

Module Plan

CLB 2L: Telling Personal Stories

	Listening	Speaking	Reading	Writing	Instructor Notes: It's important to exercise caution when asking ESL Literacy learners to talk about their past experiences or their families, as this may be a sensitive topic.
CLB Level	2	2	CLB 2L	CLB 2L	
Real-World Task Goal(s)	Listen to a classmate give simple personal details about his or her family.	Describe a personal photograph about own family in a few short phrases.	Read a few short, simple sentences about someone's experience coming to Canada, and identify a few concrete facts.	Write a few short sentences about own experience coming to Canada.	
Background Information	Positive and negative experiences of moving to a new country; community supports and resources to deal with stress and depression; community resources offered by agencies represented by own ethnic background				
CLB Competency Areas, Competencies, Indicators of Ability	IV. Comprehending Information <ul style="list-style-type: none">Understand simple information about familiar, concrete topics.<ul style="list-style-type: none">- Identifies a few factual details, key words and expressions.	IV. Sharing Information <ul style="list-style-type: none">Give basic descriptions of concrete, familiar objects in a few short words or phrases. [Descriptions are in response to questions.]<ul style="list-style-type: none">- Answers simple questions about family.	IV. Comprehending Information <ul style="list-style-type: none">Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.<ul style="list-style-type: none">- Identifies purpose.	IV. Sharing Information <ul style="list-style-type: none">Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.<ul style="list-style-type: none">- Writes personal details in response to a few short questions.	

			<ul style="list-style-type: none"> - Identifies numbers, a few key words and short, common expressions. 	<ul style="list-style-type: none"> - Follows some spelling and punctuation conventions. - Writes legibly. 	<p>The Language Focus items and literacy skills/ strategies are determined through a task analysis. They inform the skill-building activities learners will practice before they perform the real-world tasks.</p>
Language Focus	<ul style="list-style-type: none"> - Vocabulary for family members (e.g., husband, wife, etc.); ages of children - Grammar: verbs “to be” and “have” 	<ul style="list-style-type: none"> - Vocabulary for family members - Pronunciation: word stress - Telling a story in a logical order - Grammar: past and present tense verbs taught as memorized phrases (<i>I came to Canada...; I have ___ children</i>) 	<ul style="list-style-type: none"> - Vocabulary in the text: sponsored, newcomer, married, husband, Morocco - Vocabulary for feelings - Vocabulary for documents: health card, SIN, driver’s licence 	<ul style="list-style-type: none"> - Vocabulary for family members - Vocabulary for feelings - Punctuation: period at the end of a sentence - Capital at the beginning of a sentence - Using correct word order in sentences 	
Literacy Skills and Learning Strategies	<ul style="list-style-type: none"> - Asking for repetition or clarification 	<ul style="list-style-type: none"> - Asking if listener understood - Techniques and strategies to learn and memorize words and phrases efficiently - Strategies for clear pronunciation 	<ul style="list-style-type: none"> - Using background knowledge and previous experience to predict content words - Using photos and the title to predict content before reading - Recognizing words by sight 	<ul style="list-style-type: none"> - Activating and developing background knowledge using instructor guided pre-writing discussion questions - Vocabulary and sight word development - Recording new words and phrases in a word bank 	<p>The Literacy Skills and Strategies for Reading and Writing come from the Continuum of Literacy Skills in the <i>CLB: ESL for ALL</i> document.</p>

			<ul style="list-style-type: none"> - Recognizing that photos of people convey emotions - Scanning for information - Developing a bank of sight words - Guessing familiar words by first/last letters - Segmenting familiar words by syllables - Identifying rote phrases - Using choral repetition and paired reading of simple sentences - Increasing oral reading speed after instructor modelling 	<ul style="list-style-type: none"> - Proofreading and editing - Writing upper and lower case letters in a consistent size - Using a model to write accurately - Proofreading and editing writing - Copying information on a line/staying within a line - Using a picture dictionary to check spelling - Writing legibly
Assessment Tasks	Listen to a short story of partner's experience coming to Canada and answer comprehension questions.	Tell a short story of your experience coming to Canada and how you felt when you arrived.	Read a story about someone's experience coming to Canada and answer comprehension questions.	Complete a guided text about coming to Canada.

Lesson Plan Sample

CLB 2L Reading About Someone's Experience Coming to Canada

(Approximate Time: 3-4 hours)

By the end of this lesson learners will be able to:

- Talk about own experience of coming to Canada
- Read and understand a story about someone's experience of coming to Canada

CLB Competencies:

Comprehending Information I

Oral Development:

*When did you come to Canada?
How did you come to Canada? Do
you remember your first days in
Canada? How did you feel?*

Explicit Literacy Skills Focus (from the module plan):

- Using background knowledge and previous experience to predict content words
- Using photos and titles to make predictions before reading
- Recognizing words by sight
- Recognizing that photos of people convey emotions
- Scanning for information

Learning Activities

Activity 1:

- Set the context by asking learners questions about their experiences coming to Canada: *When did you come to Canada? How did you feel?*
- Record learners' answers on the board: name, time of arrival, feelings, challenges.
- Review the information by asking questions about each learner: *When did ____ arrive in Canada? How did she feel?*

Activity 2:

- Display pictures from the story (Carla and her daughter, the airplane) as well as the title of the story on the whiteboard. Have learners read the title.
- Support prediction by asking guiding questions: *Who is this? Is she married? Does she look happy or sad?*
- Remind learners that prediction is a useful strategy for supporting reading.
- Learners can use Handout 1 to record their predictions.

Activity 3:

- Pre-teach any key unfamiliar vocabulary in Handout 2: *Carla's first months in Canada* (e.g., sponsor, miss, hope).
- Drill pronunciation where necessary. Identify stress patterns in words by clapping.
- Have learners repeat and clap the syllables of longer words.
- Prompt learners to guess familiar words from the first sounds and from the context.

Activity 4:

- Distribute Handout 2 to learners. Ask questions and have learners scan the story to confirm earlier predictions.
- Read the story aloud for learners to follow and/or read along.
- Ask comprehension questions about the story. Have learners find and circle the answers in the text. Take up the answers in a class discussion.
- Have learners practise reading the story in pairs.

<ul style="list-style-type: none"> - Developing a bank of sight words - Segmenting familiar words by syllables - Using choral repetition and paired reading of simple sentences <p>Conditions for Learning:</p> <ul style="list-style-type: none"> - Continuous texts are 5 to 7 very simple sentences. - Language is very simple, concrete and factual. <p>Assessment Task: Learners are not ready to be assessed after this lesson. For a future assessment, learners will answer comprehension questions about someone's experience coming to Canada. (See Eduardo and Maria's Story)</p> <p>Materials: Handouts provided, vocabulary cards</p>	<p>Activity 5:</p> <ul style="list-style-type: none"> - Have learners record new words in a vocabulary log. - Have them play games with new vocabulary (e.g., scavenger hunt or snap word where learners listen to a word dictated by the instructor and then point to the same word in the text or on instructor-made flash cards). <p>Self-Assessment:</p> <ul style="list-style-type: none"> - Have learners complete the Self-Assessment Checklist (Handout 3). <p>Options for Extension/Transfer:</p> <ul style="list-style-type: none"> - Continue the story about Carla using the additional texts (Handouts 4 and 5). - Use Handout 6 as a possible skill-using activity to prepare learners for the assessment task. - Set up a group project to help Carla settle in the neighborhood. In small groups, have learners find out about settlement services available in the neighborhood. Alternatively, they could try to find out how to apply for a driver's licence, health card or SIN card, or how to find a nearby school, etc. After completing the project, learners share their findings and design an information board for the class. <p>Sociolinguistic Knowledge:</p> <ul style="list-style-type: none"> - Talk about feelings and coping strategies. Arrange for a guest speaker to talk about depression, mental health, and the help that is available in the community. <p>Numeracy: Date of arrival</p> <p>Digital Literacy: Look up settlement services online.</p> <p>Learning Strategies: Develop reading fluency by introducing timed reading practice exercises after re-reading practice (e.g., learners work in pairs to record their reading times). Encourage learners to highlight new/challenging words. Provide opportunities to develop language awareness.</p>
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Handout 1: Predictions

Carla's first months in Canada



Handout 2

Carla's first months in Canada



Carla is a newcomer to Canada.

She was sponsored by her husband.

They got married 6 years ago in Morocco.

They have a 5-year-old daughter.

Carla misses her home.

She hopes to start a new life in Canada.

Handout 3

Self-Assessment Checklist

My name: _____

Date: _____

Story: _____

☐ I remember two facts about the story.

☐ I learned new words:

The story is difficult ☐ ok ☐ easy ☐

I enjoyed the story. yes ☐ no ☐

Handout 4

Carla needs help



Carla's life in Canada is not easy.

She does not speak English.

She does not have any friends.

Carla feels lonely.

Her husband works every day.

They do not get to spend time together.

Carla needs help.

Handout 5

Carla is busy



Carla and her daughter need to get SIN numbers.
They need to apply for health cards.
Her daughter needs to start school.
Carla needs to study English and find new friends.
She needs to get a driver's licence.
Carla is very busy.

Handout 6



Reading

CLB 2L- IV. Comprehending Information

Name: _____ Date: _____

Circle the correct answer.

1. Who sponsored Carla?

husband father brother

2. What country is Carla from?

Canada Morocco Pakistan

3. How many people are in her family?

2 3 4

4. How old is her daughter?

6 10 5

5. How does Carla feel?



Comments:

Yes 3-4 ✓



Almost 2✓



Not yet 0-1✓



Assessment Task:

Eduardo and Maria's Story



Eduardo and Maria came to Canada in 2015.

They have two daughters.

Eduardo works in a restaurant.

Maria studies English during the day.

She works in a grocery store on Saturdays.

Eduardo and Maria are happy in Canada.



Reading

CLB 2L- IV. Comprehending Information

Name: _____

Date: _____

1. When did Maria and Eduardo come to Canada?

2010

2020

2015

2. How many children do they have?

4

3

2

3. What does Eduardo do?

works in a grocery store

works in a restaurant

4. What does Maria do on the weekend?

works in a grocery store

studies English

5. How do they feel?



Comments:

Yes 4-5 ✓



Almost 3 ✓



Not yet 0-2 ✓





Writing

CLB 2L- IV. Sharing Information

Name: _____

Date: _____

Write about yourself:

- ✓ Complete sentences with correct words.
- ✓ Print clearly.
- ✓ Use correct spelling.
- ✓ Use correct punctuation.

My name is _____.

I come from _____.

I have _____ children.

I am _____. (married, single)

I am _____ in Canada. (happy, sad)






Writing

CLB 2L- IV. Sharing Information

Name: _____ Date: _____

Task: Write About Yourself

You:	✓ Yes for 3+ sentences	Comments
Completed sentences with correct words.		
Printed clearly.		
Used correct spelling.		
Used correct punctuation.		

Yes 3-4 ✓ 	Almost 2 ✓ 	Not yet 0-1 ✓ 
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