

A Child's Education

Topic Development Ideas

Classes might want to learn more about...

- after-school, summer programs
- compulsory French instruction in elementary and secondary school
- cultural differences in teachers', parents', and students' roles and expectations
- daycare and preschool
- differences between the education system in Canada and other countries
- documents needed for school registration
- education system in Ontario
- ESL and heritage language programs for children
- extra-curricular activities
- French immersion programs
- professional development days, school holidays
- programs for children with special needs
- programs that may require parental consent (e.g., sex education)
- school boards and trustees

Strategies for Learners

Learners find it useful to...


- ask a classmate or instructor to explain comments on child's report card
- ask for a translator for parent-teacher interviews
- ask for written versions of verbal information
- attend kindergarten or high-school open-house sessions before choosing school for their child
- prepare and practice questions to ask a teacher during an actual interview
- volunteer in child's school


Resources for Developing and Teaching Topic

 *The ESL Tool Box*: Unit 4, "Culture Checks"


 *The Oxford Picture Dictionary, Canadian Edition*: Unit 1, "Everyday Language"; Unit 9, "Areas of Study"


 *Welcome to Canada*


 *CLB Listening/Speaking Resource*: Stage I, School dialogue 23


 blank standardized report cards available from government web site:

<http://www.edu.gov.on.ca/eng/document/forms/report/1998/report98.html>

 Government of Canada Site: <http://www.canada.gc.ca> (Canadians, Newcomers to Canada, A Newcomer's Introduction to Canada)

 Ontario Ministry of Education: <http://www.edu.gov.on.ca> (Elementary/Secondary)

 Private Schools in Ontario: <http://www.edu.gov.on.ca/eng/general/elemsec/privsch/index.html>

 Settlement.org: <http://www.settlement.org> (Education)

 **Ontario school system, Ontario education, Ontario ministry of education**, name of school board

A Child's Education

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- give basic personal information when registering a child for school
- express ability, inability of child
- identify details in a listening text about school: numbers, letters, a few keywords, short expressions
- use a simplified map, diagram, or table
- understand common signs and symbols in and around a school building
- copy information from a school board directory to complete a task
- fill out a basic five- to seven-item school form
- describe personal situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*elementary, secondary, principal, office, grade, immigration documents, immunization*)
- vocabulary for giving personal information (*name, address, phone number, age*)
- days of the week, months, time
- numbers
- prepositions of time
- questions: *wh-, yes/no*
- *can* for ability, inability
- verbs: *be, have*
- pronunciation: consonant clusters (*school, likes, last, first, birth, street*)

Sample Tasks

1. Talk to classmates and ask for personal information to complete a table (first and last name, children's names, and their schools).
2. Listen to the instructor read a school timetable. Fill in blanks in sentences times and classes.
3. Look at a school board directory and complete a table with the name, address, and phone number of the local elementary and secondary schools.
 - **Novice:** Open an instructor-made table and insert the information from Language Task 3. Print and save for future reference.
Skills: Open, Insert Text, Print Preview, Print
4. Complete a simple school registration form.
 - **Experienced:** Open an instructor-made school registration form and insert required personal information. Preview and print for instructor evaluation. Enhance the table using the Table Toolbar.
Skills: Open, Print Preview, Print, Table Toolbar (Line Style, Border Color, Borders, Shading Color)

Effective Learning

Topic Development Ideas

Classes might want to learn more about...

- advantages/disadvantages of being an adult learner
- cultural differences in roles of instructors and learners
- current adult ESL methodology (e.g., pair and group work, task-based learning)
- differences in classroom activities and assessment methods in Canada and in other countries
- factors outside the classroom that may affect learning (e.g., health, sleep, nutrition, family problems)
- learning resources such as different types of dictionaries, language labs, libraries, audio tapes, videotapes, and the Internet
- learning styles (auditory, tactile, visual)
- self-directed learning
- techniques and strategies for improving proficiency in each skill area

Strategies for Learners

Learners find it useful to...

- create opportunities to use English outside the classroom (e.g., ask for directions even when unnecessary)
- find spelling and pronunciation of words in bilingual dictionary
- participate fully in classroom and school activities
- use rhymes and word associations to remember new vocabulary and language rules

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 1, Second Edition*: “Getting Started”; Unit 3, “How Many?”
- 📖 *English Extra*: Unit 1, “Nice to meet you”
- 📖 *Foundations*: Unit 3, “The Classroom, Classroom Actions”
- 📖 *Going Places 1*: Before Unit 1, “English for the Classroom”; Unit 5, “What’s John Doing?”
- 📖 *The ESL Toolbox*: Unit 9, “Language Learning Strategies”; Unit 10, “Feedback and Checklists”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 1, “Everyday Language”
- 🔑 **learning, effective learning**

Topic Outcomes (CLB 1)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 🗣️ indicate communication problems 🗣️ attract attention of the instructor or a classmate 🗣️ request assistance 🗣️ express ability, inability 👂 follow simple two- to five-word positive and negative commands and requests in the classroom 📖 follow short two- to five-word instructions for completing a classroom task ✍️ describe personal situation by filling in blanks in a short three- to five-sentence text 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary for classroom objects and instructions ● expressions to indicate communication problems (<i>I don't understand, Please say it again</i>) ● expressions to attract attention and request assistance (<i>Excuse me, can you help me?</i>) ● <i>can</i> for ability, inability ● imperatives ● verbs: <i>be, have</i> ● pronunciation: /p/ (<i>pencil, paper</i>) and /b/, (<i>blackboard, book</i>) contrast

Sample Tasks

1. Work with a partner. Feel school items concealed in a bag (e.g., a pen, an eraser, a stapler) and identify them. Practice asking for repetition and clarification (e.g., *Again please, Please spell it*).
 - 📄 **Novice:** Open an instructor-made file containing a list of misspelled classroom vocabulary. Working with a partner, find and correct the mistakes. Print for evaluation.
 - Skills:** Open, Backspace, Delete, Insert Text, Print
2. Listen to a list of classroom instructions and sequence pictures.
3. Match classroom instructions with pictures.
4. Write sentences about own ESL classroom by filling in blanks.
 - 📄 **Novice:** Open an instructor-made file containing a list of classroom items. Highlight only those items that can be found in your classroom.
 - Skills:** Open, Select, Highlight

Personal Education Experience

Topic Development Ideas

Classes might want to learn more about...

- Canadian equivalencies for educational experience
- differences in education systems throughout the world
- financial assistance available for students in Ontario, such as OSAP, scholarships, and grants
- Prior Learning Assessments
- requirements for re-entry into one's own occupation, such as TOEFL and professional licensing exams
- self-directed learning
- translation, evaluation, and comparison of educational qualifications from outside Ontario
- types and locations of non-credit courses for adults

Strategies for Learners

Learners find it useful to...

- ask for translation of verbal information
- interrupt the instructor appropriately to ask for repetition, rephrasing
- participate actively in class
- talk to counsellor or instructor before choosing a course
- use the experience of others to plan own learning

Resources for Developing and Teaching Topic

- 📖 *Basic Grammar in Action*: Unit 1, "Hello"; Unit 2, "The Classroom"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 9, "Areas of Study"
- 📄 flyers and calendars from local boards of education, colleges, universities, parks and recreation
- 🌐 Canadian Information Centre for International Credentials: <http://www.cicic.ca>
- 🌐 Independent Learning Centre: <http://ilc.edu.gov.on.ca/01/Home.htm>
- 🌐 Ontario Ministry of Education: <http://www.edu.gov.on.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Education)
- 🔑 **continuing education**, specific board of education (e.g., **Toronto District School Board**)

Personal Education Experience

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- give basic personal information about own education
- express ability, inability
- identify details in a listening text about education: numbers, a few keywords, and expressions
- use a simplified school timetable, diagram of a school, or map
- get information from a very basic text of up to five sentences about education
- describe personal educational experience by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*university, college, high school, elementary school, year, grade, timetable, class*)
- vocabulary for giving personal information (*name, address, phone number, age*)
- cardinal and ordinal numbers
- days of the week, dates, time
- prepositions of location
- questions: *wh-*, *yes/no*
- verbs: *be, have*
- pronunciation: */uw/ (school, washroom)* and */ow/ (open, no, close)* contrast

Sample Tasks

1. Find someone who...: Interview classmates and find out what level of education they have completed.
2. Dictation: Listen to the instructor read about someone's school timetable and circle the correct days and times on a worksheet.
3. Look at a school schedule listing holidays, school events, and when classes begin and end. Write the information on a calendar.
4. Complete sentences about your education by filling in blanks in sentences.

Additional Tasks

- **Novice:** Open an instructor-made file containing a continuous line of school vocabulary with no spaces between the words. Locate the end of each word and press enter to make a list of the words. Number the list. Print and compare with a partner.

Skills: Open, Enter, Insert Bullets and Numbering, Print