hands-on english language learning

Early Years

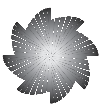
SAMPLE

Project Editor
Jennifer E. Lawson

Author
Daria Orloff

Project Consultant and Contributing Author
Clea Schmidt

Project Reviewers
Joanne Bates
Caroline Lai



PORTAGE & MAIN PRESS
Winnipeg • Manitoba • Canada

© 2009 Jennifer Lawson

Portage & Main Press acknowledges the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for our publishing activities.

All rights reserved. Except as noted, no part of this publication may be reproduced or transmitted in any form or by any means—graphic, electronic, or mechanical—without the prior written permission of the publisher.

Hands-On English Language Learning Early Years
ISBN: 978-1-55379-196-6

Hands-On English Language Learning Early Years — Black line masters
Print Format ISBN 978-1-55379-222-2
Electronic Format ISBN 978-1-55379-223-9

Printed and bound in Canada by Friesens

Series Editor
Leslie Malkin
Book and Cover Design
Relish Design Studio
Cover Photo Credits
©iStockphoto.com
Illustrations
Lisa Rae
Jess Dixon

The publisher would like to thank the following people for their review of the content and invaluable advice:

- Joanne Bates
- Caroline Lai
- Clea Schmidt

Thanks to Folklorama for logo.

SAMPLE



PORTAGE & MAIN PRESS

100-318 McDermot Avenue
Winnipeg, Manitoba, Canada R3A 0A2
Toll free: 1-800-667-9673
Toll free fax: 1-866-734-8477

Email: books@pandmpress.com
www.pandmpress.com



Mixed Sources
Cert no. SW-COC-001271
© 1996 FSC



ENVIRONMENTAL BENEFITS STATEMENT

Portage saved the following resources by printing the pages of this book on chlorine free paper made with 100% post-consumer waste.

TREES	WATER	SOLID WASTE	GREENHOUSE GASES
28 FULLY GROWN	12,676 GALLONS	770 POUNDS	2,632 POUNDS



Calculations based on research by Environmental Defense and the Paper Task Force.
Manufactured at Friesens Corporation

Contents

Introduction to *Hands-On English Language Learning* 1
Program Introduction 1
Who Are English Language Learners? 1
Stages of Language Acquisition 1
Program Principles 3
Topics of Study 4
Program Implementation 4
Tips for Teachers 6
Classroom Environment 6
Timelines 7
Classroom Management 7
Peer Helpers 7
Scope and Sequence Charts for *Hands-On English Language Learning – Early Years* 9
Subject-Area Correlation 18

Assessment Plan 30
The *Hands-On English Language Learning* Assessment Plan 30
Cultural Knowledge 30
Cultural Competency 30
Purposes of Classroom-Based Assessment for Language Learning and Use 31
Assessment Tasks Appropriate for Young English Language Learners 31
Teacher Considerations When Assessing Young Language Learners 32
Assessment Tools 32
Assessment Black line Masters 35
References 50

Module 1 51
Introduction 52
Books for Children 54
Websites 56
1 Greetings/Social Communication 57
2 The Classroom 63
3 The School 70
4 The Alphabet 75
5 Colours 81
6 Numbers and Counting 87
7 The Calendar – Days of the Week 94
8 The Calendar – Months of the Year 98
9 Personal Information 103
10 Emotions 109
11 Culminating Activity: Creating an All About Me Poster 114
References for Teachers 117

Module 2 119
Introduction 120
Books for Children 122
Websites 124
1 Clothing 125
2 Food 134
3 Body Parts and Health 144
4 Physical Activities 152
5 Hobbies and Interests 159
6 Canadian Geography 164
7 Canadian Symbols 172
8 Celebrations and Holidays 178
9 Weather and Seasons 186
10 Animals of Canada 194
11 Plants of Canada 206
12 Culminating Activity: Creating a Board Game 215
References for Teachers 218

Module 3 219
Introduction 220
Books for Children 222
Websites 223
1 The World 224
2 North America/Mapping Skills 231
3 Nature 236
4 Animal Sounds 242
5 More Sounds 247
6 Music and Instruments 252

SAMPLE

7 Games **259**
8 Ordering Food **266**
9 The Media **273**
10 Culminating Activity: Designing a Community **279**
References for Teachers **286**

Module 4 **287**
Introduction **288**
Books for Children **290**
Websites **292**
1 The Natural Environment **294**
2 Importance of the Environment **302**
3 Human Impact on the Environment **307**
4 Air Pollution **312**
5 Water **317**
6 Reduce, Reuse, Recycle **324**
7 Saving Energy **329**
8 Basic Human Needs **333**
9 Cultural Diversity **340**
10 Our World Community **347**
11 Culminating Activity: Sustainability Life Practices **351**
References for Teachers **354**

SAMPLE

Introduction to *Hands-On English Language Learning*

Important Note About Black Line Masters

A series of black line masters accompanies each lesson of ***Hands-On English Language Learning***, comprising content such as Target Vocabulary Cards, Activity Sheets, "Pictionary" sheets, and so on. Each black line master (BLM) has a sequential reference number: For example, BLM 3.6.2 is the second BLM from module 3, lesson 6. All BLMs are found on the CD that accompanies ***Hands-On English Language Learning***, and each BLM is easily located on the CD via its reference number. You will find snapshots of these BLMs at the end of each lesson in ***Hands-On English Language Learning*** (four BLMs per page).

SAMPLE

Program Introduction

The ***Hands-On English Language Learning*** program focuses on developing students' English language skills through listening, speaking, reading, writing, viewing, and representing. In keeping with the philosophy of the *Hands-On* series of books, activities presented herein are student-centred and use authentic, hands-on experiences to support and encourage English language learning.

The ***Hands-On English Language Learning*** program is designed to be a resource for classroom teachers, specialist teachers working with English language learners, and other educational professionals who support these students.

Who Are English Language Learners?

Students may be learning English as an additional language for a variety of reasons. English language learners include

- students new to Canada whose primary language is not English, and who may already have received age-appropriate schooling, may have had periods of interrupted schooling, or may have had no previous schooling
- students new to Canada who have experienced living in refugee camps for all or part of their lives. These children may have limited or no school experience, and may also have experienced traumatic events in their lives.
- students with limited English proficiency whose background includes at least one language other than English and who are just beginning school
- students born in Canada and who have been raised and educated in a language other than English, such as children from German-speaking Hutterite colonies
- Aboriginal students who come to school speaking one or more Aboriginal languages or who speak a dialect of English that has been strongly influenced by Aboriginal languages

Clearly, the background and experiences of English language learners varies from student to student; this must be carefully considered when planning their education, and instruction should be differentiated to meet the needs of individual students.

Stages of Language Acquisition

Contemporary research on language acquisition indicates that language learners progress through various stages of proficiency in

▶

listening, speaking, reading, writing, viewing, and representing. Provincial policy documents related to English language learning in Canada and abroad reflect this premise by identifying the characteristics of learners at the various stages of language acquisition. The following outlines some of these characteristics using one common structure:

Stage 1 – These students use English for essential, daily purposes and are becoming familiar with English language patterns. They try to make sense of messages and show some limited understanding of shorter passages of language. Their comprehension often relies on visual cues or gestures. Students frequently respond non-verbally (for example, by nodding their heads for "yes") or with single words or short phrases.

Stage 2 – These students use English in supported and familiar activities and contexts. They listen with greater understanding and use everyday expressions independently. They demonstrate growing confidence and use personally relevant language appropriately.

Stage 3 – These students use English independently in most contexts. They speak with less hesitation and demonstrate increasing understanding. They produce longer phrases and sentences and participate more fully in activities related to academic content areas. They use newly acquired vocabulary to retell, describe, explain, and compare.

Stage 4 – These students use English with proficiency that enables them to interact comfortably in a wide range of personal and academic contexts. Stage 4 is often the longest in the language-acquisition process. There may be significant differences between the ability of students at the beginning of this stage and those at the end of this stage. Students use more extensive vocabulary with greater accuracy and correctness. They use reading and writing skills to explore concepts in greater depth, even though their proficiency is still developing in language that is specific to academic program areas. (Adapted from the *Ontario Curriculum, Grades 1–8: English as a Second Language and English Literacy Development, 2001*)

The four-stage structure described above reflects the approach used by several educational jurisdictions, while others have adopted a three-stage structure at the early-years level. Below are the characteristics of students at the end of each stage in a three-stage structure:

Stage 1 – These students have limited understanding of English and may be emerging from a silent period. They respond non-verbally and begin to respond verbally to simple commands, statements, and questions. They can follow simple classroom routines and use simple words and phrases to share some personal information. They construct meaning from non-print features (for example, illustrations, other visuals, maps, tables, graphs), and they are beginning to construct meaning from texts through print features. They can recognize and print letters of the English alphabet. These students depend heavily on explicit explanations and language teaching. They need teacher support and scaffolding in order to be successful, and they need sufficient time to complete language-based tasks.

Stage 2 – These students can understand conversational and some academic English. They have acquired a vocabulary of key words and phrases related to familiar and everyday topics. They speak in simple sentences, which are comprehensible and appropriate but which may contain grammatical errors. They can produce simple texts for a specific audience. These students may rely on drawings or other

SAMPLE

visuals to convey much of the meaning in what they are saying, and they depend heavily on explicit explanations and language teaching. They need teacher support and scaffolding to be successful, and they need extra time to complete English language-based tasks.

Stage 3 – These students are competent in day-to-day and academic communication. They make occasional grammatical and vocabulary errors, and their intended meaning is not always clear on the first try. They benefit from pre-teaching of content vocabulary. These students can communicate in new settings, and they are approaching age-appropriate use of standard English. They choose appropriate reading material with assistance, and they are beginning to write to record personal experience and thoughts.

(Adapted from *English as an Additional Language [EAL] and Literacy, Academics, and Language [LAL], Kindergarten to Grade 12, Manitoba Curriculum Framework of Outcomes,* 2009.)

The ***Hands-On English Language Learning*** program has been designed to accommodate either of these structures, as well as other variations. The modules have been developed with a developmental progression: module 1 is for beginning English language learners, modules 2 and 3 are for intermediate English language learners, and module 4 is for advanced English language learners. As such, either of the preceding stage structures can be applied to the following continuum:

Hands-On English Language Learning

	Module 1	**Module 2**	**Module 3**	**Module 4**
	Beginner	Intermediate		Advanced
Four-Stage Structure	Stage 1	Stage 2	Stage 3	Stage 4
Three-Stage Structure	Stage 1	Stage 2		Stage 3

According to this continuum, module 1 of ***Hands-On English Language Learning*** is designed for beginners; as such, for either a three- or four-stage structure, teachers would use module 1 with beginning English language learners. Module 2 is designed for English language learners at the intermediate stage of language acquisition; as such, teachers using a four-stage structure would use module 2 for stage 2 English language learners and module 3 for stage 3 learners. Teachers using a three-stage structure would work through modules 2 and 3 for stage 2 English language learners. Finally, teachers using a four-stage structure would use module 4 with stage four learners, while teachers using a three-stage structure would use module 4 with stage three learners.

It is important to note that these descriptions are summative in nature and do not replace the guidelines presented in provincial policy documents related to English language learners. Teachers are encouraged to review the guidelines presented in such documents and then use the ***Hands-On English Language Learning*** program to support local mandates.

Program Principles

The themes and activities presented in the ***Hands-On English Language Learning*** program are based on the following guiding principles:

1. Activities and resources recognize, encourage, and build on students' background knowledge and experiences.
2. Activities and resources promote students' bilingual skills, by encouraging connections between their first language and English.
3. Essential language skills and knowledge form the basis of preliminary activities.

SAMPLE

4. Subject area content is used as a vehicle for English-language instruction.
5. Activities highlight the different ways in which language is used in various subject areas.
6. A variety of concrete and visual supports are used frequently throughout the program.
7. Activities are designed to allow students in the early stages of learning English and/or at early stages of development in English literacy to be successful.
8. Listening, speaking, reading, writing, viewing, and representing tasks form the basis of lesson activities, to encompass the wide range of English language skills and concepts.
9. Language skills should be integrated and embedded in meaningful contexts to maximize learning.
10. Students require explicit guidance in learning about and engaging with different aspects of diversity, including linguistic, cultural, socio-economic, age, and gender diversity.
11. Activities are designed to integrate concepts and skills from all subject areas. This thematic approach allows ELL students to make connections between new ideas, vocabulary, and language structures (Freeman and Freeman, 2007).
12. In order to address the diverse needs of English language learners, differentiated instruction is essential. Some ELL students will have school experience and reading/writing skills in their first language. Other students may have limited school experience and may therefore be emergent readers and writers. Teachers must consider these diverse needs and adapt activities, activity sheets, and assessment techniques accordingly. Suggestions for adaptations are made throughout the ***Hands-On English Language Learning*** book, but teachers are also encouraged to base differentiated instruction strategies on the individual skills and strengths of each student.

Topics of Study

The ***Hands-On English Language Learning*** program includes topics of study that will assist students in developing language skills as well as experiential knowledge related to their school, community, and the world around them. Consideration has been given to essential language skills and knowledge required by Canadian students. Included are topics such as the classroom and school, clothing, food, hobbies and interests, plants and animals of Canada, the world, and the environment. Themes and activities are age-appropriate and of high interest to early years students (grades 1 to 4), and have been developed to foster the development of essential English language vocabulary and skills in listening, speaking, reading, writing, viewing, and representing. Consideration has also been given to current curricular documents (see correlation charts on pages 18–29) as well as to research in acquisition of English as an additional language.

Program Implementation

Hands-On English Language Learning is arranged in a format that makes it easy for teachers to plan and implement. The lessons within each module are developed specifically for students at identified ages and stages of learning. For example, Early Years – module 1 is designed for students in grades 1 to 4, who are at the beginning stage of English language learning.

All modules in ***Hands-On English Language Learning*** are organized as follows:

Introduction: This section introduces the overall topic of study for the module. It provides a

SAMPLE

general outline, background information for teachers, and planning notes.

Books for Children and Websites: This section offers a list of children's books and several annotated websites that relate to lesson topics. Resources incorporate a range of diverse authors, topics, and viewpoints.

Lessons: Each module is organized into lessons, and each lesson includes the following:

Curricular Connections: All lessons provide information on how topics correlate with subject-area curricula in language arts, mathematics, science, social studies, physical education/ health, and the arts.

Background Information for Teachers: Some lessons provide teachers with content knowledge required to present the lesson. This information is offered in a clear, concise format and focuses specifically on the topic of study.

Target Vocabulary: New vocabulary introduced in the lesson is listed at the beginning of each lesson. Target vocabulary cards with the lesson's new vocabulary are also included at the end of the lesson to support students in learning (and teachers in defining) new vocabulary.

Note: For most target vocabulary cards, a picture is included with the new word. Some particularly abstract vocabulary, however, such as *effect(s)* and *book review* (see module 4, lesson 3), are difficult to illustrate. For these target vocabulary, only the word is included on the card. Teachers should introduce such vocabulary in context to ensure understanding. For example, the term *book review* can be introduced after a book is read and a book review is conducted with teacher guidance. Then, students and teachers can explore and discuss ways of illustrating the target vocabulary card to reflect the students' understanding of the term.

Materials: A complete list of materials required to conduct the lesson's main activity is provided. The quantity of materials necessary will depend on how the activities are conducted. If students are working individually, teachers will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the items are for teachers to use for display or demonstration purposes, or to make charts for recording students' ideas. In some cases, visual materials (for example, large pictures, sample charts) have been included with the activity to assist teachers in presenting ideas and questions and encouraging discussion.

Activities: A variety of task types need to be practised in a range of communicative contexts to support learners in reaching their language learning goals. Accordingly, the main activity within each lesson is divided into three parts:

Integrated Class Activity: To create meaningful links to the rest of the classroom community as well as to academic content areas, these activities are intended for the whole class. They focus on curricular topics and/or academic skills, and enable students to participate in meaningful and contextual learning experiences.

Instructional Activity: Intended to be led by a teacher or other qualified adult, these initial activities are designed to introduce new language and teach new concepts. Each activity comprises a step-by-step procedure with higher-level questioning techniques and suggestions to encourage discussion, inquiry, decision making, and problem solving.

Peer Activity: These activities, designed for small, combined groups or pairs of both English language learners and peer helpers, foster student relations and classroom community (see page 7 for more about peer helpers).

Independent Activity: Designed for use by individual students, these include activity sheets, practice tasks, and solitary games.

SAMPLE

Activity Sheet: Most lessons include reproducible activity sheets, which are designed to correlate with the lesson's instruction and new concepts. Students will use some of these activity sheets to record ideas during instructional activities. They will use others as follow-up independent activities to instructional and peer activities. Depending on their students' needs, teachers may choose to have students work on these sheets independently, in pairs, or in small groups. Alternatively, teachers may choose to read through them aloud and complete them together as a class; or, they may create overheads of the activity sheets or make them into large experience charts. Since it is also important for students to learn to create their own charts and recording formats, teachers can use the activity sheets as examples of ways to record and communicate ideas about an activity. Students can then create their own sheets rather than use the ones provided.

Next Steps: Some lessons include this section, which guides teachers through a subsequent activity or sequence of activities to carry out with students, following developmentally from the preceding activity or activities. For example, the instructional activity for a lesson on numbers and counting may include a detailed description of activities using numbers from 0 to 10. The next step would be to move to using numbers and counting to 20, then to 30, and so on, depending on the grade level and abilities of the individual student.

Activity Centre: Occasionally, a lesson provides one or more independent student activities that focus on the lesson's topic.

Extension: Most lessons include optional extension activities to extend, enrich, and reinforce the lesson's vocabulary and concepts.

Assessment Suggestions: Throughout each module, several suggestions are made for assessing student learning. Assessment is addressed in detail in the next section of ***Hands-On English Language Learning***. Keep in mind that the suggestions are merely ideas to consider; for any lesson, you may also refer to the other assessment strategies referred to in the next section, or use your own assessment techniques.

Tips for Teachers

When implementing lessons for English language learners, consider the following teaching tips:

- Simplify vocabulary and sentence structure to encourage comprehension, but use a natural voice and pace.
- Give instructions and questions in clear, simple English.
- Use many verbal and nonverbal cues throughout activities. Nonverbal cues include visuals, gestures, and concrete materials.
- Allow learners sufficient response time for oral answers.
- Review vocabulary and concepts regularly to check for learner comprehension.

Classroom Environment

The classroom setting is an important component of the learning process. An active environment—one that gently hums with the purposeful conversations and activities of students—indicates that meaningful learning is taking place.

Note: It is important to understand that, in the beginning stages of English language learning, students will most often learn through a silent period that precedes language production.

SAMPLE

While studying a specific topic, the classroom should display related objects and materials, student work, pictures and posters, maps, graphs, and charts made during activities, and summary charts of important concepts taught and learned. These visuals reinforce concepts and skills that have been emphasized during lessons.

Timelines

No two groups of English language learners will cover topics at the same rate. Planning the duration of each module is the responsibility of the teacher. In some cases, the lesson activities described will not be completed during one block of time and will have to be carried over. In other cases, students may be especially interested in one topic and teachers may decide to expand upon it. It is also important to use ongoing assessment to determine student progress and plan accordingly. The individual needs of students should be considered—there are no strict timelines involved in the ***Hands-On English Language Learning*** program.

Classroom Management

Although active learning is emphasized throughout this program, the manner in which the activities are implemented depends upon individual circumstances. As in every classroom, there is a diversity of needs to be met. Teachers are adept at planning to meet these needs through differentiated instruction and thorough planning. How teachers support the progress of English language learners will depend on several factors, including the number of English language learners and the stage of language acquisition for each one, the needs of other students in the classroom, and the additional supports available. In some cases, for example, educational or teacher assistants may be provided for English language learners. This added support can be used in many ways: for example, the assistant can work with individual or small groups of English language learners who are at the same stage of language acquisition. Alternatively, the assistant can work with other students in the classroom, giving the teacher time to focus on the English language learners.

In some instances, teachers may have English language learners working with materials and resources individually; in others, teachers may choose to use small group settings. Small groups encourage the development of language and social skills, enable all students to be active in the learning process, and mean less cost in terms of materials and equipment. Again, classroom management is up to the teacher who, ultimately, determines how the students in his or her care function best in the learning environment.

Note: All learners, and ELLs in particular, will need support in developing the group work skills necessary to complete cooperative learning tasks. Again, depending on prior learning experiences, learners may be unfamiliar with this process.

Peer Helpers

All lessons presented in each module of ***Hands-On English Language Learning*** require the support of peer helpers. It is essential to identify students who are both willing and able to support English language learners (ELLs) for this role. At the beginning of the school year, or prior to the arrival of a new ELL student, the teacher should identify a pool of potential ELL peer helpers. Students who make good peer helpers are responsible, reliable, keen, friendly, and good-natured; it is not always necessary to choose the top students. Before any peer activities with ELL students, the teacher and peer helpers should discuss what being an ELL helper involves and the benefits to both the ELL student and the peer helper.

SAMPLE

Note: It is important for students working together in a peer setting to focus on English language usage. However, it is also helpful, when possible, for ELL students to work with others who speak the same first language. This allows ELL students access to translation and interpretation, acknowledges their first language, and builds on their background experiences. As well, other students for whom English is an additional language, but who do not share the same first language as the new English language learner, may act as peer helpers. This allows those students to refine their English skills, and acknowledges their contributions to the classroom community. Therefore, peer helpers may include both students for whom English is their first language and students for whom English is an additional language.

SAMPLE

Scope and Sequence Charts for *Hands-On English Language Learning*

The ***Hands-On English Language Learning*** program is based on topics and objectives/expectations commonly found in Canadian curriculum documents and has been designed to complement Canadian policy guidelines related to English language learners. The documents listed below were considered in the development of this resource.*

Note: Although program terminology may vary from province/territory to province/territory (for example, English Language Learning, English as a Second Language, English as an Additional Language), the pedagogy underlying the programs has a common framework.

The Scope and Sequence charts on the following pages identify target behaviours for students that correlate with many of the themes found in these Canadian subject-area curriculum documents for early years education (see correlation charts on pages 18–29). Each module builds and reviews academic concepts, language structures, and vocabulary students will need across the curriculum. The lessons and activities within each module are not necessarily intended to be used in sequential order; teachers are encouraged to determine the order that works for their class based on the needs and interests of students and the topics on which they are focusing. At the same time, lesson topics focus on basic language skills, subject area themes, and common life skills that will support language learners as they develop competence in English.

SAMPLE

*ELL Policy Documents

Alberta Education. *English as a Second Language: Guide to Implementation – Kindergarten to Grade 9*. Edmonton: Alberta Education, Learning and Teaching Resources Branch, 2007.

British Columbia Ministry of Education. *English as a Second Language Policy and Guidelines.* Victoria, BC: Ministry of Education, 2009.

_____. *English as a Second Language: Standards.* Victoria BC: Ministry of Education Special Programs Branch, 2001.

_____. *English as a Second Language Learners: A Guide for Classroom Teachers.* Victoria, BC: Ministry of Education Special Programs Branch, 1999.

_____. *English as a Second Language Learners: A Guide for ESL Specialists.* Victoria, BC: Ministry of Education Special Programs Branch, 1999.

Government of Prince Edward Island. English as an Additional Language (EAL)/French as an Additional Language (FAL) Reception Centre. Government of Prince Edward Island. <http://www.gov.pe.ca/eal>

Manitoba Education, Citizenship and Youth. *English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL), Kindergarten to Grade 12, Manitoba Curriculum Framework of Outcomes*. Winnipeg: Manitoba Education, Citizenship, and Youth, 2009.

New Brunswick Department of Education. *A Resource Guide for Educators of English Second Language Learners*. Fredericton: New Brunswick Educational Services Branch, Department of Education, 1996.

Newfoundland and Labrador Department of Education. *English Second Language Learners: A Handbook for Educators*. St. John's, NL: Department of Education (Newfoundland and Labrador), 2001.

Nova Scotia Department of Education. *Guidelines for English as a Second Language (ESL) Programming and Services*. Halifax: Nova Scotia Department of Education, 2003.

Ontario Ministry of Education. *Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8*. Toronto: Queen's Printer for Ontario, 2008.

Ontario Ministry of Education. *The Ontario Curriculum Grades 1-8 English as a Second Language and English Literacy Development – A Resource Guide*. Toronto: Queen's Printer for Ontario, 2001.

SAMPLE

Scope and Sequence

Module 1

Lesson	Topic (Lesson Name)	Focus Students will:
1	Greetings/Social Communication	■ express meaning in English using common greetings ■ use different communication patterns and language when interacting with a friend than when interacting with a teacher ■ use appropriate social behaviour during classroom discussions and during playground discussions
2	The Classroom	■ demonstrate understanding of key classroom vocabulary, simple commands, and one-step directions *(e.g., line up, sit down, open your book, and so on)*
3	The School	■ demonstrate understanding of key school-related vocabulary ■ use short, patterned questions to seek information about the school *(e.g., Where is the gym?)* ■ follow some classroom and school routines and schedules
4	The Alphabet	■ recognize and print the Roman alphabet (uppercase and lowercase) ■ begin to use a single letter to represent a word
5	Colours	■ replace nouns with pronouns in an exchange *(e.g., What colour is the apple? It is red.)* ■ use colour vocabulary to provide one-word responses to prompts
6	Numbers and Counting	■ receptively recognize and understand number words ■ count orally to a specified number (depending on the grade level of the student)
7	The Calendar – Days of the Week	■ name the days of the week ■ place appropriate information on a calendar
8	The Calendar – Months of the Year	■ name the months of the year ■ place appropriate information on a calendar
9	Personal Information	■ understand simple questions *(e.g., What is your name?)* ■ use patterned sentences with structure and vocabulary provided to respond to simple questions *(e.g., My name is…)*
10	Emotions	■ use emotion vocabulary to match pictures to words ■ use visual cues to respond *(e.g., point to a picture to show how he/she feels)* ■ write or draw appropriately to the task *(e.g., use letters and words from a word list to label pictures)* ■ use illustrations to accompany a written text
11	Culminating Activity: Creating an All About Me Poster	■ use target vocabulary to convey personal information ■ use illustrations to express ideas

SAMPLE

Module 2

Lesson	Topic (Lesson Name)	Focus Students will:
1	Clothing	■ demonstrate understanding using verbal responses ■ describe and compare descriptions of self and others ■ use a combination of drawings and letters/words to convey meaning ■ begin to compose independently with prompting ■ use adjectives for purposes of description or adding emphasis
2	Food	■ engage in a range of activities such as identifying different types of food, discussing likes and dislikes, and categorizing types of food ■ ask clarifying questions, or use short phrases and simple sentences to make comments ■ copy single words or phrases
3	Body Parts and Health	■ give a short series of instructions, or ask questions of a friend ■ use verbal and non-verbal cues to respond ■ use a picture dictionary ■ dictate labels, phrases, and sentences to a scribe
4	Physical Activities	■ show willingness to listen to others ■ initiate, respond in, or lead conversations involving a group of peers ■ follow directions with two or three steps ■ show willingness to speak and share work with others
5	Hobbies and Interests	■ engage in cooperative learning ■ listen and compare descriptions of self and others ■ read/view descriptions of self and others ■ use more open-ended sentences with less prompting
6	Canadian Geography	■ speak more frequently in complete sentences ■ demonstrate an ability to form sentences (that will likely reflect an emerging use of standard English grammatical forms and sounds) ■ listen for main points of a story ■ engage in a cooperative learning activity ■ understand pictures and some words in an age-appropriate storybook
7	Canadian Symbols	■ compose short letters, stories, posters and so on ■ begin to show awareness of capitals, punctuation, and spelling ■ use more than a single letter to represent words
8	Celebrations and Holidays	■ identify key points of information from an authentic text ■ identify recurring common words in a text ■ recognize different printed text formats *(e.g., book, magazine, newspaper)*
9	Weather and Seasons	■ practise reading based on models provided ■ complete sentences with more than one-word responses, though sentences may be incomplete and have some letters and words missing ■ show willingness to speak and share work with others

SAMPLE

10	Animals of Canada	■ work with a variety peers (heterogeneous and homogeneous groupings) ■ engage in a range of activities to develop speaking, listening, reading, writing, viewing, and representing skills
11	Plants of Canada	■ locate and identify local plants ■ use representation skills and include illustrations and words to describe objects
12	Culminating Activity: Creating a Board Game	■ use design skills based on a model ■ follow directions and rules of games

SAMPLE

Module 3

Lesson	Topic (Lesson Name)	Focus Students will:
1	The World	■ practise academic language and tasks *(e.g., identify and print target-specific vocabulary onto a map)* ■ match a range of familiar spoken words with written words ■ recognize the difference between upper and lower-case letters
2	North America/ Mapping Skills	■ use a text type appropriate to the purpose *(e.g., use abbreviations when writing notes or filling in maps)* ■ follow a sequence of two to three instructions relating to mapping vocabulary ■ engage in activities with peers inside and outside the classroom ■ begin to use capitals, punctuation, and spelling in writing
3	Nature	■ participate, without prompting, in academic discussions ■ produce texts in different genres relevant to various academic content areas *(e.g., graphic organizers, diagrams)*
4	Animal Sounds	■ identify the basic purpose of a new text *(e.g., to learn about different animals and the sounds they make)* ■ reread well-known texts/words ■ follow along the line of text with finger while reading ■ write sentences based on simple, modelled, repetitive pattern
5	More Sounds	■ identify the basic purpose of a new text *(e.g., to learn about different sounds made by people and by various objects)* ■ use target vocabulary words to describe sounds ■ use words and body movement to follow an action song ■ use words and illustrations to represent sounds
6	Music and Instruments	■ understand and engage in conversations appropriate to the age group ■ follow a classroom discussion about familiar or new topics ■ speak to reflect a range of views and experiences ■ acknowledge others' expressions and feelings ■ answer "Who?", "What?", "When?", "Where?", "Why?", and "How?" questions ■ Retell the beginning, middle, and end of a story (in this case, a song)
7	Games	■ show awareness of and point out similarities and differences between own culture and other, familiar cultures ■ follow a series of two to three instructions relating to familiar topics *(e.g., procedures for a game)* ■ negotiate roles and tasks with peers ■ interact in both social and academic settings
8	Out in the Community	■ respond to unseen speakers *(e.g., on the telephone)* ■ understand and use some common phrases in both their full and contracted forms *(e.g., I would/I'd; that is/that's)* ■ ask for clarification *(e.g, "Please repeat," "What does this word mean?")* ■ use a framework to write a particular text type

SAMPLE

9	Entertainment: The Movies	■ follow the teacher's normal rate of speech, and understand common intonation patterns *(e.g., yes/no questions versus "wh" questions)* ■ identify different audiences for different texts/movies ■ answer "wh" questions
10	The Media	■ express understanding and/or lack of understanding through comprehension questions ■ repeat to make oneself understood
11	Culminating Activity: Designing a Community	■ use a range of writing implements and writing styles to fulfill a number of writing functions *(e.g., work for display)* ■ acknowledge others' expressions and feelings ■ understand basic sequence markers in speech and writing

SAMPLE

Module 4

Lesson	Topic (Lesson Name)	Focus Students will:
1	The Natural Environment	■ demonstrate understanding using verbal responses ■ describe and compare descriptions of the natural environment ■ use a combination of drawings and letters/words to convey meaning ■ use adjectives for description or to add emphasis ■ use nouns, adjectives, verbs, and adverbs to describe the natural environment
2	The Importance of the Environment	■ classify and compare objects made by humans and those of the natural environment ■ identify components of the natural environment ■ describe ways in which humans use the natural environment ■ develop questioning skills by conducting interviews
3	Human Impact on the Environment	■ use listening and speaking skills to respond to literature ■ respond to illustrations to predict and describe story events ■ use writing skills to complete book reviews ■ explain cause, effect, and solutions to given environmental problems
4	Air Pollution	■ listen and respond to literature ■ identify events in a story ■ retell a story in his/her own words ■ sequence events in a story ■ identify facts in non-fiction text
5	Water	■ follow directions to perform a hands-on investigation ■ predict, observe, and describe results of investigation ■ suggest actions to reduce water pollution and conserve water ■ use writing and representing to convey a persuasive message
6	Reduce, Reuse, Recycle	■ speak more frequently in complete sentences ■ listen for and identify main points in non-fiction text ■ engage in a cooperative learning activity ■ gather and record information through the use of surveys ■ draw conclusions from results
7	Saving Energy	■ describe and compare similar objects ■ work cooperatively on a group task ■ use pictures and words to convey ideas
8	Basic Human Needs	■ identify key points of information from an authentic text ■ identify recurring common words in a text ■ use graphic organizers to organize and present ideas ■ make academic presentations

SAMPLE

9	Cultural Diversity	■ speak with fluency and clarity in group situations ■ respond independently to written instructions ■ read a variety of print material ■ demonstrate pride in own heritage and language ■ identify and discuss characteristics of the various cultures that make up the community ■ accept and respect similarities and differences between self and peers
10	Our World Community	■ contribute fully in small, cooperative groups ■ begin to write competently in all subject areas ■ use a variety of forms of writing ■ begin to use independent research skills in the classroom and school library
11	Sustainability Life Practices	■ read a variety of print material ■ use most language structures appropriate to the grade level ■ speak with fluency and clarity in group situations ■ self-correct common grammatical errors

SAMPLE

Subject-Area Correlation

Hands-On English Language Learning is intended for integrated use in the regular classroom setting. Although there are many opportunities for individual-student, paired-student, and small-group learning, the focus of the program is to support students' language learning along with their classmates. As such, the topics of lessons developed in this resource have been specifically chosen to correlate with curricular topics taught in Canadian schools.

On the following pages, correlation charts are provided, to indicate how lessons are connected to subject-area concepts and skills. Separate correlation charts have been developed for Western/Northern Canada, Ontario, and Atlantic Canada and identify grade-level correlations for Language Arts, Mathematics, Science, Social Studies, the Arts, and Physical Education/Health.

SAMPLE

Western/Northern Canada Curricular Correlations: Module 1

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	Greetings/Social Communication	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	The Classroom	1, 2, 3, 4			1	1, 2, 3, 4	1, 2, 3, 4
3	The School	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
4	The Alphabet	1, 2, 3, 4				1, 2, 3, 4	
5	Colours	1, 2, 3, 4				1, 2, 3, 4	
6	Numbers and Counting	1, 2, 3, 4	1, 2, 3, 4			1, 2, 3, 4	
7	Calendar – Days of the Week	1, 2, 3, 4	1, 2, 3, 4	1		1, 2, 3, 4	1, 2, 3, 4
8	Calendar – Months of the Year	1, 2, 3, 4	1, 2, 3, 4	1	1, 2	1, 2, 3, 4	
9	Personal Information	1, 2, 3, 4			1, 2, 3	1, 2, 3, 4	1, 2, 3, 4
10	Emotions	1, 2, 3, 4			1, 2, 3	1, 2, 3, 4	1, 2, 3, 4
11	Culminating Activity: Creating an All About Me Poster	1, 2, 3, 4	1, 2, 3, 4	1	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4

Western/Northern Canada Curricular Correlations: Module 2

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	Clothing	1, 2, 3, 4		1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	Food	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
3	Body Parts and Health	1, 2, 3, 4		1, 2		1, 2, 3, 4	1, 2, 3, 4
4	Physical Activities	1, 2, 3, 4		1, 2		1, 2, 3, 4	1, 2, 3, 4
5	Hobbies and Interests	1, 2, 3, 4			1, 2, 3	1, 2, 3, 4	1, 2, 3, 4
6	Canadian Geography	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
7	Canadian Symbols	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
8	Celebrations and Holidays	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Weather and Seasons	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	Animals of Canada	1, 2, 3, 4		1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	
11	Plants of Canada	1, 2, 3, 4		1, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
12	Culminating Activity: Creating a Board Game	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	

SAMPLE

Western/Northern Canada Curricular Correlations: Module 3

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	The World	1, 2, 3, 4		4	1, 2, 3, 4	1, 2, 3, 4	
2	North America/ Mapping Skills	1, 2, 3, 4	1, 2, 3, 4	4	1, 2, 3, 4	1, 2, 3, 4	
3	Nature	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Animal Sounds	1, 2, 3, 4		1, 2, 4		1, 2, 3, 4	
5	More Sounds	1, 2, 3, 4		4		1, 2, 3, 4	
6	Music and Instruments	1, 2, 3, 4		4		1, 2, 3, 4	
7	Games	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Out in the Community	1, 2, 3, 4	1, 2, 3, 4	4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Entertainment: The Movies	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	The Media	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Culminating Activity: Designing a Community	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Western/Northern Canada Curricular Correlations: Module 4

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	The Natural Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	The Importance of the Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
3	Human Impact on the Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Air Pollution	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
5	Water	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
6	Reduce, Reuse, Recycle	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
7	Saving Energy	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Basic Human Needs	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Cultural Diversity	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	Our World Community	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Sustainability Life Practices	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Ontario Curricular Correlations: Module 1

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	Greetings/Social Communication	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	The Classroom	1, 2, 3, 4			1	1, 2, 3, 4	1, 2, 3, 4
3	The School	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
4	The Alphabet	1, 2, 3, 4				1, 2, 3, 4	
5	Colours	1, 2, 3, 4				1, 2, 3, 4	
6	Numbers and Counting	1, 2, 3, 4	1, 2, 3, 4			1, 2, 3, 4	
7	Calendar – Days of the Week	1, 2, 3, 4	1, 2, 3, 4		1	1, 2, 3, 4	1, 2, 3, 4
8	Calendar – Months of the Year	1, 2, 3, 4	1, 2, 3, 4		1	1, 2, 3, 4	
9	Personal Information	1, 2, 3, 4			1	1, 2, 3, 4	1, 2, 3, 4
10	Emotions	1, 2, 3, 4				1, 2, 3, 4	1, 2, 3, 4
11	Culminating Activity: Creating an All About Me Poster	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Ontario Curricular Correlations: Module 2

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	Clothing	1, 2, 3, 4		1, 2	1, 2	1, 2, 3, 4	1, 2, 3, 4
2	Food	1, 2, 3, 4		1	1, 2	1, 2, 3, 4	1, 2, 3, 4
3	Body Parts and Health	1, 2, 3, 4		1		1, 2, 3, 4	1, 2, 3, 4
4	Physical Activities	1, 2, 3, 4		1		1, 2, 3, 4	1, 2, 3, 4
5	Hobbies and Interests	1, 2, 3, 4				1, 2, 3, 4	1, 2, 3, 4
6	Canadian Geography	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
7	Canadian Symbols	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
8	Celebrations and Holidays	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Weather and Seasons	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	Animals of Canada	1, 2, 3, 4		1, 2, 4		1, 2, 3, 4	
11	Plants of Canada	1, 2, 3, 4		1, 3, 4		1, 2, 3, 4	
12	Culminating Activity: Creating a Board Game	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	

SAMPLE

Ontario Curricular Correlations: Module 3

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	The World	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
2	North America/ Mapping Skills	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	
3	Nature	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Animal Sounds	1, 2, 3, 4		1, 2, 4		1, 2, 3, 4	
5	More Sounds	1, 2, 3, 4		4		1, 2, 3, 4	
6	Music and Instruments	1, 2, 3, 4		4		1, 2, 3, 4	
7	Games	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Out in the Community	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Entertainment: The Movies	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	The Media	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Culminating Activity: Designing a Community	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Ontario Curricular Correlations: Module 4

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	The Natural Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	The Importance of the Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
3	Human Impact on the Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Air Pollution	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
5	Water	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
6	Reduce, Reuse, Recycle	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
7	Saving Energy	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Basic Human Needs	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Cultural Diversity	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	Our World Community	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Sustainability Life Practices	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Atlantic Canada Curricular Correlations: Module 1

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	Greetings/ Social Communication	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	The Classroom	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
3	The School	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
4	The Alphabet	1, 2, 3, 4				1, 2, 3, 4	
5	Colours	1, 2, 3, 4				1, 2, 3, 4	
6	Numbers and Counting	1, 2, 3, 4	1, 2, 3, 4			1, 2, 3, 4	
7	Calendar – Days of the Week	1, 2, 3, 4	1, 2, 3, 4	1	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Calendar – Months of the Year	1, 2, 3, 4	1, 2, 3, 4	1	1, 2, 3, 4	1, 2, 3, 4	
9	Personal Information	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	Emotions	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Culminating Activity: Creating an All About Me Poster	1, 2, 3, 4	1, 2, 3, 4	1	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Atlantic Canada Curricular Correlations: Module 2

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	Clothing	1, 2, 3, 4		1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	Food	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
3	Body Parts and Health	1, 2, 3, 4		1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Physical Activities	1, 2, 3, 4		1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
5	Hobbies and Interests	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
6	Canadian Geography	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	
7	Canadian Symbols	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
8	Celebrations and Holidays	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	
9	Weather and Seasons	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
10	Animals of Canada	1, 2, 3, 4		1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	
11	Plants of Canada	1, 2, 3, 4		1, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
12	Culminating Activity: Creating a Board Game	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	

SAMPLE

Atlantic Canada Curricular Correlations: Module 3

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	The World	1, 2, 3, 4		4	1, 2, 3, 4	1, 2, 3, 4	
2	North America/ Mapping Skills	1, 2, 3, 4	1, 2, 3, 4	4	1, 2, 3, 4	1, 2, 3, 4	
3	Nature	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Animal Sounds	1, 2, 3, 4		1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	
5	More Sounds	1, 2, 3, 4		4		1, 2, 3, 4	
6	Music and Instruments	1, 2, 3, 4		4		1, 2, 3, 4	
7	Games	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Out in the Community	1, 2, 3, 4	1, 2, 3, 4	4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Entertainment: The Movies	1, 2, 3, 4	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	The Media	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Culminating Activity: Designing a Community	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Atlantic Canada Curricular Correlations: Module 4

Lesson	Topic (Lesson Name)	Subject and Grade-Level Correlations (numbers 1, 2, 3, 4 refer to grade levels)					
		Language Arts	Math	Science	Social Studies	Arts	Physical Education/Health
1	The Natural Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
2	The Importance of the Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
3	Human Impact on the Environment	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
4	Air Pollution	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
5	Water	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
6	Reduce, Reuse, Recycle	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
7	Saving Energy	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
8	Basic Human Needs	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
9	Cultural Diversity	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
10	Our World Community	1, 2, 3, 4			1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
11	Sustainability Life Practices	1, 2, 3, 4		1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

SAMPLE

Early Years

Module 4

SAMPLE

Introduction

This module of ***Hands-On English Language Learning*** is designed for use with young children who are developing proficiency with the English language and are at an advanced stage of English language acquisition (see Stages of Language Acquisition, page 1, in the Introduction to ***Hands-On English Language Learning***). This advanced stage is often the longest in the language-acquisition process, and there may be substantial distinction between the abilities of students at the beginning of this stage and those at the end. Students at this stage use more extensive vocabulary with greater accuracy and correctness, and they use reading and writing skills to explore concepts in greater depth, although their proficiency in language specific to academic program areas is still developing.

While teaching the lessons presented in this module, be sure to consider the following teaching strategies for English language learners:

- Children learn language through interaction with other people. Create a learning environment rich with dialogue and social communication.
- Use many verbal and non-verbal cues throughout activities. Non-verbal cues include visuals, gestures, and concrete materials.
- Allow learners sufficient response time for oral answers.
- Make explicit connections between language learning and subject-specific content.
- Review vocabulary and concepts regularly to check for learner comprehension.
- Provide many opportunities for students to expand and refine their English language skills, through oral conversation and presentations.
- Encourage, where appropriate, students' use of their first language and background knowledge as a bridge to English language learning.

Although students will have developed substantial English-language skills by this stage of English language acquisition, some of the terminology and content presented in this module is complex and abstract. A multilingual word wall and an English language personal "pictionary" will continue to be valuable supports for students.

Continue to use the multilingual language word wall for new vocabulary introduced in the ***Hands-On English Language Learning*** lessons. Dedicate a classroom bulletin board to your word wall, and display the letters of the alphabet along the top. Use index cards to record English vocabulary introduced in each lesson, attaching these to the board under the appropriate letter. Also include vocabulary in students' first languages (use students' prior knowledge, bilingual dictionaries, other students, staff, parents, and bilingual community members, as sources for vocabulary). This contributes to the world/classroom-as-a-global-village message, validates first language/culture, and creates an atmosphere of inclusiveness. It also establishes an environment in which knowledge about other languages, and the merits of knowing more than one language, are highlighted and celebrated. Along with vocabulary, also include picture and phrase cues, as appropriate. Encourage students to refer to the word wall during classroom activities and assignments.

It can also benefit students to create their own English language personal "pictionaries" for reference during lessons. Use the black line masters included with lesson 1 (4.1.4 and 4.1.5. Or, have students use notebooks (if

SAMPLE

possible, the kind in which half of each page is blank—for drawing—and the other half has ruled lines—for printing; these are often referred to as primary composition notebooks). Use sticky notes to indicate alphabetization.

Note: In addition to recording English words, where appropriate, also have students record words in their first language. This helps students make bilingual connections and extends meaning. It will therefore benefit ELL students if bilingual picture dictionaries are available in English and their first language (see Books for Children and References for Teachers).

Differentiating Instruction

Students at the advanced stage of English language learning will have substantial ability to read and write. Hence, the lessons in this module of ***Hands-On English Language Learning*** offer many opportunities to help students continue to develop their reading and writing skills while learning English and subject-area content.

However, teachers will still need to differentiate instruction and adapt both activities and activity sheets to meet the needs of individual learners. Suggestions for adaptations are made throughout the module, but teachers are also encouraged to use their own experience, techniques, and personal knowledge of students to differentiate instruction.

Assessing Students' Prior Knowledge – Assessment for Learning

Before beginning this module, it is beneficial to determine which of the target vocabulary students already know. This provides information that allows teachers to refine lessons and instructional activities to meet the individual strengths and needs of students. As a pre-module assessment strategy, consider using the Vocabulary Tracking Checklist (found on page 43 in the Introduction to ***Hands-On English Language Learning***), along with all target vocabulary cards provided in the module. Conference with ELL students individually, and review the target vocabulary with them to determine the vocabulary with which students are familiar.

Note: This assessment activity also serves as an activating strategy that introduces students to the language, visuals, and concepts focused on throughout the module.

A Note About Lesson Topics

This module of ***Hands-On English Language Learning*** focuses on concepts and issues related to sustainable development. As such, lessons concentrate on two central themes:

- Environmental awareness
- Global citizenship

Although these are complex issues, all lessons have been developed with the young child in mind. Many opportunities are provided for hands-on experiences, cooperative learning, problem solving, and self reflection, all with a goal of providing students with the tools to work together to contribute to a sustainable future.

SAMPLE

4 Physical Activities

Curricular Connections

- Language Arts: speaking, listening, reading, writing, viewing, representing
- Mathematics: tallies, graphs
- Science: living things, animals, life cycles, basic human needs
- Social Studies: basic human needs
- Physical Education: active living
- Health: personal health practices
- Dance: physical activity

Target Vocabulary – Physical Activities

- badminton
- baseball
- basketball
- cycling
- football
- golf
- hockey
- jogging/running
- rollerblading
- skateboarding
- skiing
- snowboarding
- soccer
- swimming
- tennis
- volleyball
- tag
- skipping
- walking
- hiking
- paddling a boat
- dancing
- tobogganing
- floor hockey
- wheelchair basketball
- cricket
- curling

Materials

- masking tape
- target vocabulary cards – physical activities (included. Photocopy one set onto sturdy tagboard, cut out, and laminate.) (2.4.1)
- pocket chart
- chart paper
- markers
- scissors
- "Go Fish" cards (included. Photocopy two sets, mount onto sturdy tagboard, and laminate.) (2.4.2)
- student journals

Integrated Class Activities

- Involve the school's physical education teacher during instruction of this lesson. He/she can teach students various skills related to the physical activities referred to in the lesson, and students will have the opportunity to use related English language vocabulary in a real-life context.
- Play the game "Jump the Line" with the whole class (see Instructional Activity: Part One), but focus on the specifics of each physical activity. For example:
  - You hit a baseball with a bat (jump to the "true" side of the line)
  - In badminton, you hit a ball with a racquet (jump to the "false" side of the line)
- Plan field trips to involve students in physical activities they do not do at school. For example, visit a tennis or lawn bowling club, watch a local football or cricket team practise, swim at a local pool, take a golf lesson.
- Take the opportunity to promote the benefits of active living and physical activity for students, and encourage them to increase

SAMPLE

4

their activity levels. Consider starting a class or school walking, running, inline-skating, or cycling group.

Note: Be sure to follow safety guidelines, and have students wear required equipment (helmets, knee pads, and so on) during such activities.

- Challenge students to keep journals of the physical activities they do each day. Have them make tables in their journals for tracking the results, such as the following:

Date	Physical Activity

After one week, tally the class results, and create a pictograph or bar graph depicting the various physical activities in which students participated.

Instructional Activity: Part One: Assessment for Learning

To determine the physical activities with which students are already familiar, play a game called "Jump the Line." Place a long piece of masking tape on the classroom floor. Designate one side of the line as "true" and one side as "false." Explain the meaning of these words using terms such as *yes* and *no*. Model the activity by saying such phrases as:

- I am a teacher (jump to the "true" side)
- I have 2 heads (jump to the "false" side)

Now, hold up a physical activity target vocabulary card (2.4.1) for students to examine, and say:

- He/she is playing soccer.
- He/she is cycling.

Have students decide if the statement is true or false and jump across the line accordingly.

Use this game to identify the physical activities with which students are unfamiliar. Select those physical activity target vocabulary cards (2.4.1), and use the pictures to highlight features of each activity.

Next, place all target vocabulary cards into the pocket chart. Have students use the vocabulary in sentences, and record their sentences on chart paper. For example:

- I like to skip.
- The boy is dancing.
- The girl is playing baseball.

Instructional Activity: Part Two

Play a game of charades using the target vocabulary cards. Shuffle the cards, and place them face-down. Have each student select a card and act it out, while the others try to identify the physical activity. Model this activity first, by acting out one of the activities yourself, to ensure that students understand the task.

Note: This is an excellent opportunity for ELL students to share physical activites unique to and/or popular in their own cultures.

Peer Activity

Have pairs of ELL students and peer helpers use the "Go Fish" cards to play a game of "Go Fish." Tell students to deal themselves five cards each, and place the remaining cards in a pile facedown on a table. Have students take turns asking their partner for a card they need to make a pair. For example:

- Do you have a basketball card?

If the partner has the card, he/she gives it to the asking student. If the partner does not have the card, he/she says "Go Fish," and the asking student selects the top card from the pile. The object of the game is to match pairs of cards and use up all the cards in their hands.

SAMPLE

4

Independent Activity: Activity Sheet A

Have students survey their classmates to find out about their favourite physical activities. Review Activity Sheet A (2.4.3) with students as well as the directions to students (see right). Be sure to introduce and practise with students the skill of using tally marks to record (one vertical line for each count of 1 to 4, and a horizontal line for the 5th count).

Provide an opportunity for students to present their survey findings to the rest of the class.

Note: Since public speaking may be daunting for some students, especially for English language learners, ensure that time is given to guide students in practising this presentation.

Directions to students:

Use the survey sheet to ask all students in the class which physical activity they like best. Ask each student: Which physical activity do you like best? Use tally marks to record the number of students who like each activity (2.4.3).

Independent Activity: Activity Sheet B

Directions to students:

Draw and write about your favourite physical activities (2.4.4).

Extensions

- Have students use their survey results from Activity Sheet A (2.4.2) to make bar graphs.
- Add new target vocabulary – physical activities to the language word wall.
- Have students add new target vocabulary – physical activities to their personal "pictionaries."
- Have ELL students and/or their family or community members demonstrate or teach cultural activites to the class.

Assessment of Learning

While students are presenting their findings from the physical activity survey, assess their progress. Focus on students' efforts to use the new vocabulary while speaking more frequently in complete sentences. Use the Anecdotal Record sheet, found on page 37, to record results.

SAMPLE

2.4.1

Target Vocabulary Cards – Physical Activities



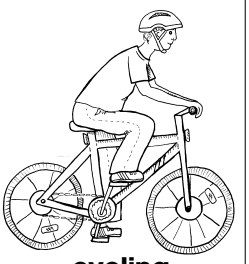
badminton



baseball



basketball



cycling

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.1

2.4.1

Target Vocabulary Cards – Physical Activities



football



golf



hockey



jogging/running

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.1

2.4.1

Target Vocabulary Cards – Physical Activities



rollerblading



skateboarding



skiing



snowboarding

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.1

2.4.1

Target Vocabulary Cards – Physical Activities



soccer



swimming



tennis



volleyball

© Portage & Main Press 2019. May be reproduced for classroom use.

SAMPLE

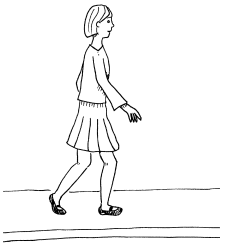
Black Line Masters

2.4.1

Target Vocabulary Cards – Physical Activities


tag


skipping


walking

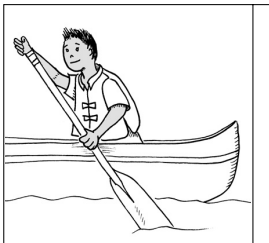

hiking

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.1

2.4.1

Target Vocabulary Cards – Physical Activities


paddling a boat


dancing


tobogganing


floor hockey

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.1

2.4.1

Target Vocabulary Cards – Physical Activities


wheelchair basketball


cricket


curling

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.1

2.4.2

Go Fish Cards


badminton


baseball


basketball


cycling


football


golf


hockey


jogging/running


rollerblading


skateboarding


skiing

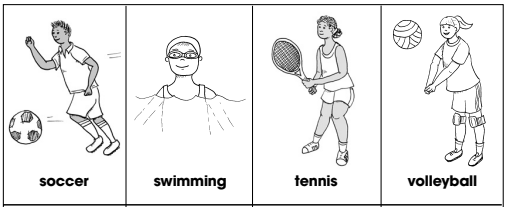

snowboarding

© Portage & Main Press 2019. May be reproduced for classroom use.

2.4.2

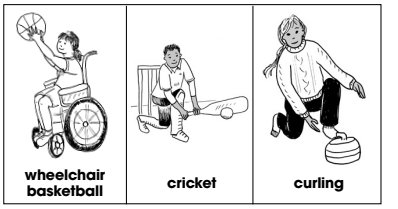
SAMPLE

Go Fish Cards



© Portage & Main Press 2019. May be reproduced for classroom use.

Go Fish Cards



© Portage & Main Press 2019. May be reproduced for classroom use.

Date: _____ Name: _____

Physical Activities Survey

Which activity do you like best?

Activity	Number of Students – Tally	Total
badminton		
baseball		
basketball		
cycling		
football		
golf		
hockey		
jogging/running		
rollerblading		
skateboarding		
skiing		
snowboarding		
soccer		

© Portage & Main Press 2019. May be reproduced for classroom use.

4A

Date: _____ Name: _____

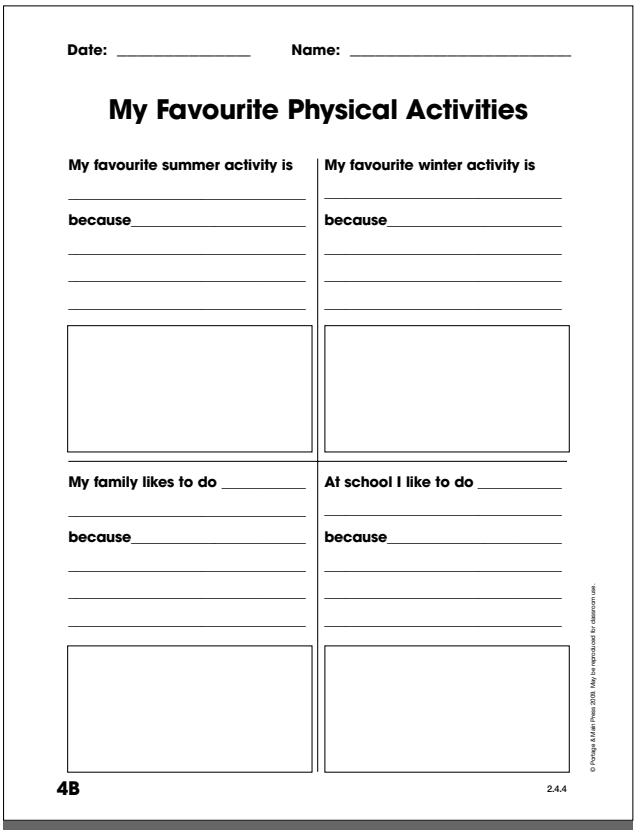
Activity	Number of Students – Tally	Total
swimming		
tennis		
volleyball		
tag		
skipping		
walking		
hiking		
paddling a boat		
dancing		
tobogganing		
floor hockey		
wheelchair basketball		
cricket		
curling		

© Portage & Main Press 2019. May be reproduced for classroom use.

4A

SAMPLE

Black Line Masters



Date: _____ Name: _____

My Favourite Physical Activities

My favourite summer activity is

_____

because_____

_____

_____

_____

My favourite winter activity is

_____

because_____

_____

_____

_____

My family likes to do _____

_____

because_____

_____

_____

_____

At school I like to do _____

_____

because_____

_____

_____

_____

© Portage & Main Press 2018. May be reproduced for classroom use.

4B 2.4.4

SAMPLE