worksheet and point to the words as the students read.

XVIII. Do the first three matches as a class. Draw a line on the transparency copy so that students understand the task.

XIX. Give students about 5 minutes to complete the worksheet.

XX. To correct Part A of the worksheet, have student volunteers draw lines to match words to abbreviations on the overhead transparency.

XXI. Look at the ‘poster’ of accommodation advertisement (PM5.2). Ask the students the following questions:
• What type of accommodation is advertised?
• How many bedrooms are there?
• How much is the rent?
• Is there a damage deposit?
• What types of places are nearby?

XXII. Have the students look at Part B of the worksheet, ADVERTISMENT #1 (PM5.3b). Give them some time to read over the words. Encourage them to make reference to Part A of the worksheet.

XXIII. Display the overhead transparency of Part B of the worksheet. Ask the questions found below the advertisement. Have the students respond orally to ensure comprehension. Write down the answers to the questions on the overhead transparency. Have students copy answers after all questions for advertisement #1 have been asked and answers discussed.

XXIV. Allow students to complete the rest of worksheet. Circulate among students to provide feedback and assistance as necessary.

XXV. Correct Part B of worksheet as a class. Write the answers on the overhead transparency so that the students can compare their answers.
Extension activities:

**BINGO (3 by 3 grid):**
- Provide students with a blank 3 by 3 grid with square large enough to write in rental accommodation abbreviations.
- Have students write nine abbreviations (one per box) from the list on the chalkboard.
- Call out the full words when playing Bingo.
- Students must look for corresponding abbreviations on their Bingo cards.
- Have students identify corresponding abbreviations from cards on the chalkboard.
- Continue calling rental accommodation words until one to three students win.

**Memory Game:**

Put the word cards and abbreviation cards face down on the table in an orderly fashion. A student turns over one word card and one abbreviation card and reads each card for the other student or remaining group member, to determine whether the two cards are a match. If a match is found, the student keeps both cards (each card = one point). If a match is not found, the student must turn both cards face down again and let the next student take a turn. Continue playing until all the matches have been found. The winner is the student who has collected the most cards or matches. Demonstrate (as a class) how to play with only two sets of matches.
apartment

bedroom

bathroom

kitchen
basement

utilities included

damage deposit

near
downtown

month

apt.

bdrm.
FOR RENT
3 bdrm. apt.,
nr. bus stop,
$800 / mo.,
$400 d.d.
Accommodation Advertisements

Name:__________________________________

House/Apartment #:  ______________________

A. Match the abbreviation to the word.

a)  kit. bedroom
b)  mo. damage deposit
c)  nr. downtown
d)  d.d. kitchen
e)  bdrm. apartment
f)  bsmt. near
g)  dt. bathroom
h)  util. incl. basement
i)  apt. month
j)  bthrm utilities included
Accommodation Advertisements

B. Read the ads. Answer the questions.

FOR RENT
2 bdrm apt., nr. dt.
$600 / mo.,
$400 d.d.

FOR RENT
1 bdrm. bsmt.,
new bthrm,
$475 / mo.

HOUSE
FOR RENT
3 bdrm house,
nr. schools,
util. incl.
$950 / mo. + d.d.

What is for rent? _______________
What is for rent? _______________
What is for rent? _______________

How many bedrooms does it have? _______________
How many bedrooms does it have? _______________
How many bedrooms does it have? _______________

How much is the rent? _______________
How much is the rent? _______________
How much is the rent? _______________

Is there a damage deposit? _______________
Is there a damage deposit? _______________
Is there a damage deposit? _______________
Activity 6: Permission Slips

Phase I – Adequate

Focus Topic: Family and Housing

Language Competencies Addressed in Activity:

- Read and understand wh- question words
- Read short texts (5 lines)
- Fill in a simple form
- Copy from a model
- Understand the importance of accuracy
- Use capital letters for names
- Read and write for meaning
- Read and demonstrate understanding of “from” phrases of time (ex. from 9:30 – 6:30 pm)
- Demonstrate knowledge of where to find information
- Circle important information
- Write dates
- Write times in a range, ex. 7:30 – 9:30 pm
- Read short notes from children’s schools

Activity Overview: In this activity students are introduced to the concept of a permission slip and the need to sign one when a child goes on an out-of-class field trip with his school. This activity is best accomplished after the adult students in the class have themselves gone on a field trip.

The students will read and analyze a letter from a child’s school that details a field trip. Then they will copy the information from that letter into the permission slip form itself. In doing this activity, the students will also practice asking and answering wh- questions.

Materials needed:

- Field trip form (PM6.1) – one copy on an overhead transparency
- Permission slip worksheet (PM6.2) – 1 class set of copies + 1 copy on an overhead transparency
- Field trip worksheet (PM6.3) – 1 class set of copies
- Scotch tape
- Flip chart
- A thin-tipped, coloured overhead marker
Instructions:

I. On the day of this activity or one or two days before, take the students on a brief class outing. Choose the destination to coincide with the theme you are currently working on. Before you go, explain that you are going to take them on a “field trip”. Explain that a field trip is a trip that a class takes together away from the school to learn things. On a field trip students learn about things they can’t learn in the classroom. Make sure you explain to them where they are going, why they are going there, how they are going to get there, what date they will go on the field trip, when they will leave the school and when they will return.

II. After the fieldtrip, have students record information about the trip the took. Write the following words on the board:
Who?
Where?
How?
Why?
What Date?
What Times?
Ask the students questions about the fieldtrip using each wh-word. Write the answers that the students give you beside the appropriate wh-words in short answer form.

III. Ask the students if their children have ever been on a field trip with their school. Discuss the details using as many wh-questions as possible. Ask the students if they had to read or sign a paper for their children before they went on their trip. If the response is positive try to elicit as much information as possible from the student to allow the students to ask about the notes from school/permission slips and activate their background knowledge.

IV. Tell the students that children go on field trips quite often in Canada. They go to learn new things that they can’t learn in school. Explain that teachers can’t take kids away from school unless they ask the parents first. Elicit as much information as possible from the students. Explain that they don’t ask with their voice; they ask in writing. They write the parents a special kind of letter.

V. Ask one of the students that has children what grade his/her child is in. Write “grade ____” on the board. Ask the whole class to tell you one place a grade ____ class might go on a field trip. Record their ideas on the board. Tell the students you are going to show them what a letter from a school about a field trip looks like. Ask them to choose a destination for the mock letter.

VI. Write a mock letter from the school on the flip chart. Go through the basics of letter writing with the students, trying to elicit as much information from them as possible. Now ask the students who the letter is to. Try to elicit the word “Parents”. If one student gives her name congratulate her, but say that the letter is to all of the parents of the grade ____ class, not just her. So the letter will be addressed to “Parents”… “Dear Parents”. Write this on the flip chart below the date on the left hand side.
Now complete the letter in about 5 sentences. Write each sentence on a separate line. Be sure to include information to cover all the wh-questions.

Sample letter:

FIELD TRIP
Monday, September 1, 2002

Dear Parents,
Grade 3 will go on a field trip to the zoo.
We will learn about wild animals.
We will go on Tuesday, September 27, 2002.
We will take the bus.
We will go from 10:30 am – 2:30 pm.

VII. Have the students read the letter back to you line by line.

VIII. Tear the letter off the flip chart and take it over to the white board where you recorded information about your own field trip. Erase all of the information about the class field trip, leaving the wh-questions on the board.

IX. Direct the students’ attention back to the letter from the flip chart page. Ask them the wh-questions about the field trip letter one at a time. Cut the answers out of the field trip letter and tape them beside the wh-questions on the board until all of the questions have been answered.

X. Explain to the students that the teacher sends something else along with a letter when children are going on a field trip. “It’s called a “permission slip”. Write it on the board. Explain that the permission slip is a form that people fill out to show that they understood the letter and to show that they will let their children go on the field trip.

XI. Ask the students if they understood their letter. When they say “yes”, explain that they have to show the child’s teacher that they understood. They have to fill in information to show them.

XII. Explain the word “permission”. Ask one of the students what her child’s name is. Pretend to be the child’s teacher and ask the parent if “x” can go on the field trip. Explain that this is asking for “permission”. Explain that teachers don’t ask for permission with words. They ask with writing using a “form”. Your child brings home the form and you must fill in the form to give the teacher “permission” for your child to go on the field trip. The form tells the teacher “yes”. Say, “the form shows I understand the teacher’s letter and the form says yes to the teacher”.

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XIII. Make a simple permission slip on the whiteboard, leaving blanks for the parent’s information. Use the blank permission slip on the overhead transparency (PM6.2) as a guide. Have the students fill in the permission slip with your guidance. Have them move the information they’ve taped to the whiteboard into some of the slots (with the exception of where they need to print their child’s name, their name, and their signature). Have one of the students write this information. Have the same student sign the letter. Show the students that most of the blanks on the form tell the child’s teacher “I understand”. Show them that the last part of the form (the consent line and the signature line) say “yes, my child can go on the field trip.

XIV. Put the overhead transparency (PM6.1) up. Have the students look at the picture first. Elicit information about the field trip. Next, have student volunteers read each line of the text on the letter portion of the notice. After the whole letter is done, have students come to the overhead and circle the answers to these questions as you ask them:
Who will go on the field trip?
Where will they go on the field trip?
Why will they go on the field trip?
How will they go on the field trip?
When will they go on the field trip? (Prompt them for both date and time)

XV. Leave the overhead up. Give each student a copy of the permission slip worksheet (PM6.2) Have the students look at the circled information on the overhead to use as a resource to fill in the permission slip on the worksheet.

XVI. Hand out the field trip worksheet (PM6.3). This handout contains a single sheet with both a letter and a permission slip on it. Have the students use the letter on the top to fill in the permission slip on the bottom. After they have completed it, explain that when you fill out real permission slips, people often cut the permission slip away from the letter. The parent keeps the letter and the parent gives the permission slip portion to his/her child to take back to school to the teacher.

Extension Activity:
- Plan another field trip for your class. Write a letter explaining the trip to the students with a permission slip on the bottom, following the model of the worksheet (PM6.3). Instead of the “child’s name” blank, replace it with “friend’s name”. The students could fill in permission slips for their friends in the class to go on the field trip. Alternately, the teacher could ask the students to bring in any real permission slips they have to fill out at home, and have the students work on them together.
FIELD TRIP

September 3, 2002

Dear Parents,

Grade 7 will go on a field trip to the Calgary Tower.

We will learn about buildings.

We will go on September 21, 2002.

We will walk.

We will go from 1:00 - 3:00 pm
PERMISSION SLIP

Type of field trip: __________________

Date of field trip: ________________

Time of field trip: ________________

Name of child: _____________________
   First Name                         Last Name

Name of parent: ___________________
   First Name                         Last Name

Do you give your permission? ☐ Yes    ☐ No

_____________________
Signature
Dear parents,

Grade 9 will go on a field trip to the Science Centre. We will learn about science. We will go on November 3, 2003. We will take the C-Train and walk. We will go from 9:00-11:30 am.

PERMISSION SLIP

Type of field trip: ________________________________

Date of field trip: ________________________________

Time of field trip: ________________________________

Name of child: __________________________________

Name of parent: __________________________________

Do you give your permission? ☐ Yes ☐ No

______________________________
Signature
Activity 7: Getting a Library Card

Phase II – Initial

Focus Topic: Community Services

Language Competencies Addressed in Activity:

- Read and understand formatted and unformatted instructions
- Present formatted and unformatted information – on a library card form
- Fill out an application for a library card with little or no assistance

Activity Overview: In this activity, students fill out a library card application form. First, they learn the specific vocabulary words on the form. Then, after seeing the teacher model how to fill out the form, the students write their own information on a form.

Materials needed:

- Library Card Application form #1 (PM7.1a-b) – one copy on an overhead transparency
- Large word cards (PM7.2a-e) – one set per class, cut and ready to use, copied on hard stock paper
- Library Card Application form #2 (PM7.3a-b) – one copy for each student plus one copy on an overhead transparency
- Overhead projector
- Sticky tack, tape or magnets to hold large word cards on whiteboard
Instructions:

I. Activate prior knowledge of public library services. Talk about use of the library — what is there for me at the library? Find out if any of the students are familiar with the library or have used the library before.

II. Introduce/review vocabulary from library application forms using large word cards (PM7.2 a-e). Start with the simpler vocabulary words found on most application forms asking for basic personal information. If appropriate for your class, move on to the harder vocabulary found specifically on your local public library card application form (see list below).

III. Using an overhead, project application form #1 (PM7.1a-b) on the whiteboard. Discuss the words missing on the form using the vocabulary cards. Select the word cards for each blank line. Write the words on the blank lines. This gives the students more exposure to the vocabulary words and allows the teacher to troubleshoot any difficulties students are having.

IV. Once students are comfortable with the vocabulary words and the kind of information required on the form, project a blank application form #2 (PM7.3a-b) on the whiteboard. Teachers can model the process of filling in the form using their own information. This would be a good time to explain when “N/A” is an appropriate response.

V. Hand out the mock application (PM7.3a-b) forms. Explain that the students are to fill in the blanks using their own personal information. Circulate and help students who are having any difficulty.

VI. Go through the forms after the students have filled them out and discuss any questions that the students have or anything that students seem to have mixed up.

VII. Note Depending on the information required from your local public library, you may wish to review the options for internet access and collection of personal information before having students fill out the form. Students may have trouble understanding these concepts. Be sure to simplify and clarify the concepts with students before filling out the form. If in doubt, ask your local library for clarification.

Extension Activity:

- Drop by your local public library and pick up authentic library card application forms. (Note: you may want to do this in advance of this lesson to be sure you know what information is required from your local library.) Have students fill out the forms. Arrange a field trip to your local library. Take the filled-out forms to the library a week before the field trip and arrange to pick up the students’ cards during your visit. Phone the library ahead to arrange specific details. Usually, libraries will appreciate receiving the filled out forms in advance so they can have time to process the cards. Make sure to mention that your students are adult ESL learners. The library may be able to waive the card fees.
CITY PUBLIC LIBRARY

CARDHOLDER APPLICATION AND AGREEMENT

PLEASE PRINT CLEARLY

CARDHOLDER

Student
Joseph
Michael

MAILING ADDRESS

789 Green Street

Calgary
Alberta
T4T 4T4

222-7890
Jstudent@fastmail.com

DEMOGRAPHIC INFORMATION:

BIRTHDATE
D_____ M_____ Y_____ GENDER (optional) □ M □ F

Would you like materials in your Home Language (optional)? Please list ____________________
CITY PUBLIC LIBRARY

CARDHOLDER APPLICATION AND AGREEMENT

RESIDENTIAL ADDRESS
(If different from mailing address)

Street Address
Apartment/Unit#

City Province Postal Code

PARENT(S) or
GUARDIANS

Please PRINT full name(s)

Parent(s) or guardian(s) are responsible for their minor child’s use of this library card and of City Public Library materials and facilities. One or both parents or guardians must sign this Cardholder Application and Agreement. The Cardholder and the Cardholder’s parent(s) or guardian(s), if applicable, agree to the Terms and Conditions of this Cardholder application and to all rules and regulations made by the City Public Library.

SIGNATURE(S)

CARDHOLDER OPTIONS

INTERNET ACCESS OPTIONS: ☐ None ☐ Filtered ☐ Unfiltered

FOR STAFF USE ONLY

Library Card Number Date of Issue
PLEASE PRINT CLEARLY

CARDHOLDER

Family Name

First Name

Middle Name
MAILING ADDRESS

Street Address

Apartment/Unit #

City

Province
SIGNATURE(S)

INTERNET ACCESS

Filtered

Unfiltered

FOR STAFF USE ONLY
CITY PUBLIC LIBRARY

CARDHOLDER APPLICATION AND AGREEMENT

PLEASE PRINT CLEARLY

CARDHOLDER

________________________________________
Family Name  First Name  Middle Name

MAILING ADDRESS

________________________________________
Street Address  Apartment/Unit#

________________________________________
City  Province  Postal Code

________________________________________
Home Phone  Business Phone  Fax  E-Mail

DEMOGRAPHIC INFORMATION:

BIRTHDATE  D_____  M_____  Y_____  GENDER (optional)  □ M  □ F

Would you like materials in your Home Language (optional)? Please list ____________________
CITY PUBLIC LIBRARY

CARDHOLDER APPLICATION AND AGREEMENT

RESIDENTIAL
ADDRESS
(if different from
mailing address)

Street Address

Apartment/Unit#

City

Province
Postal Code

PARENT(S) or
GUARDIANS

Please PRINT full name(s)

Parent(s) or guardian(s) are responsible for their minor child’s use of this library card and of City Public Library materials and facilities. One or both parents or guardians must sign this Cardholder Application and Agreement. The Cardholder and the Cardholder’s parent(s) or guardian(s), if applicable, agree to the Terms and Conditions of this Cardholder application and to all rules and regulations made by the City Public Library.

SIGNATURE(S)

CARDHOLDER OPTIONS

INTERNET ACCESS  options at the Library: ☐ None  ☐ Filtered  ☐ Unfiltered

FOR STAFF USE ONLY

Library Card Number______________  Date of Issue_______________
Activity 8: Zach’s Childcare Schedule

Literacy Phase: Phase II – Initial

Focus Topic: Family and housing; Employment

Language Competencies Addressed in Activity:

- Use capitalization for names of people and businesses
- Fill in and read simple forms (occupation/workplace information; work schedules; childcare schedules)
- Read and use prepositional phrases of place (at school, at work) and of time (in the morning, in the afternoon)
- Read and use adverbs of frequency/time (today, everyday, usually)
- Read and create simple schedules

Activity Overview: In this activity, the students will listen to and read a story about a young boy and his adult caregivers, and their jobs outside the home. The story is designed to highlight the different spellings for the phoneme [k] in mid and final position in a word. The students learn to associate the different spellings with different characters in the story – "Zach", "Lark", "Nick", and "Monique. After they’ve read the story that introduces the characters, the students are introduced to the concept of creating schedules. They work through a task in which they create a childcare schedule based on the caregivers’ work schedules.

Materials needed:

- Photograph of Zach’s Family (PM8.1) – 1 copy per class, cut out
- Story Photographs (PM8.2a-c) – 1 copy of each per class, cut out
- Story Text Pages (PM8.3a-c) – 1 copy of each per class, cut out
- Student Handout 1 – Forms (PM8.4) – 1 copy on an overhead transparency + 1 copy per student
- Character’s Work Schedules (PM8.5a-c) – 1 copy of each on paper; 1 copy of each one on an overhead transparency
- Role-player name tags (PM8.6) – 1 copy of each per class, cut out
- Zach’s Schedule (PM8.7) – 1 class set of copies on paper + 1 copy on overhead transparency
- Zach’s Schedule worksheet (PM8.8) – 1 class set of copies + 1 copy on overhead transparency
- Removable tape
Instructions:

I. Have the students assemble with their chairs at the front of the classroom in front of the whiteboard. Show the students the photograph of Zach’s family (PM8.1). Explain to them that they are going to read a story about a special family. Explain that in this family there are four people: a mother, a father, a son, and an aunt. The aunt is the mother’s sister. All of the adults have jobs. The son is little — he’s in grade two. The adults take turns taking care of the son when he’s not in school. Encourage the students to ask general questions about this family and discuss how this family’s situation is similar or different from their own.

II. Use the photographs and text pages (PM8.2a-e; PM8.3a-e) Show each picture and read the accompanying text page. After each, place the photographs and text pages on the whiteboard ledge from left to right.

III. Remove the text pages from the whiteboard ledge and mix them up. Have the students examine them and put them back in order. Have them look for content words that will help them, particularly the names of the characters, their occupations, and their workplace names.

IV. Ask the students to recall the names of the characters in the story. As they say them, repeat them back, emphasizing the final [k] sound in each name. Ask the students if there is something similar about how all of the names sound. Try to elicit the fact that all of them have the [k] sound at the end. Ask the students if all of them have the same letters at the end. Try to elicit the response “no”. Explain to the students that they all have the same sound [k] at the end, but that the spellings are different. There is a “Nick [k]”, a “Lark [k]”, a “Monique [k]” and a “Zach [k]”. Write each name on the board and try to see if the students can circle or underline the letters that make the [k] sound in each name.

V. Give each student a copy of the worksheet (PM8.4). Assess the students’ comprehension of the story’s text by having them using the information from the story to fill out simple forms for each of the characters (PM8.4). If the students do not understand the words “occupation” or “employer” on the form, explain this new vocabulary. Go over the answers with the students using the overhead copy.

VI. Have the students recall information about the family story by answering wh- questions about them such as:
   How many people are there in this family?
   How many adults are there?
   What are their names?
   What are the adults’ occupations?
   How old is the son?
   What’s his name?
   What’s his occupation?
VII. Now question the students about the content of the last piece of text:

- Why can’t Zach go to school this week?
- Why is this a problem for the adults?
- Who is going to look after Zach in the mornings and afternoons this week?
- What do the adults need to do?
- How can they make a schedule for Zach?

VIII. Show the students a copy of Lark’s work schedule on overhead (PM8.5a). Have them identify Lark’s employer’s company name and the word schedule. Familiarize the students with how to read a simple schedule. The times of the day (morning, afternoon) appear down the left side of the schedule and the days across the top. The spaces marked “work” is when Lark must work. After you explain the schedule, show them that Nick and Monique also have work schedules (on overhead – PM8.5b & c). Have them identify some times when Monique and Nick must work by looking at their schedules.

IX. Appoint 3 of the students to play the roles of “Lark”, “Nick” and “Monique” (choose 3 of the higher level students in the class). Give each of them a name tag to wear (PM8.6). Give each of these students a copy of his/her work schedule (PM8.5a-c). Have them sit on chairs facing the other students.

X. Hand out a copy of “Zach’s Schedule” (PM8.7) to each of the students in the audience. Explain to them that they will ask “Nick”, “Lark”, and “Monique” about their work schedule. Explain that they are going to create a schedule to look after Zach.

XI. Have each student in the audience take turns asking questions of the student role-players to discover information for Zach’s Schedule. Model the type of question they should ask to include prepositions of time. For example they could ask:

“Lark, do you work in the morning on Monday?”

If she answers, “Yes, I do”, then all of the students in the audience would cross out Lark’s name on their Monday morning slot on Zach’s Schedule, because she is not available to baby-sit Zach at that time. If she answers, “No, I don’t”, then they can circle her name because she’s available to look after Zach at that time. For the first few questions, have a copy of Zach’s schedule (PM8.7) on overhead and model for the students what to do on their own schedules. Have the students continue answering questions and marking off the schedule until it is complete.

XII. Hand out a copy of Zach’s Schedule worksheet (PM8.8) to each student. Have the students transfer the information from the schedule they created in step 5 (PM8.7) to this blank schedule. This time, they will write the names of Zach’s childcare providers for this week in the appropriate spaces. Go over the answers with the students orally or on the overhead to check for accuracy.
This is the mother.

Her name is Lark.

Lark is a seamstress.

Lark works at City Tailors.

At work, Lark usually fixes clothes.
This is the father.

His name is Nick.

Nick is an accountant.

Nick works at City Accountants.

At work, Nick usually works on the computer.
This is the aunt.

Her name is Monique.

She is a coffee shop owner.

She works at Monique’s Café.

At work, Monique usually makes coffee.
This is the son.

His name is Zach.

Zach is an elementary school student.

He studies at Bach Elementary School.

At school, Zach usually studies and plays.
Today, it’s Monday morning.

On Monday, Zach usually goes to school.

Today, Zach feels sick.

Today, Zach has a stomachache.

The doctor says Zach must stay home this week.

The adults will make a schedule to look after Zach.
Fill in the forms:

Name: Lark
Occupation: seamstress
Employer: City Tailors
Duties: fixes clothes

Name: Nick
Occupation: 
Employer: 
Duties: 

Name: Monique
Occupation: 
Employer: 
Duties: 

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
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<tbody>
<tr>
<td>Monday</td>
<td>Work</td>
<td>Work</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>Work</td>
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<tr>
<td>Wednesday</td>
<td></td>
<td>Work</td>
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<tr>
<td>Thursday</td>
<td></td>
<td>Work</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Work</td>
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</tbody>
</table>

City Tailors

Lark’s Work Schedule
City Accountants

Nick's Work Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
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Morning | Afternoon
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<thead>
<tr>
<th>Day</th>
<th>Morning</th>
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<tr>
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<td>Work</td>
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<td>Thursday</td>
<td>Work</td>
<td>Work</td>
</tr>
<tr>
<td>Friday</td>
<td>Work</td>
<td></td>
</tr>
</tbody>
</table>
Role player name tags – PM8.6

Lark

Nick

Monique
Zach’s Childcare Schedule

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Lark</td>
<td>Monique</td>
</tr>
<tr>
<td></td>
<td>Nick</td>
<td>Monique</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lark</td>
<td>Monique</td>
</tr>
<tr>
<td></td>
<td>Nick</td>
<td>Monique</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Lark</td>
<td>Monique</td>
</tr>
<tr>
<td></td>
<td>Nick</td>
<td>Monique</td>
</tr>
<tr>
<td>Thursday</td>
<td>Lark</td>
<td>Monique</td>
</tr>
<tr>
<td></td>
<td>Nick</td>
<td>Monique</td>
</tr>
<tr>
<td>Friday</td>
<td>Lark</td>
<td>Monique</td>
</tr>
<tr>
<td></td>
<td>Nick</td>
<td>Monique</td>
</tr>
</tbody>
</table>

Cross out the adult who can’t look after Zach.

Circle the adult who can look after Zach.
<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Monique</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td></td>
<td></td>
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<tr>
<td>Wednesday</td>
<td></td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>
Activity 9: Understanding Signs in the Library

Phase II – Developing

Focus Topic: Community Services

Language Competencies Addressed in Activity:

- Read and understand formatted and unformatted information – information signs in the library
- Record formatted and unformatted information – copy relevant information from signs
- Read posted signs in a library

Activity Overview: In this activity, students will learn to read signs posted in a library. They will match picture signs to corresponding word signs, play a memory game for reinforcement, and complete a matching and copying exercise.

Materials needed:

- Large picture signs (PM9.1a-d) – 1 per class
- Large word signs (PM9.2a-d) – 1 per class
- Small signs: copied and cut on hard stock paper – one set per small group to play a memory game (PM9.3a-b)
- Library SignsWorksheet (PM9.4 a-b) – one copy per student and one on an overhead transparency
Instructions:

I. Activate prior knowledge of the library.

II. Introduce picture-based library signs using the flashcards (PM9.1a-d): Elicit from students the meaning of each of the signs. Ask students if they have seen these signs before and where.

III. Divide the class up into pairs if applicable. Give each student or pair of students a set of word signs and a set of picture signs (PM9.3a-b). Have students work individually or in pairs to match up the picture-based signs to the word-based signs using the photos. Circulate around the class to check for accuracy and to answer any questions.

IV. Library Signs worksheet (PM9.4 a-b): Go through the instructions section by section with the students. Do the first question in each part with the students as an example. In the first part, have the students match pictures to words. In the second part, they should copy relevant information from a library notice. Check answers together as a class on the overhead.

Extension Activities:

- Cut out the card sized signs and play a memory game to review the meanings.
- Learn about other important signs in community agencies, hospitals, workplaces, schools, etc. and then do a community walk to find signs in your building or area.
information

no food

or drinks
wheelchair
accessible
exit
washrooms

ESL/LITERACY
Library Signs Worksheet

Part 1. Match the signs. Draw a line.

information

no food or drinks

washrooms

ESL/LITERACY

wheelchair accessible

exit

quiet please

The ABCs of Practical Literacy
© Bow Valley College 2002
Part 2. Copy the information from the sign.

The City Public Library Presents
A Family Movie Night
on Friday, December 10
at 7:30 p.m.
at the Central Library,
123 Main Street
Admission is free.
Call 222-1234 for more

Example:

What: A Family Movie Night

Date: ________________________________

Time: ________________________________

Address: ______________________________

Price: ________________________________

Phone number: _________________________
Activity 10: Classifying the Classifieds

Phase II – Developing

Focus Topic: Organization and Learning Management; Community Services

Language Competencies Addressed in Activity:

- Use and demonstrate understanding of ellipses and omissions
- Read and demonstrate understanding of formatted information
- Recognize, read and demonstrate understanding of organizational patterns and purpose of text

Activity Overview: In this activity, the students learn to classify items of merchandise into categories. First they classify pictures of the items into the categories, then they attach written texts of classified ads to the pictures. In doing this, they create a large-scale version of the classified ads to hang as a reference in the classroom.

Materials needed:

- Category Headings (PM10.1) – 1 copy of each per class, cut out
- Merchandise Photos (PM10.2a-f) – 1 copy of each per class, cut out
- Classified Ads (PM10.3a-f) – 1 copy of each per class, cut out
- A flyer
- A newspaper with a classified section
Instructions:
I. Explain the concept of classifying things. Introduce the idea by asking the class why they are in this “class” and other students are in another to elicit the response “because people in this class are at a different level than the people in another class. Everyone in our class is the same.” Explain that in English, when we make groups of things that are similar we call this “classifying” things. Have the students classify some objects in the room into categories to reinforce the idea.

II. Explain that when stores make catalogues or flyers to sell items, they classify the things they sell into categories, so that people can find them easily. Perhaps show an example of such a catalogue or flyer. Explain that the newspaper has a place called the “classifieds” that the students can look in to buy or sell things. Show the students where the classified section of the newspaper is.

III. Show the students the “Merchandise” section of the classifieds and point out the word merchandise. Explain what merchandise is. Show them the headings of different types of merchandise in this section (ex- furniture, large appliances, small appliances, electronics, etc.

IV. Show the students the cut-out “Merchandise Headings” (PM10.1) and try to elicit what each of them includes. See if the students can name an example of something that would fit in that category.

V. Place the headings on the table in one row. Have the students scatter the merchandise photos (PM10.2a-f) on a table and turn them face up. Have them organize the photos under each of the headings.

VI. Have the students scatter the classified ads (PM10.3a-f) on the table and turn them face up.

VII. Have the students match the classified ads to the pictures under each of the categories.

VIII. Remove the merchandise photos and have the students pin up their headings and ads into columns on a cork board or glue them onto a large wall poster. In this way, they have created a large version of the merchandise section of the classifieds for future reference.

Extension Activity:
- Let students look at a real merchandise section of the classified ads. Working in small groups, have them look under each of the sub-headings. Have them circle or highlight the names of the items being sold in one colour and circle or highlight the asking prices in another. This could lead to a vocabulary lesson for any type of merchandise the students are unfamiliar with. Follow this with a class discussion of which items are a good deal. Have each student choose which item they would buy if they could and why. Have them name the item and how much it is selling for.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Furniture</td>
</tr>
<tr>
<td>102</td>
<td>Toys</td>
</tr>
<tr>
<td>103</td>
<td>Large Appliances</td>
</tr>
<tr>
<td>104</td>
<td>Small Appliances</td>
</tr>
<tr>
<td>105</td>
<td>Electronics</td>
</tr>
<tr>
<td>106</td>
<td>Musical Instruments</td>
</tr>
<tr>
<td>107</td>
<td>Power Tools</td>
</tr>
<tr>
<td>108</td>
<td>Hand Tools</td>
</tr>
</tbody>
</table>
CUTE & COMFORTABLE!
1 child’s foam armchair. Good cond. $15 o.b.o. 936-6631

FOR SALE. 1 old armchair. Poor Cond. Needs cover $10 o.b.o. Ph. 631-3645

FOR SALE. 1 flowered couch. 2 years old. $375. Ph. 293-3795.


Big and Comfy!
1 black and beige striped couch with pillows. Good cond. $150 firm. Ph. 373-9641

BEAUTIFUL!!!
1 white wicker rocking chair with blue seat. $100 o.b.o. Ph 936-1450
**Relax!** 1 striped black and beige oversized armchair. Like new. $100 firm. Ph. 373-9641

**FOR SALE.** Plastic toy airplane. Never used. $10 o.b.o. Ph. 998-3328

**GET A GOOD NIGHT’S SLEEP!!** Double bed. 1 year old. $139 o.b.o. Ph. 233-1119

**FOR SALE.** Almond and black colored stove. $175 o.b.o. Ph. 383-2828

**FOR SALE.** Small white 3-drawer dresser. Good cond. $25 o.b.o. Ph. 931-9876

**BARGAIN:** Fridge. Must sell. Working cond. $135 firm. Ph. 788-3838
<table>
<thead>
<tr>
<th><strong>MAKE YOUR DAUGHTER HAPPY!</strong></th>
<th><strong>FOR SALE</strong></th>
<th><strong>GREAT DEAL!</strong></th>
<th><strong>TAKE IT HOME TODAY!</strong></th>
<th><strong>FOR SALE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GREAT SET!</strong></td>
<td><strong>MAKE YOUR DAUGHTER HAPPY!</strong></td>
<td><strong>FOR SALE</strong></td>
<td><strong>TAKE IT HOME TODAY!</strong></td>
<td><strong>FOR SALE</strong></td>
</tr>
<tr>
<td>Washer/dryer. working cond. $225 o.b.o. Ph. 282-3828</td>
<td></td>
<td>White dishwasher. $135 o.b.o. Ph. 381-3838</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**NEED COFFEE??**
Wonderful white coffee maker. $45 firm.
Ph. 888-2839.

**FOR SALE.** White electric frying pan.
Working cond. $25 o.b.o. Ph 283-8282

**TEA PARTY!**
Child’s tea set. Brand New. $10 o.b.o. Ph. 662-3729.

**GREAT DEAL!**
4 slice toaster. Like New. $24 firm. Ph. 873-2629

**WHAT A STEAL!**
White mix set with 2 glass bowls. Like new! $50 firm. Ph. 383-2929

**CALL ALL YOUR FRIENDS**
Silver and black cordless phone. $50 firm.
NEED MUSIC?
Wonderful violin with bow and case.
$100 firm. Ph. 383-2828.

WAKE UP ON TIME!
black clock radio with am/fm. Good cond.
$10 firm. Ph. 338-4929

FOR SALE
Hand saw. $30 firm.
Ph. 382-3879

FOR SALE
TV with remote. Like new.
$400 o.b.o. Ph. 664-2282

MUSICAL?
$50 o.b.o. Ph. 438-3838

Moving, Must Sell
Fantastic video camera. Like new.
$589 o.b.o.
Ph. 384-2790

FOR SALE
Hand saw. $30 firm.
Ph. 382-3879
FOR SALE: White stove. Good Cond. $580 firm. Ph. 282-3210

MUST SELL!! Black DVD player with remote control. Exc. Cond. Only $350 o.b.o. Ph. 826-3796

You Have the Power! Cordless power drill. Good working cond. $38 o.b.o. Ph. 848-3842

FOR SALE. Axe. Excellent for camping $10 o.b.o. Ph 282-3826

For Sale. Set of 2 screwdrivers. $5 firm. Ph. 777-0909

WHAT A DEAL!!! Mini stereo system with 2 speakers. Exc. cond. $299 firm. Ph. 555-3891
Activity 11: Going to the Library

Literacy Phase: Phase II – Adequate

Focus Topic: Community Services: Borrowing Books From The Library

Language Competencies Addressed in Activity:

- Read and understand formatted and unformatted information text
- Present formatted and unformatted information: Match or write sentences with corresponding pictures
- Read posted signs in a library

Activity Overview: In this activity, students demonstrate an understanding of the process of borrowing books from the library. First, they view and describe a photo story about a family’s trip to the library. Then, they learn vocabulary words, match words to pictures, predict the story, listen to the story, sequence the photos, and match sentences to the photos. Finally, they re-tell the story and copy it into their books.

Materials Needed:

- Photo story picture #1 – one copy per small group (PM11.1)
- Photo story: copied onto overhead – one copy per class (PM11.2)
- Vocabulary word cards: copied on hard stock paper, cut into strips – one set per small group (PM11.3a-b)
- Photo story cards: copied on hard stock paper – one set per small group (PM11.4a-c)
- Photo story text written out with one sentence per line (PM11.5)
- Sentence strips: story cut into strips – one set per small group (PM11.6a-b)
- Overhead projector
- Scotch tape, sticky tack, or magnets to hold word cards on the whiteboard
- Optional: scissors, one pair per student (if appropriate, students can cut their own photo story into pieces, the written text into sentence strips, and the strips into phrases and words)
Instructions:

I. Pre-reading/pre-viewing discussion: Teacher shows students the first picture of the photo story (a woman going to the library) (PM11.1). In the pre-reading discussion that takes place about the picture, the teacher ensures that students activate as much background knowledge about the library as possible. The teacher ensures that cultural knowledge about the library (such as what a library is, what things you can find there, who goes there and why, costs associated with the library for cards and fees, speaking quietly in a library, and what other things happen at a library) is explored. Students are encouraged to participate fully.

II. View the photo spread projected on the whiteboard (PM11.2): After activating background knowledge, students examine a photo story of a trip to the library. Each photo is examined and described in as much detail as the students are able to give. The teacher aids this examination by asking questions such as: Who are they? What are they doing? What’s happening here? What do you see?

III. Introduce new vocabulary on word cards (PM11.3a-b). Students take word cards and stick them on the appropriate photos in the photo story images projected on the whiteboard. Students try to create a story based on the pictures and using the vocabulary words.

IV. Using cutouts of the story pictures (PM11.4a-e), students order the story from memory. Read the story aloud to the students (from PM11.5). They listen to the story and check their sequencing.

V. Have the students listen to the story again and sequence the sentence strips (PM11.6). (Note: For more of a challenge, students may also try sequencing the sentences after listening once. Then they can check their work while listening a second time.

VI. Students re-tell the story in their own words using the photos (PM11.4a-e) as a guide.

VII. Students copy the story into their books using the sentence strips as guides.

VIII. Read the story. Students can now read the story to the class, to each other, or into a tape recorder.

Extension Activities:
- Use full-page diagrams/photos of signs seen in the photo story. Discuss what they mean. Do a matching exercise. Match picture-based signs to word-based signs with same meanings.
- Practice dialogues you might use at the library, such as asking for assistance, clarifying information, and thanking dialogues.
- Go on a field trip to your local public library. Call to book a tour, or go on your own. Search for any signs you see. Ask for assistance at the information desk.
library
newspapers
magazines
computers
children’s
information
librarian
video
circulation
scan
library card
due date
return
security
check out
1. Today, Karen and her son, Joey, are going to the library.

2. Many people are in the library. They are reading newspapers, books and magazines. They are using computers.

3. There are many good books for children at the library. Joey finds a book in the children’s section.

4. Karen wants to find some special books. She asks for help at the information desk.

5. The librarian shows them the books for people learning to read English.


7. It is time to go home. Many people are taking out books today. They wait in line.

8. The lady at the circulation desk scans their library cards and checks out their books.

9. Karen asks about the due date. They must return the books in three weeks.

10. They go through the security scanner and take their books and video home. It was a great day at the library.
Today, Karen and her son, Joey, are going to the library.

Many people are in the library. They are reading newspapers, books and magazines. They are using computers.

There are many good books for children at the library. Joey finds a book in the children’s section.

Karen wants to find some special books. She asks for help at the information desk.

The librarian shows them the books for people learning to read English.
Karen finds an interesting book and a video.

It is time to go home. Many people are taking out books today. They wait in line.

The lady at the circulation desk scans their library cards and checks out their books.

Karen asks about the due date. They must return the books in three weeks.

They go through the security scanner and take their books and video home. It was a great day at the library.
Activity 12: Reading the Classifieds

Phase II – Adequate

Focus Topic: Organization and Learning Management; Community Services

Language Competencies Addressed in Activity:
- Demonstrate understanding of the organizational patterns of alphabetical order using indexes and directories
- Read and demonstrate understanding of organizational patterns of text and where to locate specific information
- Record formatted and unformatted information – copy relevant information from ads onto chart
- Demonstrate understanding of where to write information in a variety of formats

Activity Overview: In this activity, the students learn to classify items of merchandise into categories. First they classify pictures of the items into the categories, then they attach written texts of classified ads to the pictures. In doing this, they create a large-scale version of the classified ads to hang as a reference in the classroom. After this the students learn the elements of a classified ad, the language used, and the abbreviations commonly used. In completing this activity, the students should be able to access an authentic classifieds section of the newspaper.

Materials needed:
- Category Headings (PM10.1 – shared with Activity 10) – 1 copy of each per class, cut out
- Merchandise Photos (PM10.2a-f – shared with Activity 10) – 1 copy of each per class, cut out
- Classified Ads (PM10.3a-f – shared with Activity 10) – 1 copy of each per class, cut out
- Classified Ad Elements (PM12.1) – 1 copy on overhead transparency; 1 class set of copies
- Classified Ad Chart (PM12.2) – 1 class set of copies
- A flyer
- A newspaper with a classified section
Instructions:

I. Explain the concept of classifying things. Introduce the idea by asking the class why they are in this “class” and other students are in another to elicit the response “because people in this class are at a different level than the people in another class. Everyone in our class is the same.” Explain that in English, when we make groups of things that are similar we call this “classifying” things. Have the students classify some objects in the room into categories to reinforce the idea.

II. Explain that when stores make catalogues or flyers to sell items, they classify the things they sell into categories, so that people can find them easily. Perhaps show an example of such a catalogue or flyer. Explain that the newspaper has a place called the “classifieds” that the students can look in to buy or sell things. Show the students where the classified section of the newspaper is.

III. Show the students the “Merchandise” section of the classifieds and point out the word merchandise. Explain what merchandise is. Show them the headings of different types of merchandise in this section (ex- furniture, large appliances, small appliances, electronics, etc.)

IV. Show the students the cut-out “Merchandise Headings” (PM10.1) and try to elicit what each of them includes. See if the students can name an example of something that would fit in that category.

V. Place the headings on the table in one row. Have the students scatter the merchandise photos (PM10.2a-f) on a table and turn them face up. Have them organize the photos under each of the headings.

VI. Have the students scatter the classified ads (PM10.3a-f) on the table and turn them face up.

VII. Have the students match the classified ads to the pictures under each of the categories.

VIII. Remove the merchandise photos and have the students pin up their headings and ads into columns on a cork board or glue them onto a large wall poster.

IX. Have the mock classified section the students created in front of the students (close enough so they can easily read it) Show the students the overhead (PM12.1) and explain the elements of a classified ad in turn. After each element, have students point out examples in the ads they see and write them on the board. Identify any special types of fonts used or any new vocabulary.

1. Attention Grabbers (are usually bolded and written in all capital letters)
   Examples:
   – For Sale
   – Deal
2. Description (usually comes before the name of the item. Are usually adjectives. Tell the reader more about the item)
Examples:
- 1 red
- beautiful
- with blue pillows

3. Name of Item.
Examples:
- couch
- hammer

4. Condition of the item (often in abbreviations – will have to explain some of these).
Examples:
- Exc. cond.
- Good Cond.
- Like new
- Brand new
- working cond.
- never used
- ___ years old

5. Asking price – explain that prices in the classifieds are often negotiable.
This is why it’s called the asking price

6. Offer Details (explain that this is how firm the owner is about the price he/she is asking).
Examples:
- o.b.o. (or best offer)
- firm

7. Phone Number (abbreviation “Ph.” Often used.)

X. Give each student a copy of (PM12.1) to each student to use as a reference

XI. Have the students choose 5 ads from the classified section they created. They can remove them and take them back to their desks. Have them do the Classified Ad Elements Worksheet (PM12.2) referring to the ads they chose

XII. Have the students hand in their work to mark individually

Extension Activities:
- Have students design and write their own classified ads using the elements and abbreviations they learned. After that the students can practice phoning skills for answering an ad. Later, the students can read ads for real merchandise in a real classifieds section. The students can make phone calls to ask for information about the items in these ads and take notes when they make the calls.
Classified Ad Elements

This is a classified ad:

FOR SALE. 1 old armchair.
Poor cond. $10 o.b.o.
Ph.631-3645

These are the parts of a classified ad:

- attention grabber
- description
- name of item
- condition
- phone number
- asking price
- offer details
## Classified Ad Chart

Read 5 of the classified ads. Fill in the chart below for each ad. An example is done for you.

### Example:

<table>
<thead>
<tr>
<th>Attention Grabber</th>
<th>Description</th>
<th>Item Name</th>
<th>Condition</th>
<th>Asking Price</th>
<th>Offer Details</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FOR SALE</td>
<td>1 old armchair</td>
<td>poor cond.</td>
<td>$10</td>
<td>o.b.o.</td>
<td>631-3645</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attention Grabber</th>
<th>Description</th>
<th>Item Name</th>
<th>Condition</th>
<th>Asking Price</th>
<th>Offer Details</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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