

PRE-LITERACY PILOT PROJECT
RESOURCE PACKAGE

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Who are the Pre-Literacy Learners?

Literacy is viewed on a continuum which includes describing a learner with a complete lack in reading and writing skills to one having the skills to navigate living in a complex culture. For our purposes in this pilot we are focusing on the learners who are at the beginning of this spectrum.

They have been identified as follows:

Pre-Literate describes a person who comes from an oral culture, whose language has no written form.

Non-Literate describes a person who does not read or write but lives in a literate culture

For fuller explanations of what is ESL Literacy refer to the following publication:

Canadian Language Benchmarks 2000: ESL for Literacy Learners,
Johansson, L., et.al.(2000) Centre for Canadian Language Benchmarks,
Ottawa, Ontario. pp. II and III.

OUTCOMES FOR THE PRE-LITERACY PILOT PROJECT

The outcomes are divided into six skill areas: classroom readiness, reading, writing, listening and speaking and numeracy. Classroom readiness is the overarching outcome of the pilot. The reading and writing outcomes are based on the *Canadian Language Benchmarks Foundation Phase*, the numeracy outcomes are based on the *CLBs Phase 1*, and the listening and speaking outcomes are based on experience.

It is important to note the focus of this Pilot is to assist non-literate and pre-literate learners in developing the knowledge and skills required for classroom readiness, i.e., an ELSA Literacy class. The outcomes are your guide as to how to implement theme lessons and how to focus your classroom activities.

After 250 hours in the pre-literacy class the learner will enter an ELSA Literacy class demonstrating emerging abilities in printing/copying, understanding sound-symbol correspondence and reading survival words. The learner will also be equipped with the knowledge that print conveys meaning and, how to access information and language and feel comfortable and confident within a classroom environment.

Pre-Literacy Pilot Outcomes
CLASSROOM READINESS

At the end of the pilot the learner will be able to:

- know how to come to class
- participate in class
- feel comfortable in a learning environment
- have developed an attention span adequate for learning
- arrive on time and maintain regular attendance
- work together with other learners
- volunteer answers
- express greetings and leave-taking
- use polite language
- make eye contact when appropriate
- bring appropriate tools to class
- use basic tools i.e. pen, scissors, glue, etc.
- organize work in binder
- have issues of sight, hearing, or health in resolution
- derive meaning from print

Pre-Literacy Pilot Outcomes

READING OUTCOMES

At the end of the pilot the learner will be able to:

- understand the concept that print conveys personal meaning
i.e. recognize own name
- identify and use left-right/top-down directionality i.e. by
sequencing pictures, following stroke order when copying
- read aloud the names of the letters (upper and lower case)
- understand the concept that real objects can be
represented i.e. picture to realia
- understand the concepts of same/different
- understand the meaning of common symbols and signs for
everyday survival
- recognize a very simple form
- recognize very simple instructional words with visual prompt
i.e. copy, read, circle, etc.

Pre-Literacy Pilot Outcomes
WRITING OUTCOMES

At the end of the pilot the learner will be able to:

- demonstrate how to hold a pen and use other classroom tools for writing
- demonstrate the concepts of directionality
- show progression in motor skills from air drawing to tracing to copying
- demonstrate the ability to print upper case and lower case letters, numbers, own name and survival words
- demonstrate the ability to print words used for personal information

Pre-Literacy Pilot Outcomes
LISTENING AND SPEAKING OUTCOMES

At the end of the pilot the learner will be able to:

- say the alphabet in order and say the names of the letters
- identify letters in a dictation or in other oral requests
- ask for and respond to offers of support/help in the classroom
- express and respond to greetings and leave-taking appropriate in a classroom
- say and respond to own name and use names of some other classmates
- ask for and respond to some questions around personal information
- use and indicate an understanding of polite language
- request and respond to requests for classroom tools
- ask for and respond to requests for spelling
- begin to say and identify initial consonant sounds
- start to reproduce intonation patterns

Pre-Literacy Pilot Outcomes
NUMERACY

At the end of the pilot the learner will be able to:

- understand the concepts and place values of 0 - 20
- understand and use values of numbers 0 - 20
- count to 20
- identify numbers within personal information text i.e. own phone number, own address
- understand and identify relative values of Canadian coins and bills
- use pennies, pencils etc. to show addition and subtraction
- recognize and read prices and money symbols
- begin to use analog clock to read time
- recognize familiar text with numbers i.e. today's date, own birth date, specific dates on a calendar, opening and closing times on a sign, etc.

Theme Units in the Curriculum

There are five theme units in the curriculum, **My Classroom**, **Me**, **My Life**, **My Health** and **My Community**. The idea is to work out from knowledge of the self towards a learner who is connected to his/her community. The themes are broad in scope by intention.


The order that you teach the themes is not prescriptive, nor do you have to do a unit each month (there are five units and six months). The idea is for the themes to be flexible and for you to interpret the content within them to meet the needs of your set of learners and your agency. The outcomes should guide your activities within the themes.

I have placed the theme unit **My Classroom** as the overarching outcome of this pilot, which is to equip the learners with the soft skill of learning how to learn. It may be beneficial to start this unit early on so the learners build confidence in their learning as they use the skill throughout the rest of the theme units.

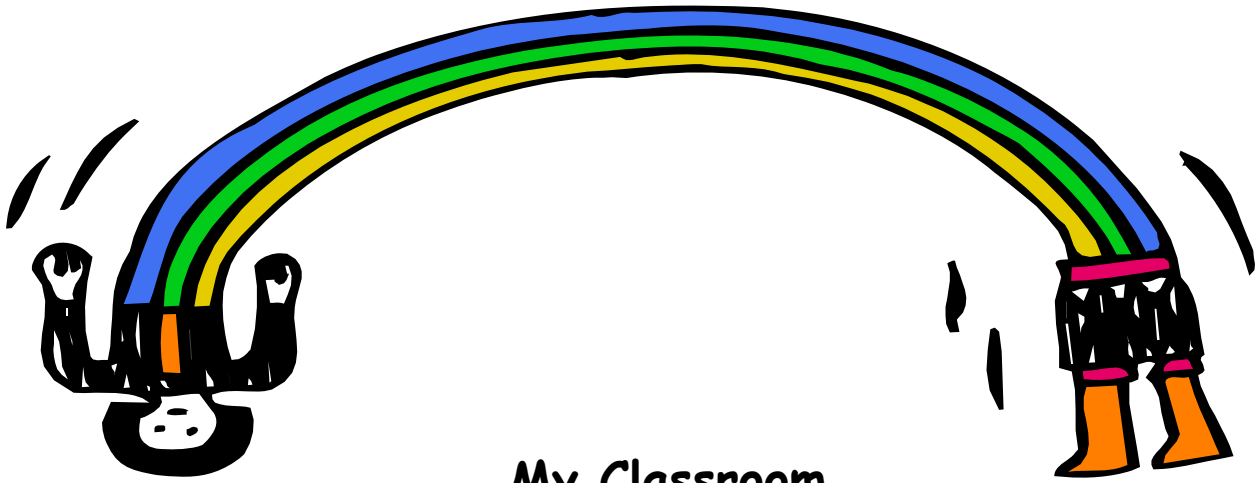
Some suggested expansions of the theme units and related *field trip* ideas or *community connections*:

My Classroom

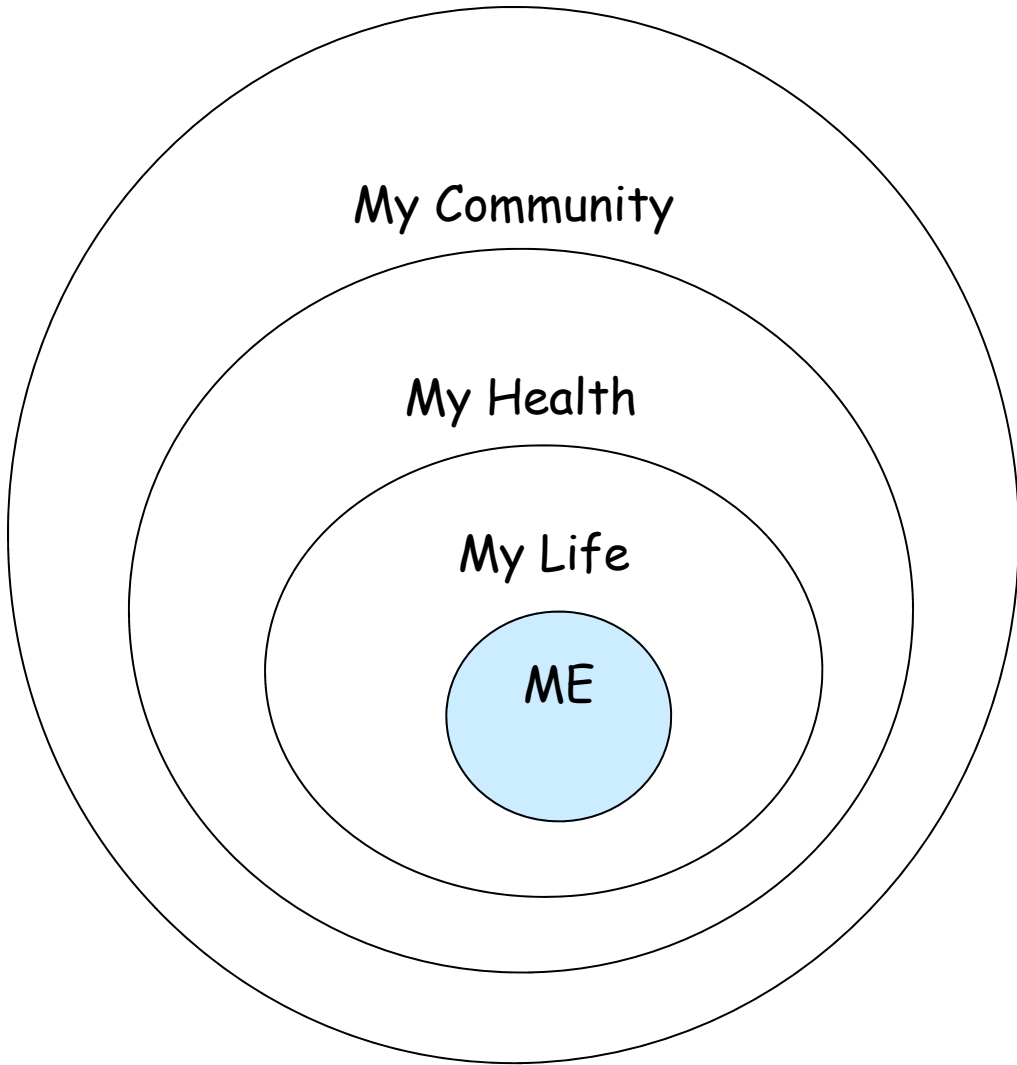
classroom routines, tools, working together, counting
map the classroom, school, look for signs around the school



Me	name, address, phone number, birth date, country <i>go outside and read street addresses</i>
My Life	calendar, time, routines, family, money <i>go outside and look for banks, ATMs, open/closing signs, plan a family event</i>
My Health	nutrition, body care <i>dental health worker for flossing, how to brush children's teeth, cooking together, go to grocery store</i>
My Community	signs, buildings, transportation <i>map the neighbourhood around school, go to garden centre, park, community centre</i>



My Classroom



ANNOTATED RESOURCE LIST

Publications with accessible lesson progressions and materials

1. **The ABCs of Practical Literacy**, Acevedo, J., et.al. (2003) Bow Valley College, Alberta
 - references the Canadian Language Benchmarks
 - includes content based lessons on economic, employment and personal management literacy
 - comprehensive lesson progressions and reproducible materials

2. **Act Now Resource Package, Healthy Living for Multicultural Communities**, Walsh Marr, J., ActNow BC
 - chapters on Healthy Eating and Healthy Lifestyles have literacy components
 - good pictures for vocabulary and story prompts, functional language, CLB aligned, lists further resources, reproducible materials

download from:

<http://www.amssa.org/healthyliving/esl-resources/healthy-eating.html>

<http://www.amssa.org/healthyliving/esl-resources/healthy-lifestyles.html>

3. **Basic Oxford Picture Dictionary Literacy Resource Program**, Templin-Imel, G., (1996) Oxford University Press
 - topics include getting started; numbers/esl classroom; alphabet/people; alphabet/family; numbers/house; preps of place/things in the house; money/shopping; money/meals; time/daily routine;

colours/clothes; body/describing people;
calendar/health; emergencies/calling for help;
maps/community; occupations/work; work
schedules/getting a job

- has a pre-literacy section at back for emergent readers, tests for end of unit review, word cards and blank formats

4. **Collaborations: English in our lives**, Moss, D., Shank, C., Terril, L., (2003). Heinle and Heinle

- settlement/participatory curriculum
- topics include self, school, family, work, local community, global community
- lessons include learning preferences, sight words, some language functions, form filling, charting exercises and end of chapter checklists on learning

5. **Grassroots Easy Readers**, Grassroots Press

- a variety of readers supported with photographs and

low vocabulary texts on adult topics such as:
Stress, Mandy's Garage Sale, the Big Snore
available at:

<http://www.literacyservices.com>

6. **A Handbook for ESL Literacy**, Bell, J., Burnaby, B., (1984) OISE Press, Toronto, Ontario

- describes the literacy learner
- includes specific chapters on pre-literacy, teaching reading and teaching writing with lesson ideas
- includes a chapter on assessment

7. **Literacy Plus A and B: Language, Lifeskills, Civics**, Saslow, J., (2003), Longman Press
- specific for pre-literate adults and adults acquiring ESL literacy
 - combines "civics" with exercises for emerging readers and writers
 - tasks include shape recognition, left to right orientation, numbers, sound/symbol correlation, alphabetical order, initial consonant sounds, capital and small letters, cursive writing, vowel sounds, decoding skills, common signs, money etc.
 - audiocassettes, teacher's guide includes CD-rom with worksheets and tests
8. **Longman ESL Literacy**, third edition, teacher and student books, Wong-Nishio, Y. (1991), Longman Press
- topics include alphabet, numbers, time, calendar, money, school, family, food, health, work
 - tasks include letter identification, copy practice, instructional language, simple forms, some emergent phonics and a review at the end of each chapter
 - audio CDs available

download supplemental worksheets from:

http://www.pearsonlongman.com/ae/longman_esl_literacy

Teacher Reference Materials

1. **Bringing Literacy to Life: Issues and Options in Adult ESL Literacy**, Wrigley, H.S., Guth, G., (1992)
San Diego, CA: Dominie Press
- participatory approach to literacy language acquisition and curriculum development

- 9 chapters include topics such as adult literacy, approaches and materials, learner assessment, teacher resources and curriculum modules
- may be a little difficult to find

2. **Canadian Language Benchmarks 2000: ESL for Literacy Learners**, Johansson, L., et.al. (2000) Centre for Canadian Language Benchmarks, Ottawa, Ontario
- describes the literacy continuum
 - contains the Foundation Phase of literacy with sample tasks

download from:

http://www.language.ca/display_page.asp?page_id=255

3. **Canadian Language Benchmarks: Literacy Placement Tool, volume 1: Foundation and Phase 1** (2005) Centre for Canadian Language Benchmarks, Ottawa, Ontario
- first five tasks applicable to pre-literacy pilot program for in-take and exit assessment tools
 - includes forms for strategies and skills checklists

order from publications at:

www.language.ca

\$30.00

4. **The Revised LINC Literacy Component 1997 of the LINC Curriculum Guidelines: Based on the Canadian Language Benchmarks**, Citizenship and Immigration Canada
- provides teaching strategies, integrated sample tasks within themes, needs assessment visuals and references
 - 202pp.

download from:

http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1003369

On-Line Curriculum Packages

1. **Making it Real: Teaching Pre-Literate Adult Refugee Students**, Tacoma Community House Training Project (2005)
Croydon, A.

- complete package includes pre-literacy to literacy tasks
- specific lessons grouped as reading and writing, listening and speaking
- checklists, learner profiles and other esl resources
- 108 pp.

download from:

<http://literacynow.info/PDF/prelit.pdf>

2. **Knowing your Literacy Student Project: Curriculum Guidelines and Cultural Material, a resource manual for ESL and literacy instructors working with low literacy learners**, Calgary Immigrant Women's Association,
Dumitrescu, M.

- complete package includes descriptions of learners
- 8 units of lesson activities and handouts
- resources list and bibliography
- 154 pp.

download from:

<http://www.ciwa-online.com/Publications/publications.html>

Software Program Resources

1. **The Alphabet**

- comes with manual and workbook and available in Canadian accent
- names and sounds of letters, alphabetical ordering, spelling and keyboards skills
- available from 1 to 10 + computer stations
- starting at \$90.00

2. **Talk Now**

- topics include food, shopping, body, numbers, colours, time, etc.
- good for self directed learning
- mainly oral/aural
- home version
- network version starting at \$199.95

both programs are available at:
NAS Software Inc.

www.nas.ca

Interactive On-Line Resources

1. **Real English**

- topics include greetings, alphabet, colours, nationality, introductions, numbers, time, family
- videos with subtitles, native speaker speed of speech
- support activities, match, type in blanks, grammar exercises

- quite dense to navigate, would need teacher/TA support, gets difficult quite quickly

available at:

<http://www.real-english.com/new-lessons.asp>

2. **ReepWorld** (Arlington Education and Employment Program)

- topics include health, family, work
- vocabulary and real stories with "still" video visual support
- quite extensive with support activities, vocabulary lists, match, type, listen and click, alphabetical order exercises
- downloadable worksheets and resources
- easy to navigate

available at:

<http://www.reepworld.org/englishpractice/index.htm>

Websites for Support

1. **Center for Applied Linguistics, Washington DC**

- research papers focused on information, tools, resources and language related to language and culture

<http://www.cal.org>

a) **Picture Stories for Adult Health Literacy**

- lessons are a little high, but the picture stories are excellent

http://www.cal.org/caela/esl_resources/Health/healthindex.html

b) **Teaching Low-level Adult ESL Learners**, Massey-Holt, G. (1995)

- short paper describing the literacy learner, assessing needs, techniques and how to select materials

http://www.cal.org/caela/esl_resources/digests/HOLT.html

2. **The Internet TESL Journal**

<http://iteslj.org>

- short paper on *Tips for Teaching ESL Beginners and Pre-Literate Adults*, Andrews, H.

<http://iteslj.org/Techniques/Andrews-Beginners.html>

3. **Adult Education ESL Teacher's Guide**

Adult Education Center Texas A&I University

- *Section IV Teaching Non-Literate Adults*

<http://humanities.byu.edu/elc/Teacher/TeacherGuideMain.html>

4. **Multi-Cultural Educational Services** (Minnesota Literacy Council)

- large site with La Rue reading skills tests for pre-literate learners
- downloadable lessons and materials for alphabet, number card exercises, bingo games, calendar exercises and phonics

<http://www.mcedservices.com/PDFs.html>

5. **Arlington Education and Employment Program**
Reep ESL Curriculum for Adults

- Section for instructional planning has specific needs assessment ideas, unit planning, lesson progressions, etc.

http://www.reepworld.org/staff/content/REEP_Curriculum

just because I found it:

Amazing Incredible Handwriting Worksheet Maker

<http://www.handwritingworksheets.com>

Educational Materials Stores

1. Collins Educational
8358 St George St
Vancouver
604.325.5005
2. Teaching Things
3831 Still Creek Ave
Burnaby
604.266.4197
www.teachingthings.com
info@teachingthings.com
3. Artel Educational Resources
5526 Kingsway
Burnaby
604.435.4949
www.arteleducational.ca
4. A to Z Teaching Resources
303-1515 Broadway St
Port Coquitlam
604.941.0464

5. Teacher's Learning Store
8-34100 South Fraser Way
Abbotsford
604.859.9663 or 1-877-206-2066

Materials Available for Purchase

Bingo - alphabet, time, numbers, colours and shapes, money, food

Flash cards - time, counting, transport, sight word (Dolch words)

Posters - alphabet, calendars

Money - facsimile bills and coins

Food - plastic baskets divided into food groups

Dice - large, months, 1 to 30, decades, body parts

Clocks - moveable hands

Go Fish Games - numbers, colours and shapes

Dominos - time

Picture Cards - food, body

Magnetic letters

Language Master/Card Reader Cards

Real-World Audio Cards - Survival Sign Words

- 48 authentic signs on cards
- progress chart
- \$69.95/set
- other pre made cards available: alphabet (with pictures), colour-shape-number, basic vocabulary, food, time words
- Caliphone cards readers starting at \$49.95

available at:

www.pcieducation.com

BC Dairy Foundation

- clear and colourful photographs of 100 food items
- on strong card stock 5" X 7"
- \$10.00

order from:

http://www.bcdairyfoundation.ca/nutrition_education/overview.htm

some of the lesson plans on the site are appropriate for adults

- four food groups
- your food + my food
- cards games

LESSON PLAN

THEME: *MONEY*

OUTCOME OBJECTIVES: *NUMERACY: understand and id relative values Cdn bills*
READING: understand the concept that real objects can be represented by numbers

WARM UP: *number and values match exercise (0 to 9)*

T hands out flash card sets to groups

L match and say values

T introduces "How much?" elicits response from class

L practice in small groups

PRESENTATION/REVIEW: *associate real money with drawings/speaking practice*

T presents real money to L (\$1.00 and \$2.00 coins and \$5.00-20.00 bills) and asks How much?

L take turns answering

T presents drawings of money and associates the drawings to the real money

L practice identifying drawings and asking each other, How much?

ACTIVITY 1: *associate drawings with numerical values/speaking practice*

T presents numerical values to whole class, matches drawings and values

T points to drawing or numerical value and asks How much? to learners

T hands out numerical values to groups

L practice matching and asking each other How much?

ACTIVITY 2: *matching/writing practice*

T models matching and copying exercises to class

T hands out match sheets and copy sheets to learners

L work individually on task sheets

L check answers against answer sheet posted in classroom

ACTIVITY 3: *listening practice*

T hands out sets of cards for card readers

L listen to cards and identify the drawing or numerical value flash cards

WIND UP: *speaking/reading review*

T hands out game board with drawings and numerical values, L ask classmates How much?

CONNECTING TO THE COMMUNITY:

bring in money from different/own countries to show

MATERIALS AND RESOURCES:

- *Longman ESL Literacy teachers guide, numbers and values flash cards*
- *ABCs of Practical Literacy, money drawings and values flash cards*
- *Teacher generated match exercise, copy sheets, cards for listening and game board*

LESSON PLAN TEMPLATE

THEME:

OUTCOME OBJECTIVES:

WARM UP:

PRESENTATION/REVIEW:

ACTIVITY 1:

ACTIVITY 2:

ACTIVITY 3:

WIND UP:

CONNECTING TO THE COMMUNITY:

MATERIALS AND RESOURCES:

1. Review the Resource Package including these focus questions before coming to the training session.
2. Prepare a lesson plan based on one of the **Classroom Readiness Outcomes** and bring it to the training session

Focus Questions

Philosophy/Approach

1. What is your philosophy or approach in teaching ESL learners?
2. How will it influence you teaching the pre-literacy learners?

Expectations

1. What are your expectations of the learners, of yourself, and of the pilot?
2. How would you describe the profile of a pre-literacy learner?
3. What is success for the pre-literacy learner?

Challenges

1. What do you think will be your greatest challenges?
2. What personal challenges do you think the learners will bring to the class?

Resources/Materials/Strategies

1. What resources, materials or teaching strategies do you use to teach low level learners?
2. How do you think you will adapt them for the pre-literacy class?