

Multi-level Module Plan Sample

Foundation L/CLB 1L - Shopping for Groceries

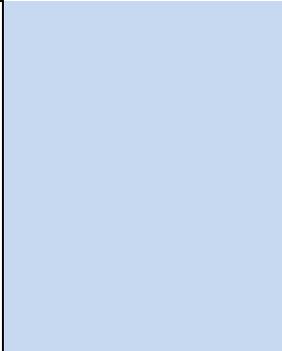
	Listening	Speaking	Reading	Writing	Instructor Notes: The requirements for performing the Writing task are differentiated for each level. For the Reading task, differentiation is in the number of dates they are checking.
CLB Level	1	1	Foundation L/CLB 1L	Foundation L/CLB 1L	
Real-World Task Goal(s)	Understand and respond appropriately to a store sales clerk's offer to provide assistance.	Make a request to find an item in a grocery store.	Check the best before dates on a few familiar food items in order to decide whether to keep them or not.	<i>Foundation L:</i> Copy a list of familiar food items (with their best before dates) to post on the refrigerator. <i>CLB 1L:</i> Write a list of familiar food items (with their best before dates) to post on the refrigerator.	

Background Information	Knowing who to ask for assistance in a grocery store; understanding that grocery stores are divided into different sections (e.g., bakery, dairy, meat, produce, frozen foods); the organization of a grocery store (produce and dairy in the outer sections, packaged and canned goods in the middle); the purpose and importance of checking the best-before/expiration dates before purchasing; checking best before/expiration dates on items at home				
CLB Competency Areas, Competencies, and Indicators of Ability	III. Getting Things Done <ul style="list-style-type: none"> • Understand expressions used to attract attention and to request assistance in situations of immediate personal need. - Identifies a few common key words and formulaic expressions. - Indicates comprehension with appropriate verbal or non-verbal responses. 	III. Getting Things Done <ul style="list-style-type: none"> • Make and respond to simple requests related to immediate personal needs (such as asking for assistance, a price or an amount). - Uses appropriate single words, phrases, memorized expressions, and courtesy formulas. - Uses acceptable gestures and body language when making requests. 	III. Getting Things Done <ul style="list-style-type: none"> • Get information from very short, simple, common formatted texts (such as food labels). - Identifies numbers (dates) and familiar words (food items). - Finds best-before date on label. 	II. Reproducing Information <ul style="list-style-type: none"> • Copy numbers, letters, for personal use or to complete short tasks. <p>[Texts to copy have clear layout and basic everyday information; lists have about 5 to 10 items.]</p> <ul style="list-style-type: none"> - Copies letters, numbers, and words, including capitalization. - Copies text legibly; reader may still have difficulties decoding some letters and numbers. 	<p>In this unit, ESL Literacy learners would need several lessons of continuous practice with the names of food items, months of the year, and numbers, if this is their first exposure to this vocabulary. However, if they are already familiar with some of the vocabulary (e.g., months of the year, numbers) from other units they have studied, they may need fewer review activities to reinforce learning.</p>

Language Focus	<ul style="list-style-type: none"> - Vocabulary: names of food items, aisle and number - Simple questions: <i>Can I help you?</i> <i>Do you need some help?</i> 	<ul style="list-style-type: none"> - Memorized questions: <i>Where is the milk? Where can I find bread?</i> - Pronunciation: word stress for names of food items; intonation for questions - Vocabulary for items in the grocery store 	<ul style="list-style-type: none"> - Vocabulary: names of food items, months of the year, numbers 	<ul style="list-style-type: none"> - Vocabulary: names of food items, months of the year 	<p>The language focus items and literacy skills/strategies are determined through a task analysis. They inform the skill-building activities learners will practise before they perform the real-world tasks.</p>
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<p>Literacy Skills and Learning Strategies</p>	<ul style="list-style-type: none"> - Asking someone to speak slowly or repeat - Asking for clarification - Using the speaker's gestures to understand meaning (e.g., pointing to a particular section of the store) 	<p>Strategies for memorizing key phrases to ask for assistance</p>	<ul style="list-style-type: none"> - Recognizing and naming familiar food items, most letters of the alphabet in upper and lower case - Using personal experiences and visual clues to answer questions about pictures of familiar food items, fresh and expired products - Recognizing date by its format (CLB 1L) and distinguishing it from words and pictures (Foundation L) - Beginning to decode dates using familiar numbers and a bank of sight words - Attending to the first letter of a word and its sound to guess a 	<ul style="list-style-type: none"> - Developing and using oral vocabulary for food items, numbers, months of the year - Forming capital and lowercase letters from a model - Numeracy concepts: numbers, calendar, dates - Forming numbers from 1 to 10 from a model - Copying sequence pattern of best before date (e.g., year, month, day) - (CLB 1 only) ← Sorting items into categories (e.g., keep/throw away) - Beginning understanding of the concept of abbreviations (e.g., months of the year) 	<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. Some of the wording has been adapted to reflect the requirements of the real-world task goals.</p> <p>Some of the language focus items, skills and strategies are differentiated for each level.</p>
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			<p>familiar word (CLB 1L)</p> <ul style="list-style-type: none"> - Locating the best before date on a label - Using a picture dictionary and/or word wall, beginning to use a calendar as a reference (CLB 1L) - Numeracy concepts: numbers, dates, calendar - Beginning understanding of the concept of abbreviations (e.g., months of the year in best before labels) - Beginning understanding of the concept of chronological order using months of the year 	<p>in best before labels)</p>	<p>Expectations for the Reading and Writing assessment tasks are differentiated for each level.</p>

Assessment Tasks	In a role-play, listen to an offer of assistance from a salesclerk and respond appropriately.	Role play a short dialogue to request assistance finding an item in a store.	Foundation L: Read best before date on one label. CLB 1L: Read best before dates on three labels.	Foundation L: Copy a list of 3-5 food items with best before dates. CLB 1L: Copy a list of 5-10 food items with best before dates.	
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Lesson Plan

Foundations L/CLB 1L Identifying the Best Before Dates on Food Labels

(Approximate Time: 3-4 hours)

<p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none">• Read most months of the year• Match months of the year with corresponding abbreviations• Recognize best before dates on familiar food items <p>CLB Competencies: Getting Things Done/Reproducing Information (R/W)</p> <p>Oral Development: <i>What is the date today? Today is ...What is the first letter in March? M... What is the best before date?</i></p> <p>Explicit Literacy Skills Focus (from the module plan):</p> <ul style="list-style-type: none">• Recognizing and naming familiar food items, most letters of the alphabet in upper and lower case• Recognizing date by its format and distinguishing dates from other familiar words• Using personal experiences and visual clues to answer questions about pictures	<p>Learning Activities:</p> <p>Activity 1:</p> <ul style="list-style-type: none">- Activate schemata by eliciting the date. Write it on the board (year, month, day). Point to the year. Ask learners to name it. Point to the month. Ask learners to name the months of the year. <p>Activity 2:</p> <ul style="list-style-type: none">- Distribute flashcard printouts with the months of the year (Handout 1) for learners to cut. Pair CLB 1L with Foundation L learners and have them arrange the flashcards in chronological order on their desks.- Ask learners to point to a certain month. Elicit the first letter. Repeat with all months.- Practise reading the months (whole class/pairs/small groups). <p>Activity 3:</p> <ul style="list-style-type: none">- On the board, write the first two letters of a month (e.g., JA). Have learners guess what it is. Explain that the abbreviations are the first two letters of the word (except for March and July). Practise with all months. Use hand gestures to illustrate the length of the full word (January) versus the abbreviated form.- Distribute another flashcard printout (Handout 2) to each learner with the abbreviated forms of the months. Have them match the abbreviations with the words on the cards from Activity 1.	<p>Instructor Notes:</p> <p>In Activity 2, learners review months of the year. Some learners will refer to their calendars to complete the task, while others will respond to the instructor eliciting information about the date orally.</p> <p>Instructors may want to use this activity as a diagnostic for determining whether more practice is needed for learners to be able to decode or recognize the months of the year by sight. If learners require more practice, consider playing flashcard games, such as bingo or memory games with a few cards covered.</p> <p>Refer to Continuum Strand 4: Decoding Text and Recognizing Spelling Patterns Syllables and Strand 5: Vocabulary and Sight Word Development in <i>CLB ESL for ALL</i> pp. 114-117, for ideas how to support individual learner needs in your class.</p>
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of familiar food items, fresh and expired products

Conditions for Learning

Foundation L:

- Materials are mostly manipulative (e.g., realia, realistic pictures, word flashcards).
- Texts have a consistent very clear, large, sans-serif font (20+ pt.) and a very simple layout.
- Formatted texts are very short.
- Tasks follow repetitive practice of physical responses using realia or images.
- Responses to tasks do not require much writing, if any, but can require physical action, pointing, circling, matching, checking off items or copying letters/words into blanks.
- Context is non-demanding, concrete, and related to immediate personal experience and needs.
- Learners are given many opportunities for success through repetition.

CLB 1L:

- Texts are supported by large, clear, realistic visual clues (e.g., photographs, realistic illustrations).
- Texts have a lot of white space, are easy to read, and have large, sans-serif font (16–18 pt.).

Activity 4:

- Project two images: one of a fresh product and one of an expired product. Elicit the differences.
- Show pictures/photographs/realia of common food items with best before dates (e.g., eggs, bread, milk, yogurt, salad). Ask learners if the products in the pictures are fresh. Ask how they can check the freshness of a food item. Introduce the concept of a best before date.
- Have learners practise recording/sorting food items and best before dates using Handouts 3–6.
- Handout 3: Have learners name familiar food items, circle/highlight the best before dates for each, and copy the best before date in the space provided. Have CLB 1L learners attempt to decode the dates.
- Handout 4: Have CLB 1L learners write the words for each food item. Encourage them to use the previous handout to check spelling, if necessary.
- Handout 5: Have Foundation L learners match the best before dates for each item to practise letter and number recognition.
- Handout 6: Have Foundation L learners arrange the best before dates for each item.
- Have CLB 1L learners find the dates on their calendars.
- Develop additional practice activities based on individual learning needs in class.

Options for Extension/Transfer:

Give learners various opportunities to develop automaticity in recognizing months from the first two

In Activity 3, the concept of using abbreviations is new for most learners in the class. The instructor demonstrates it by eliciting the months of the year, then writing them on the board with the abbreviated forms of each month. The instructor asks learners to attend to the first two letters of each word and points out the two exceptions.

For additional practice, learners can be asked for the long version of the month using only the abbreviated forms written on the board.

In Activity 4, learners are introduced to the concept of best before dates, which is new for them. They will need considerable practice in subsequent lessons before they are able to read a few best before dates. Activities 1 to 4 can be repeated in the next few classes (with minor changes to the dates) to reinforce learning.

The **Extension Activity** is a good way to demonstrate new learning in a real life situation.

<ul style="list-style-type: none"> Learners are given many opportunities for success through repetition. <p>Assessment Task:</p> <p>Learners will still require additional practice in subsequent lessons before they are ready to be assessed.</p> <p>Materials:</p> <p>Flashcards for months and abbreviations, realia or photographs/digital images of food items with the best before dates, Handouts 3 to 7, yearly calendar, additional instructor-made handouts for additional practice.</p>	<p>letters. Use flashcards to play games in class (bingo, memory, word snap).</p> <p>Refer learners to the appropriate pages in the <i>Literacy Language Companions</i> for additional practice (e.g., numbers, dates, months of the year).</p> <p>Arrange a visit to a grocery store. Ask learners to check and record the best before dates on three food items (e.g., eggs, milk, yogurt). Learners can work in pairs to support each other.</p> <p>Numeracy:</p> <p>Reading and recording the date</p> <p>Digital:</p> <p>Have learners practise looking at an online calendar to record what day of the week they should throw the food out.</p> <p>Ask CLB 1L learners to check and record the best before date the next time they buy groceries (and/or inspect items in their refrigerator for best before dates). Have them record the food items and best before dates in a table similar to Handout 7 and post on their refrigerators if they wish.</p>	<p>The Handouts that follow focus on the literacy skills and language focus items needed to complete the real-world task goal of checking the best before dates on food items. They are reflective of the whole-part-whole approach to literacy instruction, in which the task is deconstructed into small, manageable parts that learners can work through systematically.</p> <p>Note that the handouts represent only a sample of possible activities that could be used for this Reading task. In an actual lesson, these handouts may need to be supplemented with additional activities depending on the needs and background knowledge of the learners in the class.</p>
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Handout 1: Flashcards



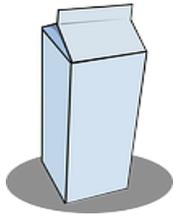
J anuary
F ebruary
M arch
A pril
M ay
J une
J uly
A ugust
S eptember
O ctober
N ovember
D ecember

Handout 2: Flashcards



JA
FE
MR
AP
MA
JU
JL
AU
SE
OC
NO
DE

Handout 3 (All): Copy/Write the best before date.



milk

2017 JA15



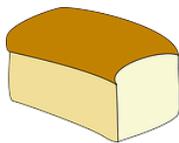
Eggs

2017 JL 20



Yogurt

2017 NO 06



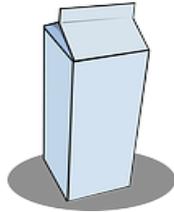
Bread

2017 AU 01

Handout 4

CLB 1L: Write the words for the food item. Copy best before dates.

2017 JA 15



Best Before: _____

2017 JL 20



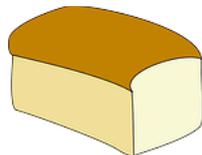
Best Before: _____

2017 NO 06



Best Before: _____

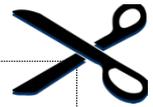
2017 AU 01

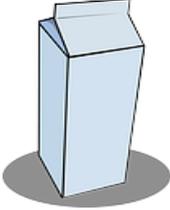
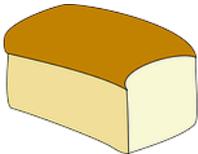


Best Before: _____

Handout 5

Foundation L: Match the best before dates.

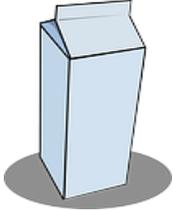
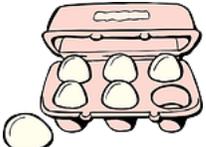
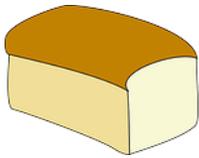


 <p>2017 JA 15</p>	2017 JA 15
 <p>2017 JL 20</p>	2017 JL 20
 <p>2017 NO 06</p>	2017 NO 06
 <p>2017 AU 01</p>	2017 AU 01

Handout 6

Foundation L: Arrange the best before dates for each item.



 2017 JA 15	2017	JA	15
 2017 JL 20	2017	JL	20
 2017 NO 06	2017	NO	06
 2017 AU 01	2017	AU	01

Handout 7: Homework (CLB 1L)

Copy the best before dates from items in your refrigerator.

Food	Best before date