# Resource Guide

# Integrating Essential Skills Into Literacy Programming

Researched, compiled and developed by:
 Literacy for Life Foundation, www.litforlife.com
Rainbow Literacy Society www.rainbowliteracy.com

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- These activities are based on material or resources that are not commercially available. They are inexpensive and/or no cost and easy to make.
- A template has been used to present the activities and reflects:
    - How each activity connects to essential skills?
    - What learning component it focused on?
    - Explanation of activity and needed resources
    - Is it adult, child or adult/child focused?
    - Age appropriate
    - Can it be used for English Language Learners?

- The activities in this section are based on the same template as Part 2 however they are based on commercially prepared games or material.

- Description of event

The Great Amazing Skills Quest

- Description of the activity as well as templates used to hold the event.

- Includes material developed through this project as well as examples of resources available from other sources.
- An outline is available in the appendix.

## Part 1 - Summary and Purpose

This Resource Guide is the result of a two year project initiated by Literacy for Life Foundation in partnership with Rainbow Literacy Society.  It was funded by Adult Learning, Literacy and Essential Skills Program (ALLESP) from March 2007 to March 2009.

Literacy for Life provides service within the Municipal District of Foothills which has a mix of rural and urban communities within a large geographic area south and west of Calgary, Alberta, Canada.  The organization provides an extensive list of family and adult programs to all ages across the continuum.

Rainbow Literacy Society provides a similar service in Vulcan County which is east of the MD.  It is a large geographic rural area with a small population however proportionally has a large population of English Language Learners.

Both organizations provide an in home program[1] for families with children from birth to 17 that teach parents activities, strategies and skills to help them help their children develop their literacy potential as well as their own.  Each organization also provides group programming for parents and preschool children as well as the one on one volunteer tutor adult literacy program. (VTALP)  Literacy for Life Foundation provides classes for English Language Learner.[2]The Resource Guide provides information on essential skill activities that were developed within these programs.  Visit www.litforlife.com and www.rainbowliteracy.com for further information on both organizations' activities.

The original proposal revolved around the use of forms or document use.  The premise was that a practical tool like forms could be used to open up conversation within family literacy programs around the adult's literacy.   The hypothesis was that forms would be a non invasive practical method to begin the conversation which would lead to opportunities to suggest and motivate the parent's lifelong learning opportunities.  As the project progressed the focus changed from adding one session that focused on forms to identifying the essential skills that were inherent in family and adult literacy activities and naming and relating those to the parent and adult learner throughout <u>all sessions</u>.  It was recognized that through all the activities there were many opportunities for conversations and it was a matter of finding the connections to the family's life and purposely naming those skills.

The bulk of this project focuses on family and adult learning opportunities that exist within all volunteer tutor and family literacy programs.   An extra session has been added to the in home program and if identified as a need forms will be addressed.  See Activity in Part 2, Page 42 as well as the appendix for "My Information" and "Guide to Forms"  In the group settings activities were developed for the family literacy programs such as Rhyme Time/Rhythm and Rhyme as well as within the adult ELL classes and GED classes.  Special events such as the "Great Amazing

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[1] Building Blocks Family Literacy Program
[2]Rainbow Literacy is in the process of developing a Learning Centre (classes will be provided at this centre)

Skills Quest" and "Family Literacy Nights" were held in each area. An explanation of the events used during the project is included in the Resource Guide.

Basic literacy is often a barrier to further learning, not only because an individual needs the skills to be successful but the stigma associated with admitting to the low literacy levels acts as a barrier. One of the most difficult barriers to address in rural communities is the stigma attached to attending a program. In a rural community everyone's business is an open book. It is difficult for adults to admit to a literacy problem when they know that it could be their neighbor that ends up being their volunteer tutor. Confidentiality is a strong component of any program but the reality is that the community will know due to the dynamics of rural Alberta.[3] Fear and embarrassment keep adults away.

In the rural setting work place literacy programs that focus on the nine essentials skills can be an effective method of recruiting adults, identifying literacy levels and providing appropriate skill development. Using the right language can open discussion and provide relevancy to the learner and to the family.

"In order to influence the attitudes, decisions and behaviours of the community they must be motivated to participate in learning. …….. Learning must be accessible, welcoming, affordable and relevant. The learning opportunity provided must address a real need for the person"[4]

Training on the Essential skills was provided to staff, volunteers, and board members. The intent of the training was to provide a common language within the organizations. This language is relevant to the adult and their goals and provides a vehicle that talk about reading and writing but also brings in the other skills necessary in the workplace and for success in other aspects of an individuals or families life.

The purpose of this Guide is to share resources within our own organizations as well as with other literacy groups. Due to the similarities as well as the differences between Rainbow Literacy and Literacy for Life Foundation these activities have been developed from a broad perspective.

Please use, adapt and modify as needed for your program although we ask that recognition is given to Literacy for Life Foundation and Rainbow Literacy Society. This Guide is also a work in progress and staff and volunteers will continue to add to the book after the completion of the funded project. We would welcome other activities and resources that are developed by other literacy or learning groups that would enhance this project and Guide. Appropriate recognition will be given. In the appendix there is a format of the Activity Description Form that individuals or groups may use to submit their ideas and strategies.

 The Resource Guide will be available on Literacy for Life and Rainbow Literacy's web sites.
www.litforlife.com  and www.rainbowliteracy.com

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[3] This applies to small urban centers such as High River and Okotoks. Larger number of individuals lives in these areas but the small town mentality and connections still exist.
[4] Vanessa Little, Adult Literacy Forum, Council of Ministers of Education, June 2006

## **Activities and Appendix**

☺ Each activity has been reviewed and the essential skill it develops as well as the literacy skill/component it focuses on as been indicated on the activity sheet.

☺ It is important to recognize that with creativity and modification these activities can be adapted to cover all skills and other age levels.

☺ The designations in the guide are flexible and fluid.

☺ The Appendix includes materials developed through this project as well as existing resources that can be accessed to build essential skills within Literacy Programs.

# Part 2

## Activities
## Non-Commercial

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## Activities

| Page # | Title of Activity | Birth to 2 yrs | 3 to 4 years | K to Grade 3 | Grade 4 to 6 | Age 13 to 17 | ESL Family | Adult Ind | Adult Group |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Ball Game | x | | | | | | | |
| 2 | Colour Match | x | x | x | | | | | |
| 3 | Dance a step or two | x | | | | | | | |
| 4 | In and Out | x | | | | | | | |
| 5 | Letter Mat | | x | x | | | x | | |
| 6 | My Risk Book | | | | x | x | | x | |
| 7 | Race Me! | | x | x | | | | | |
| 8 | Sorting Smarties | | x | x | | | | | |
| 9 | Super Smoothies | | x | x | x | x | | x | |
| 10 | Watch me - Talk with me | x | | | | | | | |
| 11 | Words in a Bag | | | x | x | | | x | |
| 12 | Bang | | | x | x | | | | |
| 13 | Chicka Chicka ABC | x | x | x | | | | | |
| 14 | Decorated Letters | | x | x | | | x | | |
| 15 | Lables Everywhere | | | x | x | | x | | |
| 16 | Make a Puzzle | x | x | x | | | | | |
| 17 | Nursery Rhyme Nonsense | | x | x | | | | | |
| 18 | Read to Me | x | x | x | | | x | | |
| 19 | Story Starters | | | x | x | | x | x | |
| 20 | The Shapes are on the Floor | | x | x | | | x | | |
| 21 | We all have Feelings | | x | x | x | x | x | | |
| 22 | Seasonal Café Activity | | | x | x | | x | x | |
| 23 | File Folder Games | | | x | x | x | | x | |
| 24 | Let's Go Shopping | | x | x | x | | x | x | |
| 25 | Nursery Rhyme Time | x | | | | | | | |
| 26 | Sculpt a Sound | | x | x | | | x | | |
| 27 | Story Telling Cards | | | x | x | x | x | x | |
| 28 | Weekly Family Journal | | x | x | x | x | x | x | |
| 29 | Can you Find Placemat? | | x | x | x | | x | | |
| 30 | Copy Cat | | x | x | | | x | | |

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## Activities

| Page # | Title of Activity | Birth to 2 yrs | 3 to 4 years | K to Grade 3 | Grade 4 to 6 | Age 13 to 17 | ESL Family | Adult Ind | Adult Group |
|---|---|---|---|---|---|---|---|---|---|
| 31 | How Many Birdies | | | x | x | | x | | |
| 32 | Let's make recycled paper! | | | x | x | x | x | | |
| 33 | Be Media Savvy | | | | x | x | | x | |
| 34 | Peek a Boo | x | | | | | | | |
| 35 | Sensory Box | x | x | | | | | | |
| 36 | Treasure Hunt | | x | x | x | | | | |
| 37 | Who Am I? | | | | x | x | | x | x |
| 38 | Shopping for Supper! | | | | | | | | x |
| 39 | Body Parts | | | | | | x | x | x |
| 40 | Map Quest | | | | | x | x | x | x |
| 41 | Text Messaging | | | | x | x | | x | x |
| 42 | Filling out Forms | | | | | x | x | x | x |
| 43 | Math Problem Solving | | | | x | x | x | x | x |
| 44 45 | Writing Essays/Hamburger | | | | x | x | | x | x |
| 46 | Counting Marbles | | x | x | | | | | |
| 47 | Holiday Memory Book | | | x | x | x | | x | |
| 48 | Match the Shape | | x | x | | | | | |
| 49 | Word Scavenger Hunt | | | x | x | x | x | x | |
| 50 | Complete the Man | | | x | x | x | | x | |
| 51 | I Can Read 3 Letter Words | | | x | | | x | | |
| 52 | Recording the Temperature | | | | x | x | x | x | |
| 53 | Smart Shopper | | | | x | x | x | x | |
| 54 | I went Shopping (past tense) | | | | x | x | x | x | |
| 55 | Farm Alphabet Word Book | | x | x | | | x | | |
| 56 | Question Formation | | | x | x | x | x | x | |
| 57 | Restaurant Play | | x | x | | | x | | |
| 58 | Spelling | | | x | x | | x | x | |
| 59 | 20 Questions | | | x | x | x | | x | |
| 60 | Tell us About? | | | x | x | | | x | x |
| 61 | Fishing for Fun! | | x | x | x | | x | | |

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## Activities

**Name of Activity: Ball Game**

1. Group Activity:  __x__          One on One: _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ✓ Gross motor skills | ❑ |

3. Focus:      Adult _____          Child _____          Adult/child __x__

4. Level:  Check all that apply

**Families with children:**                              **Individuals:**

| ✓ Birth to 3 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5. Description of Activity:  (in point form)

> ➢ roll a ball to your baby
> ➢ have a partner help the baby roll the ball back to you
> ➢ use language that describes back and forth movement
> ➢ use songs, gestures and animated expressions with lots of laughter

6. Resources needed for Activity:

> ➢ soft ball
> ➢ An additional partner besides the infant

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**Name of Activity:  Colour Match**

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1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑   Reading | ❑   Writing | ❑   Document Use |
|---|---|---|
| ❑   Numeracy | ✓   Continuous Learning | ✓   Oral Communication |
| ❑   Computer Use | ✓   Thinking | ✓   Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓   Active Listening | ❑   Sentence Structure | ✓   Verbalizing |
|---|---|---|
| ✓   Verbal conversation | ❑   Grammar | ❑   Alphabet awareness |
| ❑   Phonemic awareness | ✓   Visualizing | ✓   Comprehension |
| ❑   Problem solving/language | ❑   Learning styles | ❑   Fluency |
| ❑   Spelling | ❑   Problem solving - math | ✓   Following instructions |
| ❑   Asking for help | ❑   Sequencing | ✓   Pattern recognition |
| ✓   Fine motor skills | ❑   Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child _____          Adult/child ___x_____

4.  Level:  Check all that apply

**Families with children:**                                                 **Individuals:**

| ✓     Birth to 2 years | ❑    Grade 4 – 6 | ❑    Adult |
|---|---|---|
| ✓     3 yrs to 4 yrs | ❑    Age 13 - 17 | ❑    Adolescent |
| ✓     Grade K- 3 | ❑    ESL Family | ❑    ESL |

5.  Description of Activity:  (in point form)
   ➢   Encourage child to pick up pom-poms with tongs and place in bowl or container which    is a colour match.
   ➢   Help the child name the colours and count the balls as they are dropped into the containers.

6.  Resources needed for Activity:
   ➢   coloured plastic bowls (or empty food containers covered with coloured paper)
   ➢   Large pom-poms in colours to match bowls, kitchen tongs

Acknowledgement of source of material is needed.

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**Name of Activity:  Dance a Step or Two**

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1.  Group Activity:  ___x___          One on One:  ___x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ❑    Reading | ❑    Writing | ❑    Document Use |
| ❑    Numeracy | ✓    Continuous Learning | ✓    Oral Communication |
| ❑    Computer Use | ❑    Thinking | ❑    Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓    Active Listening | ❑    Sentence Structure | ❑    Verbalizing |
| ❑    Verbal conversation | ❑    Grammar | ❑    Alphabet awareness |
| ✓    Phonemic awareness | ❑    Visualizing | ❑    Comprehension |
| ❑    Problem solving/language | ❑    Learning styles | ❑    Fluency |
| ❑    Spelling | ❑    Problem solving - math | ❑    Following instructions |
| ❑    Asking for help | ❑    Sequencing | ❑    Pattern recognition |
| ❑    Fine motor skills | ✓    Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child _____          Adult/child ___x___

4.  Level:  Check all that apply

**Families with children:**                                        **Individuals:**

| | | |
|---|---|---|
| ✓    Birth to 2 years | ❑    Grade 4 – 6 | ❑    Adult |
| ❑    3 yrs to 4 yrs | ❑    Age 13 - 17 | ❑    Adolescent |
| ❑    Grade K- 3 | ❑    ESL Family | ❑    ESL |

5.  Description of Activity:  (in point form)
   - turn on the radio or stereo
   - dance around the room moving to the beat of the music
   - if your infant can stand let them bounce and move to the music
   - sing along even if you don't know the words (la,la, la is a sound your baby can start to imitate)

6.  Resources needed for Activity:
   - a source of music
   - space to dance in

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**Name of Activity:  In and Out**

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1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❏ Reading | ❏ Writing | ❏ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❏ Computer Use | ❏ Thinking | ❏ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❏ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❏ Grammar | ❏ Alphabet awareness |
| ❏ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❏ Problem solving/language | ❏ Learning styles | ❏ Fluency |
| ❏ Spelling | ❏ Problem solving - math | ✓ Following instructions |
| ❏ Asking for help | ❏ Sequencing | ❏ Pattern recognition |
| ✓ Fine motor skills | ❏ Gross motor skills | ❏ |

3.  Focus:        Adult _____          Child _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                                    **Individuals:**

| ✓ Birth to 2 years | ❏ Grade 4 – 6 | ❏ Adult |
|---|---|---|
| ❏ 3 yrs to 4 yrs | ❏ Age 13 - 17 | ❏ Adolescent |
| ❏ Grade K- 3 | ❏ ESL Family | ❏ ESL |

5.  Description of Activity:  (in point form)
   - cut a round hole in the plastic lid
   - drop objects into bucket
   - encourage your infant to shake the objects out through the hole
   - talk to your baby about the actions they are doing-"you dropped it in-you shook it out"
   - you can count the objects and name them as well

6.  Resources needed for Activity:
   - empty coffee can with plastic lid
   - Various objects to drop inside (blocks, clothespins, large puffy pom-poms, ping pong balls, rocks, etc.)

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**Name of Activity:  Letter Mat**

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1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ❑  Writing | ❑  Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ✓  Alphabet awareness |
| ✓  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ✓  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ✓  Spelling | ✓  Problem solving - math | ✓  Following instructions |
| ❑  Asking for help | ✓  Sequencing | ❑  Pattern recognition |
| ❑  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child  _____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ❑  Birth to 2 years | ❑  Grade 4 – 6 | ❑  Adult |
| ✓  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ✓  Grade K- 3 | ✓  ESL Family | ❑  ESL |

5.  Description of Activity:  (in point form)
   ➢  Make  26 equal size boxes using your ink marker and a ruler (feel free to cut the tablecloth into a useful size for your child)
   ➢  Using your ink marker write the letters of the alphabet in the boxes (can be a variation of using both upper and lowercase or handwriting. For young children (2-5) the school of popular thought leans towards uppercase only.
   ➢  When it's completed lay it out on a large space on the floor. You can use a sponge ball that the child throws on to the mat and repeats the letter and/or the sound.
   ➢  You can play "Simon Says" asking the child to go and find a letter

6.  Resources needed for Activity:
   ➢  solid color plastic table cloth (flannel backed work best-approx. $3.00 on sale)
   ➢  ink marker
   ➢  ruler

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**Name of Activity:  My Risk Book**

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1.  Group Activity:  _____                 One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ❑ Reading | ✓ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ✓ Building confidence/risks |

3.  Focus:        Adul _x___            Child  _____            Adult/child ___x___

4.  Level:  Check all that apply
   **Families with children:**                                   **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➤ Have learner prepare notebook, allowing one page for each day of the week. At the top of each page, the learner writes one of the following quotes:
   "When I have listened to my mistakes, I have grown."    Hugh Prather
   "Mistakes are merely steps up the ladder."    Philip Knight
   "All people make mistakes, but only wise people learn from them."    Winston Churchill
   "Mistakes are the portals to discovery."    James Joyce
   "If you are not making mistakes, you are doing nothing at all. I'm positive that a doer makes mistakes."    John Wooden
   "Without mistakes to learn from, there would be very little to learn at all."    Jody Wood
   "Whoever does not try, does not learn."    Unknown
   ➤ Ask the learner on a daily basis, to record each risk he/she takes; e.g., volunteers to answer a question in class or complete task at work; participates in a class/meeting discussions; volunteers to serve in leadership position; offers to help a peer
   ➤ encourage the learner to share his/her feelings about the journal (this is a risk in itself)
   ➤ Provide lots of positive reinforcement and help the learner recognize that he/she is making progress in this area.
6.  Resources needed for Activity:
   ➤  Small notebook, pen or pencil

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**Name of Activity:  Race Me!**

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1.  Group Activity:  _____x___          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child  _____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                          **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)

  ➢ Draw a long wiggly path of 2 – 1" parallel lines from the upper left-hand corner of a piece of paper (circuitous route) to the opposite corner. Label one end the "Start" and the other, the "Finish". Make several copies of this "racetrack".
  ➢ Each player chooses 3 different coloured markers to race, one at a time, from start to finish on his/her own sheet of paper.
  ➢ on "Go!", all players pick up their first marker, and follow the route from start to finish. If the marker touches or travels outside the line, the player must return to the start  and begin again.
  ➢ When the player reaches the finish, he/she picks up the second marker to race again, and then the third.
  ➢ The first player to complete the course with all 3 markers is the winner.

6.  Resources needed for Activity:

  ➢ several pieces of 8-1/2" x 11" copy paper, coloured markers

**Name of Activity:  Sorting Smarties**

1. Group Activity: ___x___          One on One: ____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ✓ Sequencing | ✓ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3. Focus:      Adult _____          Child _____          Adult/child ___x____

4. Level:  Check all that apply

**Families with children:**                                              **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5. Description of Activity:  (in point form)
   ➢ prepare chart by listing Smartie colours – red, orange, blue, brown, yellow, green and purple - down the left-hand side of paper (use matching coloured markers), and names of participants along the top. Involve the child in this activity
   ➢ Each person counts the number of different coloured Smarties in his/her box and prints the number in the appropriate box on the chart.
   ➢ Each person totals the number of Smarties under his/her name column and compares this with the actual count(should be the same). Did everyone receive the same number of Smarties?
   ➢ Help the child  add the rows to find the total number of Smarties of each colour. Involve the child in the preparation of a bar graph to reflect these numbers.
   ➢ Eat the Smarties!

6. Resources needed for Activity:
   ➢ Treat-sized boxes of Smarties (available at Halloween, holds about 12 candies), red, orange blue, brown, yellow, green and purple markers, 2 pieces 8-1/2” x 11” paper

---

**Name of Activity:  Super Smoothies**

---

1.  Group Activity:  ____x____          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult _x____          Child  _____          Adult/child ____x____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ✓ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Write out recipe on recipe card
   ➢ Measure ingredients
   ➢ Add ingredients to blender blend and serve. Recipe serves 2.
   ➢  For more ideas for healthy snacks and cool lunches that kids like to eat, go to www.canadian-health-network.ca
   ➢ Adults can look up healthy snacks for themselves or recipes for their children's lunches.
   ➢ Write out the recipes or start a recipe book on the computer.
   ➢ Talk about organization and filing – on computer or in recipe box

6.  Resources needed for Activity:
   ➢ Blender
   ➢  30 ml frozen fruit juice concentrate, 125 ml plain yogurt, 125 ml milk, 1 banana, 125 to 250 ml frozen strawberries, blueberries or peaches, or combination
   ➢ Computer

---

**Name of Activity:  Watch Me – Talk with Me**

---

1.  Group Activity:  _____          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ❑ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult _____          Child _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                     **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
    ➢ Place infant in a safe seat that allows him/her watch you get things done (e.g. sorting laundry, preparing meals, general tasks)
    ➢ Explain to your baby what you are doing and let her/him safely see, hear and touch objects you are using.
    ➢ Use number words, prepositions (over, under, in etc), colors, descriptive action words

6.  Resources needed for Activity:
    ➢  everyday routine tasks

**Name of Activity:  Words in a Bag**

1.  Group Activity:  _____          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ❑ Numeracy | ❑ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult _____          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                          **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ write the following lower case letters/blends – as many of each as you wish – on the small pieces of card stock or bottle caps:
      - beginning letters (one colour): all single consonants (except k, q, x, y, z), sk, cr,dr, fl, sc,    st, gl, pl, sl, cl, sp, tr, gr, pr
      - ending letters (second colour): ab, ob, eg, em, um, im, ub, ig, ad, ot, ip, op, ag, at, ug,      od, un, ed, am, id, og, et, up, it, in, ap, ay
   ➢ Place the beginning and ending letters in separate bags. There should be an equal number of cards/caps in each bag.
   ➢ Without looking, players take turns choosing a card or cap from each bag.
   ➢  If they make a word, they keep it; otherwise, these cards and caps are discarded.

6.  Resources needed for Activity:
   ➢ small pieces of card stock, or bottle caps in 2 colours, marker (permanent if using bottle caps),
   ➢ 2 (paper) bags
   ➢  timer

**Name of Activity:  Bang**

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ❑  Writing | ❑  Document Use |
| ❑  Numeracy | ❑  Continuous Learning | ✓  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ✓  Alphabet awareness |
| ✓  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ✓  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ✓  Spelling | ❑  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ✓  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child  _____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                      **Individuals:**

| | | |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ❑  Adult |
| ❑  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ✓  Grade K- 3 | ❑  ESL Family | ❑  ESL |

5.  Description of Activity:  (in point form)
  ➢  Without looking, players take turns pulling a slip of paper from the container. If he/she correctly identifies the word or performs the math operation, he/she keeps the paper.
  ➢  If a player draws a slip of paper on which the word "Bang" is written, he/she must return all his/her accumulated slips of paper to the container. On his/her next turn, the player starts again.  (Make lots of noise when the word bang is picked)
  ➢   When the timer sounds, the player who has accumulated the most slips of paper is declared the winner.

6.  Resources needed for Activity:
  ➢  slips of paper on each of which a sight or spelling word, or a math operation has been written;
  ➢   3 to 4 slips of paper on which the word "Bang" has been written
  ➢   bag, sock or other suitable container
  ➢  Timer

---

**Name of Activity:  Chicka Chicka ABC**

---

1.  Group Activity:  _____          One on One:  __x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child ___x_____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                                   **Individuals:**

| ✓ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ share book
   ➢ add letters to coconut tree that is adhered to the cookie sheet as poem in book indicates
   ➢ when book indicates tree is too loaded with letters - shake cookie sheet so the letters fall with a loud "BOOM"

6.  Resources needed for Activity:
   ➢ metal cookie sheet
   ➢ coconut tree adhered to sheet
   ➢ alphabet (magnetized)
   ➢ book Chicka Chicka A B C by Bill Martin

---

**Name of Activity:  Decorated Letters**

---

1.  Group Activity: ___x___          One on One: ___x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ❑ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child _____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   - ➢ Draw the outline of a large block letter on each piece of poster board – one for each letter of the alphabet. Cut out letters if desired.
   - ➢ glue appropriate objects onto each letter; e.g., buttons for B, crushed coloured eggshells for E, green glitter for G, handprints for H, lipstick kisses for K, play money for M, gummy snakes for S, yellow yarn for Y, zippers for Z etc. Be creative!
   - ➢ Talk about the objects and the sounds the letters make – points for discussion are the soft c (cat, celery)
   - ➢ Display each one as it is made
   - ➢ Decorate alphabet trunk – place alphabet cards in box after they have been displayed

6.  Resources needed for Activity:
   - ➢ 26 pieces of poster board, 12" x 12"
   - ➢ small objects or materials (see below) whose names begin with the letters of the alphabet
   - ➢ Markers, scissors, glue, glue gun for heavier objects (adult use only!)
   - ➢ Box – slightly larger than the 12 x 12 to be used as an alphabet storage box once the posters come down from display.

**Name of Activity:  Labels Everywhere**

1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ✓ Gross motor skills | ❑ |

3.  Focus:     Adult __x__           Child  _____           Adult/child __x__

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ❑ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Participants take turns making labels for every visible object in the living room, kitchen, dining area etc. of the house, then sticking them in place with  masking tape; e.g., waste basket, countertop, fan, ceiling, wall, placemat etc.
   ➢ When finished, remove all labels, and divide them into piles – one for each participant.
   ➢ Participants race to see who can re-stick their labels first OR participants race against themselves to see if they can improve their speed.

6.  Resources needed for Activity:
   ➢ several pieces of white 8-1/2" x 11" paper, cut into 16 pieces each
   ➢  markers
   ➢ masking tape
   ➢ timer

---

**Name of Activity:  Make a Puzzle**

---

1.  Group Activity:  _____          One on One:  ____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child _____          Adult/child __x___

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ✓ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Take the picture of your child and paste it onto a lightweight piece of cardboard or a heavy piece of cardstock.
   ➢ write your child's name at the bottom of the picture in larger letters
   ➢ draw a puzzle piece diagram over top of the picture (use pieces that match the developmental age of your child-ie, three to 4 pieces for a two-year old.)
   ➢ cut out the pieces
   ➢ have your child put the puzzle together several times over (see if they can match a piece of the puzzle to the right body part using a mirror). Great for name and body recognition.

6.  Resources needed for Activity:
   ➢ take a picture of your child with a digital camera OR use a picture of your child that has a duplicate
   ➢ cardboard, glue, ink marker, mirror

**Extension**: Do a picture puzzle for each year of growth and hang them up where the children can see them. They will think about the ways they are changing and growing and see how accomplished they are becoming. These works of art are great discussion pieces.

**Name of Activity:  Nursery Rhyme Nonsense**

1.  Group Activity:  _____          One on One:  __x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ✓ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _x____        Child  _____        Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                           **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Adult – look up nursery rhymes on the internet  or find book with rhymes
   ➢ With your child, select a favourite nursery rhyme to have some fun with. (from book or the rhymes found on the internet)
   ➢ Experiment by changing some of the words, while keeping the rhythm and rhyme.
   ➢ Here is an example:
     Little Miss Muffet sat on a tuffet
     Eating her mac and cheese.
     Along came a spider and sat down beside her,
     And said, "May I have some please?"

6.  Resources needed for Activity:
   ➢ book of nursery rhymes and/or computer and internet access

This activity could be used with an adult learner who has children.  The adult is finding rhymes and manipulating them with their children.  The learner is using an activity that teaches their child and through this the adult has an opportunity to use rhymes and manipulation of sounds.

| Name of Activity:  Read to Me |
|---|

1.  Group Activity:  _____     One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓  Reading | ❑  Writing | ❑  Document Use |
|---|---|---|
| ❑  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ❑  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
|---|---|---|
| ✓  Verbal conversation | ❑  Grammar | ❑  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ❑  Comprehension |
| ❑  Problem solving/language | ❑  Learning styles | ❑  Fluency |
| ❑  Spelling | ❑  Problem solving - math | ❑  Following instructions |
| ❑  Asking for help | ❑  Sequencing | ❑  Pattern recognition |
| ❑  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:     Adult _____          Child  _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                          **Individuals:**

| ✓  Birth to 2 years | ❑  Grade 4 – 6 | ❑  Adult |
|---|---|---|
| ✓  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ❑  Grade K- 3 | ✓  ESL Family | ❑  ESL |

5.  Description of Activity:  (in point form)
   ➢  Hold the baby so they can see both the book and your face
   ➢  Babies need to be held and touched – important for their learning.
   ➢  Point to the pictures and tell your baby what is happening (you don't have to use the printed words)
   ➢  Make up your story!!!
   ➢  Encourage your baby to point along with you and turn the pages

6.  Resources needed for Activity:
   ➢  sturdy board books that have lots of color (babies respond best to real photographs-especially of other babies)
   ➢  wordless books are great when you speak another language

---

**Name of Activity:  Story Starters**

---

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ❑  Reading | ✓  Writing | ❑  Document Use |
| ❑  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ✓  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ✓  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ✓  Grammar | ❑  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ✓  Problem solving/language | ❑  Learning styles | ✓  Fluency |
| ❑  Spelling | ❑  Problem solving - math | ✓  Following instructions |
| ❑  Asking for help | ✓  Sequencing | ❑  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:        Adult __x__          Child ___x___          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                   **Individuals:**

| | | |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ✓  Adult |
| ❑  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ✓  Grade K- 3 | ✓  ESL Family | ✓  ESL |

5.  Description of Activity:  (in point form)
   ➢  player #1 pulls an object from the sock or a card from the pile and uses it as a story starter; e.g., Once upon a time, a Tyrannosaurus Rex went walking with his friend . . .
   ➢  When player #1 can add no more to the story, player #2 continues, once again using an object or picture to provide ideas.
   ➢  Imagination, silliness and fun are the main ingredients in this activity.

6.  Resources needed for Activity:
   ➢  a variety of small toys (action figures, dinosaurs etc.) or household objects
   ➢  container or bag (a large sock works well),
   ➢  OR a selection of magazine of computer-generated pictures, each glued onto a piece of heavy card stock

**Extension –** adult and/or adolescent can do the computer work to search out pictures – allow them to find pictures that reflect their interests and knowledge.  The tutor or facilitator can support their search if they lack the literacy or computer skills.
Often children have a story to write for homework.  Use this method to kick start the process.

**Name of Activity: The Shapes are on the Floor**

1. Group Activity: __x__          One on One: _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ❑ Fine motor skills | ✓ Gross motor skills | ❑ |

3. Focus:     Adult _____          Child _____          Adult/child __x__

4. Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5. Description of Activity:  (in point form)
   ➢ With your child's help, draw and cut out shapes in different colours and sizes; e.g., circles, triangles, squares, rectangles, diamonds, hearts, stars, moons etc.
   ➢ Teach your child the following song: (to the tune, "The Farmer in the Dell")
   > The shapes are on the floor
   > The shapes are on the floor
   > Pick up one and say its name
   > And then we'll pick some more.
   ➢ Scatter the shapes on the floor, then walk around them in a circle while singing the song.
   ➢ Each person, in turn, picks up a shape of his/her choice, names it, then sets it aside.
   ➢ Continue until all the shapes have been picked up.
   ➢ Alternately, the last two lines may be sung, "Pick up two that look the same, and then we'll pick up some more."

6. Resources needed for Activity:
   ➢ coloured construction paper or fun foam
   ➢ pencil, ruler, scissors
   ➢ Shapes to trace (e.g., jar lids for circles, cookie cutters for stars, moon, heart etc.)

---

**Name of Activity:  We all have Feelings!**

---

1.  Group Activity:  ___x___          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ✓ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult __x___          Child  _____          Adult/child ____x___

4.  Level:  Check all that apply

| **Families with children:** | | **Individuals:** |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ❑ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
  ➢ With the learner look through magazines for pictures of people who look happy, sad, scared or angry.
  ➢  Make a "feelings" picture book by attaching together several pages of construction paper on which you have glued the cut-out pictures.
  ➢ When you look through the book, talk about why the people might be feeling happy, sad, scared or angry, and what might make each of you feel one way or another.
  ➢ Talk about what to do when you feel sad, scared or angry.

6.  Resources needed for Activity:
     - Old magazines, coloured construction paper, scissors, glue
     - Computer and internet – can be used to search for pictures.

**Extension:**  For older children have them keep a journal.  Leave space on paper to record events and how they felt when different activities or experiences happened.  Adolescents have difficulty reading emotions on other faces as well as dealing with emotions that are sometimes out of control.  The feelings book can be a catalyst for discussion.

**Name of Activity:  Restaurant/Café Activity**

1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult _x___          Child _____          Adult/child __x_____

4.  Level:  Check all that apply

| **Families with children:** | | **Individuals:** |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
  ➢ plan a menu with your child
     For instance: The restaurant offers three choices of appetizers, main courses, desserts and/ or drink options. You can use a grocery flyer to cut out pictures but don't forget to label them so the words become meaningful.
  ➢ determine fair prices for the menu items – determine value of items that represent money
  ➢ take turns role playing the customer and waiter/ress
6.  Resources needed for Activity:
  ➢ dishes, menu (be creative)
  ➢ play money (can use buttons or anything you have a lot of-just needed to distinguish value of items through differences)
  ➢ dress up items for customer and waiter

**Extension**: 1. Make a real menu for when guests visit.  2.  Involve other parent 3. Look at various menus from fast-food to fancy and compare the different types of menus. 4.  Make a chart for currency conversion if need be or for a higher age group.
For Adult Learner – bring in menus from restaurants, discuss how they are set up, vocabulary, use play money to pay for meal and calculate tip (percentage) Menus can be found online

**Name of Activity:  File Folder Games**

1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Open the file folder and divide the outside edges into sections the same size as the blank cards (6 sections along each long side; 4 sections along each short side).
   ➢ Print a number – 1, 3, 5, 7, 4, 8, 2, 9, 3, 6, 8, 7, 4, 2, 9, 5 – in each of the sections.
   ➢ For the "synonyms" game, print one word on one card and its synonym on a second card until all 16 cards have been completed.  For the "definitions" game, print a word on one card and its meaning on a second card until all 16 cards have been completed.
   ➢ Lay the cards face down on the game board spaces.
   ➢ Player #1 picks up a card - reads it aloud, then places it back face up in original position
   ➢ Player #2 picks up a card and reads it aloud. If it matches the first card, the player removes both cards from the board and calculates his score by multiplying the 2 numbers uncovered.
   ➢ Play continues until all the cards have been removed, or no further matches can be made. The winner is the player with the highest score at the end of the game. Note: If a player does not notice a match and replaces the card on the game board, another player may call it and claim the points.

6.  Resources needed for Activity:
   ➢ legal-sized file folder, ruler, marker, set of 16, 2-1/4" x 3-1/2" blank cards, cut from heavy card stock

---

**Name of Activity:  Let's Go Shopping**

---

1.  Group Activity:  _____          One on One:  ____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _x____          Child _____          Adult/child _x_____

4.  Level:  Check all that apply

**Families with children:**                                        **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
  ➢ While leafing through the grocery flyers, talk with child about the food items needed to buy on a shopping trip.
  ➢ Child/Adult learner cuts out pictures of food items and glues them onto a plain piece of paper to create a shopping list. (help child if necessary)
  ➢ Write the names of the foods next to the pictures.
  ➢ At the store, give the child as much freedom as possible in matching the items on the list to the items on the shelves or in the bins. Concepts such as quantity (how many in a dozen?), weights and measures (your child will enjoy learning how to operate the scale in the produce section), healthy food choices and "best buys" can be introduced as your child develops.
6.  Resources needed for Activity:
  ➢ Grocery flyers, coupons, scissors, glue, markers, paper to make shopping list
  ➢

**Extension:**  This activity can also be done with an adult learner.  Flyers and coupons are a great way to introduce vocabulary and to work with currency. The adult can also save money in their shopping by using sales and coupons.  If adult learner has children the adult will learn from the activity as well as a tool to use and support their own children's literacy.

---

**Name of Activity:  Nursery Rhyme Time**

---

1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ✓ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ✓ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child _____          Adult/child ____x___

4.  Level:  Check all that apply

**Families with children:**                              **Individuals:**

| ✓ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   - bounce the child to the rhythm of the rhyme
   - sing  and rock with the rhythm
   - help your baby to bring his/her hands together to clap the rhythm
   - Your baby can watch you change facial expressions to match the mood of the rhyme-watch and see if they are trying to imitate what you are doing!

6.  Resources needed for Activity:
   - Knowledge of nursery rhymes – Stress to the adult that the baby does not care if Mom or Dad can carry a tune.
   - Also stress that if the parent forgets the words that is okay.  Encourage them to have fun and make up their own rhymes.  It is important the parent understands the value of the child hearing the sounds and rhythm

**Name of Activity:  Sculpt a Sound**

1.  Group Activity:  __x____          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult _____          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                          **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
  ➢ Make play dough from your favorite at-home recipe. Keep your child interested by involving them in all steps along the way.
  ➢ Take a moment and listen to incoming sounds you are experiencing and then work with your child to sculpt what you are hearing.

6.  Resources needed for Activity:
  ➢ play dough ingredients
  ➢ plastic place mat
  ➢ plastic or real forks, knives, spoons or anything that can be used for creating textures in play dough

**Extension**: Take pictures of completed items and scan them into a document. Make checkboxes beside the items.   Go to another location and see what sounds are similar, what sounds are different. Check off what is familiar and write down new sounds. Can go back and sculpt new sounds.

**Name of Activity:  Story Telling Cards**

1.  Group Activity:  __x__          One on One:  ____x____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult  __x__          Child  _____          Adult/child  __x__

4.  Level:  Check all that apply

**Families with children:**                                         **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
   ➢ Create the cards – computer activity, discussion, fine motor skills (pick pictures that reflect interests of the adult learner, child and/or family
   ➢ The participants sit around a pile of turned over picture cards (as made below).
   ➢ One player begins by picking up the top card and beginning a story with it. The next person must connect the picture they turn over as the next piece to the story. This continues until all the cards are used up.
   ➢ The cards can be used over and over again as there will always be a different start, middle and end.
   ➢ The participants are not just describing the pictures but need to have an action to connect each picture (what happened before and what's coming next).

6.  Resources needed for Activity:
   ➢ Approximately 10 magazine cutouts pasted on to heavy paper (preferably laminated or Mac- tacked)
   ➢ clip art computer pictures printed off on cardstock or heavy lb. paper (preferably laminated or Mac-tacked)

---

**Name of Activity:  Weekly Family Journal**

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1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ✓ Writing | ❑ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:     Adult ___x___        Child _____        Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                           **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ✓ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
   ➢ At a specified time each week (or whenever you have the chance, if that works better for you), gather your family together for this activity.
   ➢ Start by writing the date at the top of the page for that week.
   ➢ In turn, each family member makes at least one entry, recording the best/worst/funniest/most unusual thing that happened to him/her that week. Older children can scribe for younger ones. Illustrations and photos can be added.
   ➢ From time to time, sit together and flip through the pages while reminiscing about the past.
   ➢ Adult Learners can have their own journal.  Use each time the instructor and learner meet. (learner writes, uses pictures, draws)

6.  Resources needed for Activity:
   ➢ Large format notebook or scrapbook, pens, pencils, markers

**Name of Activity:  Can you find a Placemat?**

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ✓  Writing | ✓   Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ❑ Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ✓  Alphabet awareness |
| ✓  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ❑  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ✓  Spelling | ❑  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ❑  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:        Adult _____            Child  _____            Adult/child __x_____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ❑  Adult |
| ✓  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ✓  Grade K- 3 | ✓  ESL Family | ❑  ESL |

5.  Description of Activity:  (in point form)
  ➢  Cut poster board to desired size for placemat.
  ➢  On one side, help the child write his/her name in large letters; decorate with photos of child, favourite rhymes or songs, jokes, drawings or cut-out pictures.
  ➢  In the middle of  the other side, glue on a "Can You Find?" checklist; e.g., the letters in your name, your favourite number, 2 teddy bears, 5 funny frogs, 6 shiny stars, 8 interesting insects, a big heart and a little heart etc.
  ➢   Help child attach stickers matching the requirements of the checklist, while discussing what you are doing.
  ➢   Cover the placemat with plastic, or have it laminated for durability so that it is useable as a placemat.  Discussion can occur at mealtime that centers on placemat.

6.  Resources needed for Activity:
  ➢  Coloured poster board, markers, stickers, photographs, pictures, laminating material

| Name of Activity:  Copy Cat! |
|---|

1.  Group Activity:  ___x___          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child _____          Adult/child ___x___

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ The first player (adult) arranges his/her set of objects on a table in a design of his/her choice.
   ➢ The second player (child) copies the first player's design using his/her set of objects. This is done beside the first player's design, while referring to it.
   ➢ Together, the players examine the designs to see if they match.
   ➢ The task can be made increasingly difficult as the child's skills improve.
   ➢  Take turns going first. The child will enjoy "catching" the adult making small mistakes

6.  Resources needed for Activity:
   ➢ 2 identical sets of 10 to 15 small household objects; e.g., spoons, forks, pencils, erasers, paper clips, twist ties, rubber bands, bottle caps, coins, keys, playing cards, postage stamps etc.

**Extension**:  this activity can be used in a restaurant to entertain children while waiting for meal.

---

**Name of Activity:  How Many Birdies?**

---

1.  Group Activity:  _____          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                    **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Player #1 reaches into marble bag and picks up as many marbles as desired in his/her fist.
   ➢  He/she extends closed fist (fingers facing upwards) towards player #2 and asks, "How many birdies in the bush?"
   ➢ If player #2 guesses correctly, he/she wins the marbles; if wrong, he/she pays player #1 the difference between the number guessed and the actual number; e.g., if he/she guesses "3", and player #1 holds 0 marbles, player #2 pays 3 marbles.
   ➢ Play continues as long as desired.

6.  Resources needed for Activity:
   ➢ small bag of marbles for each player
   ➢ other small items can be used such as buttons, possibly food

---

**Name of Activity:  Let's make Recycled Paper!  Adapted from "*You Can With Beakman:  Science Stuff You Can Do*", by Jok Church, 1992**

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1.  Group Activity:  ___x___          One on One:  ____x_____ (family, individual)


2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |


2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |


3.  Focus:       Adult _____          Child _____          Adult/child ___x___


4.  Level:  Check all that apply

**Families with children:**                                **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |


5.  Description of Activity:  (in point form)
   ➢ Undo the coat hanger and reshape to make a flat square frame about 6" x 8". Tape the ends of the wire.
   ➢ Stretch one leg of the pantyhose over the frame, making sure it is tight and flat. Tie a knot at either end. Stretch the other leg over a second wire frame.
   ➢ Put a handful of paper and some water into the processor. Close the processor and turn it on high. Keep adding paper and water until you have a big grey blob. Add more water if you need to keep things moving smoothly. After all the paper has disappeared, continue to process for another 2 minutes.
   ➢ Mix the glue with the sink water, and add the paper pulp. Use your hands to mix well.
   ➢ Mix the sink water again, and then scoop the frame to the bottom of the sink. Lift it out slowly (count to 20 while you are lifting). Let the water drain for about 1 minute, then hang it on a clothesline or put in the sun. Repeat with the second frame.
   ➢ When completely dry, gently peel off the paper, then iron it at the hottest setting.
   ➢ Trim the paper with scissors and use it to write a story!

6. Resources needed for Activity:
   - ➢ 2 full newspaper pages torn into 2" squares, food processor, 2 tablespoons white glue, 2 or 3 cups water, sink with 4" water, old panty hose, 2 or more wire coat hangers, waterproof tape, and electric iron

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**Name of Activity:  Media Savvy**

---

1.  Group Activity:  ___x___          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ❑ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult _x____          Child _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                    **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   - Make a list of different types of media you'd like to know more about – movies, video games, music, books, etc.
   - If you're a kid, perhaps you've been trying to convince your parents to buy you the latest video game, and need to do some convincing.
   - If you're a parent, perhaps you have doubts about the appropriateness of the game and want to know more.
   - Go to www.commonsensemedia.org for all the facts. You'll find lots of info on whatever you're interested in, reviews by kids and parents, and ratings on violence, commercialism, age-appropriateness etc. Add your own opinions to the site.
   - Have informed inter-generational discussions about the media that have such an impact on everyone's lives today.

6.  Resources needed for Activity:
   - Computer
   - Internet access

**Name of Activity:  Peek a Boo**

1.  Group Activity:  _____          One on One:  __x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ❑ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child  _____              Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                          **Individuals:**

| ✓ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
    ➢ model peek a boo
    ➢ make different faces that express different emotions behind the cloth and then name them, when you pull the cloth away put on your happy face. See if your child mimics you.

6.  Resources needed for Activity:
    ➢ See through fabric cut into "12 x "12 squares

**Name of Activity:  Sensory box**

1.  Group Activity:  _____          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:     Adult _____          Child  _____          Adult/child __x_____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ✓ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
  ➢ Open the box and let baby dig on their own if they can. If they cannot dig, hand them the objects or assist as necessary.
  ➢ Use descriptors to converse with your infant about what they are sensing and listen to their babble in response.

6.  Resources needed for Activity:
  ➢ box with a lid that is colorful (shoebox)
  ➢ fabric samples (approximately 10 different types)
  ➢ colorful pictures (laminated or Mac-tack for durability)
  ➢ homemade shaker tools (suitable containers with lids that baby can hold, e.g. fill able Easter Eggs that are taped at the seam)
  ➢ rice, dried beans, coins, anything that would make noise

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**Name of Activity:  Treasure Hunt**

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child _____          Adult/child ___x_____

4.  Level:  Check all that apply

**Families with children:**                               **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Hide a small treat (treasure) somewhere in the house, and tell child to find it, he/she must follow instructions which will be given, one at a time.
   ➢ After each instruction has been successfully carried out, have the child stop, face you, and listen carefully to the next instruction (STOP, LOOK AND LISTEN). If it has not been carried out properly repeat instructions until the instructions are followed.
   ➢  Initially, just a few simple instructions e.g., 1) Walk to the kitchen table and sit on one of the chairs. 2) Stand up and face me. 3) Walk once around the table, and then look under the green placemat.
   ➢ As child's listening skills improve, increase the number and complexity of the instructions; e.g., 1) Using baby steps, walk to the far side of the kitchen table and sit backwards on one of the kitchen chairs. 2) Stand up, face me and do 3 jumping jacks, then 5 hand claps. 3) Hop on one foot around the table once, then twice around the table on the other foot. 4) Place the green placemat on top of the red one, then place both of them on top of the yellow one. 5) Wink at me 3 times, and then look under the yellow placemat.  Emphasis prepositions – in, over, under, between, out.

6.  Resources needed for Activity:
   ➢ Small toy or treat for hiding

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**Name of Activity:  Who am I?**

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1.  Group Activity: __x__          One on One: _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ✓ Gross motor skills | ❑ |

3.  Focus:      Adult __x__          Child __x__               Adult/child _____

4.  Level:  Check all that apply

**Families with children:**                                     **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢  Research well known figure from history, Holly wood, sports.
   ➢  Make index cards with info on individual in point form.
   ➢  Player #1 assumes the identity of the well-known figure of their choice.
   ➢  The other players, in turn, tries to guess who player #1 is representing, by asking questions to which only a "yes" or "no" answer may be given. Each player continues to question player #1 until receiving a "no" answer, at which time the play passes to the next person. Players may also pass if they wish.
   ➢  The player who correctly guesses the identity of the mystery person, becomes player #1 in the next round.

6.  Resources needed for Activity:
   ➢  computer and internet access
   ➢  history book or reference books

**Name of Activity:  Shopping for Supper!**

1.  Group Activity:  ___x___          One on One:  __x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ✓ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult __x___          Child  _____          Adult/child _____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ✓ ESL |

5. Description of Activity:  (in point form)
  ➢ Pre-arrange with the local grocery store to bring a group of people into the store to shop.
  ➢ In a previous lesson bring recipe books that the learners can pick recipe/s from. Choose a simple recipe that they could make at home.
  ➢ Before going to the store provide the learners with a copy of the recipe that was chosen. Divide the ingredients up. The learners should also be provided some fake money in different increments.
  ➢ Instruct the learners they will be looking for those ingredients. This part is best done in pairs.
  ➢ When all the ingredients have been found and they have been checked thru the cash register ask the learners to count out how much money (fake) they should give the cashier
  ➢ If possible arrange to cook the recipe together, if not ask for feedback when they cook it at home themselves

6.  Resources needed for Activity:
  ➢ Game money (found at most game stores)
  ➢ Recipe books
  ➢ Permission/cooperation from local grocery store

Literacy for Life Foundation www.litforlife.com
Rainbow Literacy Society www.rainbowlitercy.com                                    - 39 -

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**Name of Activity:  Body Parts**

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1.  Group Activity:  _____x___          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult __x___          Child  _____            Adult/child _____

4.  Level:  Check all that apply

**Families with children:**                                **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
   - Brain storm with group the names and how to spell different body parts
   - Beside each part write a problem that could happen to that body part EX: Head – headache, Throat – sore
   - Give out local phone books and guide the learners on how to look up a physician
   - Next lesson would be making an appointment with a doctor, using their personal information form and understanding prescriptions.

6.  Resources needed for Activity:
   - Telephone book
   - White Board or flip chart paper
   - One on one – paper

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**Name of Activity:  Map Quest**

---

1.  Group Activity:  __x__          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ✓ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ✓ Spelling | ✓ Problem solving - math | ❑ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult  _x___          Child  _____          Adult/child  __x___

4.  Level:  Check all that apply

**Families with children:**                                   **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5. Description of Activity:  (in point form)
  ➢ Facilitator provides instruction on how to find locations on the map
  ➢ Show how page numbers work and index
  ➢ Each learner finds on their countries map, the city or town they are from
  ➢ Either in pairs or in front of the larger group they share some particulars about the city or town they are from. EX: points of interest, population etc.
  ➢ On the local map they find where they are currently living. Each pair or individual will then speak of local attractions that they have discovered in their new town or city
  ➢ Have pamphlets that show the attractions
  ➢ Go to the communities web site to look at what is available

Activities can be done in a class room setting or can be used as an activity with a family.

6.  Resources needed for Activity:
  ➢ Maps of the learners country – ensure they are up to date
  ➢ Local provincial map
  ➢ Computer and internet access – projector to allow facilitator to show maps on the screen
  ➢ GPS – use the GPS to find out distance to locations from their present locations

**Name of Activity:  Text Messaging**

1.  Group Activity:  __x__          One on One:  ____x____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ✓ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult __x__          Child  _____          Adult/child __ ____

4.  Level:  Check all that apply

**Families with children:**                          **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5. Description of Activity:  (in point form)
  ➢ Facilitator creates a scripted dialogue and writes it on the whiteboard or has on index card
  ➢ Group discussion on how each word is translated into texting.
  ➢ Once each word has been scripted in texting the pairs would take turns first texting each other than mix up pairs
  ➢ The next lesson might involve each pair creating their own text message
  ➢ Families could do this as an activity in the home.

6.  Resources needed for Activity:
  ➢ One cell phone (with texting capabilities) per pair
  ➢ Knowledge of texting vocabulary
  ➢ Index cards

**Name of Activity:  Filling Out Forms**

1. Group Activity: ___x___          One on One: ___x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3. Focus:       Adult ___x___          Child _____          Adult/child _____

4. Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5. Description of Activity:  (in point form)
   - Discuss purpose of forms and how they are made up.  Different words that mean the same, usual sequencing of questions, format.
   - Provide learner with My Information Form and guidelines -  pointing out that it asks for much information commonly required on forms
   - present each category, being sure to emphasize that there is a variety of ways to ask for the same information (e.g. last name, surname, family name0
   - Have the learner complete the document and put in a safe place or carry with them as a tool to use when going to various appointments
   - This activity might take two or three two hour sessions.
   - Include in the session the importance of privacy and guarding their personal information.
   - Cross reference the info on the guideline form with actual forms they might have to fill out

6. Resources needed for Activity: Refer appendix for the guidelines and My Information form.
   - Guidelines for Forms
   - My Information Form
   - Personal forms that relate to learner's needs Ex: school and medical forms

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**Name of Activity:  Math Problem Solving**
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1.  Group Activity:  ___x___          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ✓  Writing | ❑  Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ❑  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ❑  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ❑  Spelling | ✓  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ✓  Pattern recognition |
| ❑  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:       Adult  _x____          Child  _____          Adult/child  __x_____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ✓  Adult |
| ❑  3 yrs to 4 yrs | ✓  Age 13 - 17 | ✓  Adolescent |
| ❑  Grade K- 3 | ✓  ESL Family | ✓  ESL |

5. Description of Activity:  (in point form)
  ➢ Depending on level of child or adult make up math problems that relate to the actual families farm situation.  Math problems can be designed to fit many actual or relevant situations to learners.
  ➢ Child/adult learner works through each problem with the help of the Builder.
Following are examples of some of the questions:
  i.     The Smiths have farm land in various locations.  There are four ½ sections and one ¼ section.  If a section equals 640 acres, how many acres do they own?
  ii.    Mrs. Roberts prepares three meals per day for six people.  How many meals does she make in a year?  (**HINT**:  There are two ways to figure this out.  Do you know them?)
  iii.   The cattleman has 160 cows and there have been 100 calves born this spring.  There were three sets of twins.  How many cows had only one calf?
  iv.   One bale of hay weights 1,200 lbs.  If one cow eats 35 lbs. per day, how many days would a bale of hay last?
6.  Resources needed for Activity:
  ➢ Math questions developed by facilitator or learner  relating to this family's actual farm operation
  ➢ Pen and/or pencil, paper

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**Name of Activity:  Writing Essays**

---

1.  Group Activity:  ___x___          One on One:  _____x_____ (family, individual)

2a)   Essential Skills:  Check all that Apply

| ✓ Reading | ✓ Writing | ✓ Document Use |
|---|---|---|
| ❏ Numeracy | ❏ Continuous Learning | ❏ Oral Communication |
| ❏ Computer Use | ❏ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ❏ Alphabet awareness |
| ❏ Phonemic awareness | ❏ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ❏ Learning styles | ❏ Fluency |
| ❏ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❏ Asking for help | ✓ Sequencing | ❏ Pattern recognition |
| ❏ Fine motor skills | ❏ Gross motor skills | ❏ |

3.  Focus:      Adult _x____          Child  _____          Adult/child _____

4.  Level:  Check all that apply

**Families with children:**                                                   **Individuals:**

| ❏ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❏ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❏ Grade K- 3 | ❏ ESL Family | ❏ ESL |

5.   Description of Activity:  (in point form)
   **The Hamburger Essay - AKA The Sandwich Essay**
   ➢ To provide students with a graphic organizer that assists them in visualizing and identifying the five parts of an essay.
   ➢ Discuss how a hamburger that only has the top and bottom bun and the hamburger patty is often called a "plain" hamburger. Paragraphs or essays often follow the same pattern. There is nothing wrong with them; they just aren't filled with all of the good stuff.
   ➢ Discuss how a five paragraph essay has five basic parts: the introduction that includes a topic sentence, a 1st supporting idea and details, a 2nd supporting idea and details, a 3rd supporting idea and details, and a conclusion.
   ➢ Compare this to a well-made hamburger sandwich where the top bun is the introduction and the bottom bun is the conclusion that looks very similar to the top bun. The 1st layer of the hamburger is the condiments, such things as ketchup, pickles, mustard, and onions. The 2nd layer of the hamburger often contains cheese, and the 3rd layer is the hamburger patty. Just like a well written essay, a good hamburger sandwich is more than just bread and the patty. Have students create a mind map of a five paragraph essay using the graphic of a tasty hamburger sandwich.

Activity taken from the following web site -
http://www.adulteducation.fau.edu/practices/GED%202002/LanguageArtsLesson29.pdf
6. Resources needed for Activity: See Appendix
   ➢ Draw a picture of a hamburger – or have learner draw a hamburger
   ➢ Nursery story
   ➢ Paper and pen, crayons, felts
The outline below gives the facilitator another structure to show learners how to write an essay.

## ESSAY OUTLINE

**1 Introduction Paragraph**

**A** Introductory Sentence:
Start your essay with an interesting statement that draws the reader in.
**B** Background Information:
Provide needed information that is critical to understanding your essay such as the title and author
of the pieces of literature being referred to, definitions, or explanations.
**C** Thesis Statement
In one sentence clearly state the argument you are trying to make and the  side that you are taking.
**D** Launch
Explain what you are going to be talking about in the following paragraphs to prove your thesis.

**2 Body Paragraphs**

**A** Topic Sentence
What is the main idea of this paragraph, this sentence should introduce an idea that supports
your thesis as well as relate to the previous paragraph to add flow to your essay.
**B** Support
     i.
     ii.
**C** Support
     i.
     ii.
Support your topic sentence with strong pieces of evidence and explain
these pieces of evidence with one or more quotes, definitions, examples, or explanations.
**D** Closing Sentence
     Restate your topic sentence and main idea of the paragraph in another way that relates it
     back to the thesis

**3 Conclusion**

**A** Summarize what has been said in your essay (No more than 2 sentences)
**B** Restate your thesis in another way
**C** Call to Action
Make one more point to encourage your audience to agree with your argument perhaps by
relating it to a real life situation or referring back to your opening sentence.
**D** End with a bang!  Choose a closing sentence that leaves an impact with the reader. Bring up
a point or question that relates to your essay that will leave your reader thinking.

**Remember:**
- Each essay must have an introduction, conclusion, and at least three body paragraphs with each
  paragraph having 5-8 sentences
- It is important to have a clear and concise thesis, as it provides the entire basis of your essay
- Remember to use connecting words and phrases to create a flow to your essay.

A.Davidson

**Name of Activity:  Counting marbles**

1.  Group Activity:  _____                 One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child  _____          Adult/child  _x_____

4.  Level:  Check all that apply

**Families with children:**                                          **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ lay the "cheat sheet" (only I never call it that) on the table above work  area so that if the child gets mixed up you don't have to prompt them
   ➢ Put 1 marble in the first jar and label the lid and jar with "one", "1" etc , 2 marbles in the second jar etc..
   ➢ have a plastic bowl available so that the child can dump out the jar of marbles and count how many in the jar to be able to match the jar to the number line on the sheet
   ➢ Next mix up all the jars and have them organize by what is written on the lid. They can still stop and count or match it to the "cheat sheet"

6.  Resources needed for Activity:
   ➢ numbers 1 - 1- written out on a long sheet of cardstock with pictures as a "cheat sheet"
   ➢ 10 baby food jars or other small jars with lids
   ➢ marbles
   ➢ labels and markers
   ➢ plastic bowl

---

**Name of Activity:  Holiday Memory Book**

---

1.  Group Activity:  _____          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ✓ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult  x____          Child  _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                        **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)

➢ Buy one or more postcards from each city/town or landmark you visit. Let your children choose their favorites.  Adult learners can also do this activity.  It is relevant and practical. They purchase post cards and write to their friends and family.  (practice their writing)

➢ Help them write on the back side anything they wish to remember. Pre-writers can dictate the story to you while you write. Encourage early writers to write the words themselves using phonetic spelling. Older writers should try to use "book" spelling

➢ mail the postcards to your home address

➢ After returning home and collecting the mail, punch a hole in the corner of the postcards. Put the postcards on a ring so your child will have a record of Special Memories, written in his or her own words

6.  Resources needed for Activity:
   ➢ time with your child
   ➢ picture postcards from places you visit during your travels
   ➢ pencils, pens, postage stamps
   ➢ metal or plastic ring

---

**Name of Activity:  Match the Shape**

---

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ✓ Gross motor skills | ❑ |

3.  Focus:      Adult  _____          Child  _____          Adult/child __x_____

4.  Level:  Check all that apply
   **Families with children:**                                          **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   - on a plastic tablecloth mark out with a marker a large square, rectangle, triangle and circle
   - cu a variety of shapes from ½ inch mdf plywood
   - smooth all edges with sandpaper
   - have the child place the matching shape on the right shape on the tablecloth
   - collect a variety of 3D objects that have the shape on it as well and have the child place the object on the tablecloth - matching it's "shape"
   - Precut the basic shapes out of sheet foam and have the child glue the shape onto the matching shape you have drawn on the cardstock. Write out what the shape is called beneath each shape so it can be used by the parent as a reference chart on the fridge.
6.  Resources needed for Activity:
   - plastic tablecloth
   - marker
   - mdf  plyboard
   - a variety of 3D shapes to match the shapes (a ball or jar ring for the circle, a pyramid for the triangle etc.)
   - foam sheets cut into shapes, glue, cardstock 8 ½ by 11, felt marker

**Name of Activity:  Word Scavenger Hunt**

1.  Group Activity:  _____          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult __x___          Child ___x_____          Adult/child ___x_____

4.  Level:  Check all that apply

**Families with children:**                                  **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)

  ➢ Ask learner to think of a common word to search for. This could be a new word they have just learned or a word from their spelling list if school-aged. Write the word down on a piece of paper
  ➢ then look for this word on a magazine page or column of newspaper
  ➢ When learner finds the word, highlight it.
  ➢ continue to search for the specified word until all are highlighted
  ➢ Then choose another word to search for and repeat. Try using different colors to make a rainbow of words.

6.  Resources needed for Activity:

  ➢ highlighter
  ➢ old magazine or newspaper

**Extension:**  Try this activity when your child is bored and needs a quiet activity - like in waiting rooms or in the car.

## Name of Activity:  Complete the Man

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)   Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ❑ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3. Focus:        Adult ___x___          Child  _____          Adult/child _____x___

4.  Level:  Check all that apply

**Families with children:**                                                **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Facilitator thinks of a word familiar to learner
   ➢ Facilitator marks dashes to symbolize number of letters in word
   ➢ learner guesses a letter
   ➢ if correct, it is written in appropriate place
   ➢ if not draw head, then neck, body etc
   ➢ object is to guess word before body is completed
   ➢ trade roles - learner thinks of a word

6.  Resources needed for Activity:
   ➢ paper
   ➢ pencil

---

**Name of Activity:  I can read 3 letter words!**

---

1.  Group Activity:  _____            One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult _x____        Child  _____        Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                                **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Have the child flip only the first letter while you have set the next two sets to "at" so that as the first letter is "b" it spells "bat" etc.
   ➢ Place all the letter of Scrabble game face up and then spell "at" and then place a "b" before it to spell "bat" etc
   ➢ next change the "at" to "an" and repeat process with index cards and Scrabble letters
   ➢ Dr. Seuss' Hop on Pop - use the book to show the child that she/he can read simple words

6.  Resources needed for Activity:
   ➢ An index card holder or 3 ring binder
   ➢ cardstock with selected alphabets on them in order - 3 sets with a hole punched in the center on the top of each card and each set placed in one of the rings (the first and third set may be only consonants with the middle one only vowels)
   ➢ letters of Scrabble game face up
   ➢ next change the "at" to "an" and repeat process with index cards and Scrabble letters
   ➢  do the same process with groups of words you know are used in Dr. Seuss' Hop on Pop
   ➢ Dr. Seuss' Hop on Pop

---

**Name of Activity:  Recording the Temperature.**

---

1.  Group Activity:  _____          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ✓  Writing | ✓  Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ✓  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ❑  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ❑  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ❑  Spelling | ✓  Problem solving - math | ✓  Following instructions |
| ❑  Asking for help | ✓  Sequencing | ❑  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:       Adult __x___          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ✓  Adult |
| ❑  3 yrs to 4 yrs | ✓  Age 13 - 17 | ✓  Adolescent |
| ✓  Grade K- 3 | ✓  ESL Family | ✓  ESL |

5.  Description of Activity:  (in point form)
   ➢ Facilitator and learner discuss thermometer and how to read it
   ➢ Facilitator and learner discuss how to record temperature in degrees Celsius
   ➢ learner sets up chart  in notebook to record the day, date, time, and temperature
   ➢ learner records temperatures at  least twice a day for a week
   ➢ Facilitator and learner discuss results and ask each other questions such as "what day and date was the temperature coldest or warmest or the same?"  or "at what time of day is temperature highest?"

6.  Resources needed for Activity:

   ➢ thermometer – digital thermometer brings in computer use also could use newspaper or go online to the accuweather:
   ➢ http://www.accuweather.com/canada-index.asp?partner=accuweather&traveler=0
   ➢ notebook
   ➢ ruler
   ➢ pencil

---

**Name of Activity:  Smart Shopper**

---

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ✓  Writing | ✓  Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ✓  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ✓  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ✓  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ❑  Spelling | ✓  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ❑  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:      Adult  _x____          Child  _____          Adult/child  ___x____

4.  Level:  Check all that apply

| **Families with children:** | | **Individuals:** |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ✓  Adult |
| ❑  3 yrs to 4 yrs | ✓  Age 13 - 17 | ✓  Adolescent |
| ❑  Grade K- 3 | ✓  ESL Family | ✓  ESL |

5.  Description of Activity:  (in point form)

➢ Learner decides on 5 to 10 items to buy and records them horizontally to begin a chart.  e.g. bananas, cornflakes, margarine, tuna fish, potatoes
➢ learner located the items in the first flyer
➢ learner records prices in a column beside the items being careful to notice amount limits (e.g. first 3, 1 per family purchase) and package sizing
➢ learner repeats process with 2 or 3 more flyers
➢ Facilitator teaches math needed to break prices into $/lb. or $/kg  e.g. 3 lb/$.99, 99  divided by 3 = $.33 per pound
➢ learner and facilitator work together to do the math and decide which store has the best price for each item
➢ As an extension, facilitator and learner work together to compute the cost for extended quantities (e.g. 5 lbs. or 3 packages of 750 grams…)

6.  Resources needed for Activity:
➢ a variety of grocery store sale flyers

## Name of Activity:  I went shopping (past tense)

1.  Group Activity:  _____          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult __x___          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                          **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)

- review or introduce concept of past tense
- review or introduce vocabulary
- Facilitator says "I went shopping and I bought…."
- Learner says "I went shopping and I bought….."
- each player adds one thing and tries to recall the previous items
- can be played as a 1 on 1, pair, or in a group
- Can be adapted for various vocabularies   e.g. I went to the farm and I saw….

6.  Resources needed for Activity:

| Name of Activity:  Farm Alphabet Word Book |
|---|

1.  Group Activity:  __x__          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓  Reading | ✓  Writing | ❑  Document Use |
|---|---|---|
| ❑  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
|---|---|---|
| ✓  Verbal conversation | ❑  Grammar | ✓  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ✓  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ✓  Spelling | ❑  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ❑  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| ❑    Birth to 2 years | ❑  Grade 4 – 6 | ❑    Adult |
|---|---|---|
| ✓    3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑    Adolescent |
| ✓    Grade K- 3 | ✓  ESL Family | ❑    ESL |

5.  Description of Activity:  (in point form)
>  **Using a spiral notebook:**
>  ➢ write on individual letter both upper and lower case at the top of each page, going in alphabetical order (Write Aa on page one, Bb on page two, and so on…)
>  ➢ Ask the child to think of a word of objects on the farm. Then have him/her write it on the page that shows the letter that begins the word. Then have the child find a picture of that word. This activity can be done in reverse. Have the child find a picture and then paste the picture on the page that shows the letter that the word begins with. Have the child write out the word beneath the picture.
>  **Using a folder:**
>  ➢ Open up the folder and divide the entire inside into 26 boxes. In each box write a letter in both its upper and lower case for (Aa, Bb, Cc, etc.). Then have your child write the words in the boxes matching beginning letters as above
>  Helpful to children who do not live on farms to help them become familiar with farm objects and activities.
6.  Resources needed for Activity:
>  ➢ file folders or spiral notebook
>  ➢ pen, pencil, crayons or other markers
>  ➢ farm magazines brochures

**Name of Activity:  Question Formation**

1.  Group Activity:  _____          One on One:  ____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult __x___           Child  _____                Adult/child _x_____

4.  Level:  Check all that apply

**Families with children:**                                        **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)

  ➢ could relate to a specific set of vocabulary words e.g. kitchen, food, school
  ➢ one player thinks of an object
  ➢ The other asks question beginning with these question words in order to guess the object (e.g. where do you keep it? when do you use it? how do you hold it? why do you use it? what is it?)

6.  Resources needed for Activity:

**Name of Activity:  Restaurant play**

1.  Group Activity:  _____          One on One:  _____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ✓ Document Use |
|---|---|---|
| ✓ Numeracy | ❑ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ✓ Fluency |
| ✓ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child _____          Adult/child __x_____

4.  Level:  Check all that apply

| **Families with children:** | | **Individuals:** |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)

   ➢ Visit restaurant with child, read a book about people eating in a restaurant or help child remember all the things in a restaurant. Together list as many as possible
   ➢ provide materials and props and let your child set up a restaurant
   ➢ have your child write the menus and signs
   ➢ become a customer and order and "eat" at the restaurant
   ➢ Have child make out the bill for the meal and have the customer pay for the bill. Have the child make the appropriate change
      (Refer to page 22 for similar activity)

6.  Resources needed for Activity:
   ➢ pen, pencil, notepads for taking notes
   ➢ paper, manila, tag board made into blank menus
   ➢ play money and cash register
   ➢ Paper to make open and closed signs, business hours, etc.
   ➢ placemats

## Name of Activity:  Spelling

1.  Group Activity:  _____                    One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ❑ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult  _x___            Child  _____            Adult/child  ____x___

4.  Level:  Check all that apply

**Families with children:**                                      **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)

  ➢ Learner chooses a word they would like to learn to spell (perhaps their town or name of tools they use at work)
  ➢ Facilitator prints word in large, neat letters on paper strip
  ➢ Facilitator guides learner in finger tracing the word as he/she spells or sounds it out
  ➢ learner finger traces and spell orally several times
  ➢ learner attempts to print word from memory

6.  Resources needed for Activity:

  ➢ 8 ½ x 11" paper or cardstock cut in strips at least 3" wide
  ➢ felt markers
  ➢ pan of rice/sand

Extension:  Use a pan of sand or rice to spell words.  Spell words on arm or skin.  Rainbow printings – use many different colors and go over the word.

---

**Name of Activity:  20 Questions**

---

1.  Group Activity:  _____          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ❑ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ✓ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult  _x____          Child  _____          Adult/child  __x_____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
  ➢ Discuss categories or general question types e.g. can you eat it? Is it alive? Is it in the house?
  ➢ Pick an object
  ➢ learner asks questions (as discussed) that can be answered yes/no
  ➢ game is over when object is guessed or 20 questions have been asked
  ➢ could be used when learning categories of vocabulary   e.g. foods, transportation, parts of the body
  ➢ trade roles - learner thinks of a word
  ➢ can be played in a group

6.  Resources needed for Activity:

**Name of Activity:  Tell us About!**

1. Group Activity:  ___x___          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ❑ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
| ❑ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3. Focus:       Adult __x___          Child  _____          Adult/child __x_____

4. Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5. Description of Activity:  (in point form)

  ➢ present game board
  ➢ describe how play will take place (detail depends on level of learner)
  ➢ decide on rules of play - these can vary according to the level of language ability of learner
    e.g. when you land on a box you must read what it says aloud, then answer in 1 full sentence
    or 3 full sentences or sentences using connectors "and", "but", "so" - or the other player has
    a chance to ask a question
  ➢ can be played in a group

6. Resources needed for Activity:

  ➢ dice
  ➢ game markers
  ➢ homemade game board featuring conversation topics in each box   e.g. - a favourite holiday,
    what you do in the evening, a favourite food, a present you were given, what you did last
    Saturday

---

**Name of Activity:  Fishing for Fun**

---

1.  Group Activity:  ___x___          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ✓  Writing | ❑  Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ❑  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ✓  Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ✓  Grammar | ✓  Alphabet awareness |
| ✓  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ✓  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ✓  Spelling | ❑  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ❑  Pattern recognition |
| ✓  Fine motor skills | ❑  Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                   **Individuals:**

| | | |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ❑  Adult |
| ✓  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ✓  Grade K- 3 | ✓  ESL Family | ❑  ESL |

5.  Description of Activity:  (in point form)
   - Place number, fact, word, contraction, or whatever is object of learning, on fish shapes in box – could use letters – child identifies the letter and the sound.
   - lower line into box
   - identify "caught" fish
   - one could have contraction in box, printed on fish and then match the fish up with the two words outside of the box that mean the same…e.g. can't would match up on table with cannot

6.  Resources needed for Activity:
   - small cardboard box
   - decorate box with underwater animal stickers
   - Small magnets to attach to fishing line (a piece of cord) tied to a small stick of about 40 cm.
   - small fish shapes with a paper clip on each

---

**Name of Activity:  Letter/Word Hop**

---

1. Group Activity:  _____          One on One:  ___x_____  (family, individual)

2a)   Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Reading | ✓  Writing | ❑  Document Use |
| ✓  Numeracy | ✓  Continuous Learning | ✓  Oral Communication |
| ❑  Computer Use | ✓  Thinking | ✓  Working with others |

2b)   Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓  Active Listening | ❑  Sentence Structure | ✓  Verbalizing |
| ✓  Verbal conversation | ❑  Grammar | ✓  Alphabet awareness |
| ❑  Phonemic awareness | ✓  Visualizing | ✓  Comprehension |
| ❑  Problem solving/language | ✓  Learning styles | ❑  Fluency |
| ✓  Spelling | ✓  Problem solving - math | ✓  Following instructions |
| ✓  Asking for help | ❑  Sequencing | ❑  Pattern recognition |
| ❑  Fine motor skills | ✓  Gross motor skills | ❑ |

3. Focus:      Adult _____          Child  _____          Adult/child __x_____

4. Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑  Birth to 2 years | ✓  Grade 4 – 6 | ❑  Adult |
| ❑  3 yrs to 4 yrs | ❑  Age 13 - 17 | ❑  Adolescent |
| ❑  Grade K- 3 | ✓  ESL Family | ❑  ESL |

5. Description of Activity:  (in point form)

   ➢ Write words on index cards in large print. On other cards, write individual letters
   ➢ Make a grid (about 12" x 12" squares) on the blank tablecloth. Randomly mark letters in each square
   ➢ Child draws either word or letter from stack of index cards. Have child jump on individual letter or on series of letters to spell out word. Have the child say the name of the letter they are jumping on
   ➢ this activity helps the child learn the difference between letters and words

6. Resources needed for Activity:

   ➢ plain plastic tablecloth with flannel backing
   ➢ markers
   ➢ words and letters written on index cards

---

**Name of Activity: Shake a Story**

---

1.  Group Activity:  _____          One on One:  ____x____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ✓ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult __x__          Child  _____          Adult/child _x_____

4.  Level:  Check all that apply

**Families with children:**                                        **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
  ➢ Cut apart at middle 3 egg cartons
  ➢ use masking tape to seal up open end on 5 of half cartons
  ➢ take filing (recipe card) cardboard and place (taped inside each egg holder) the necessary information to write a story
  ➢ "who" "where" "what" "when' "why"
    e.g. the "who" carton would have six names of subjects that would be in a story taped to the inside of the 6 egg holders (king, elf, giant, princess, dragon, dinosaur). One penny would be shaken and land in one of the crevices. This would become the subject of a story. The other 4 cartons would have a penny shook in them to obtain the "where" e.g. (castle, river, moon, Disneyland, mountain, school). Continue with "what", "when", and "why" of the proposed story.
  ➢ the story would then be written
6.  Resources needed for Activity:
  ➢ 5 half egg cartons
  ➢ masking tape
  ➢ small pieces of filing cards
  ➢ five pennies

---

**Name of Activity:  Personal Telephone book**

---

1.  Group Activity:  _____          One on One:  ___x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ✓ Writing | ✓ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ✓ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child  _____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                        **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ✓ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   - Reading telephone numbers and then dialing can be pretty hard for young children. This activity can help
   - Create a personal telephone book with your child by placing/gluing photographs I a blank book /scribbler. Write names and telephone numbers next to photo
   - Practice "reading' and dialing the telephone numbers with a play telephone first. Let your child dial the number on a real phone when you feel he/she is ready. (Caution: be sure your child knows your rules for using the telephone. Do this activity with supervision)

6.  Resources needed for Activity:
   - photographs of family members or friends
   - blank book/scribbler or chart paper
   - markers or pencils
   - glue sticks

---
**Name of Activity:  Setting up an Email address**

---

1.  Group Activity:  ___x___          One on One:  ___x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ✓ Sentence Structure | ❑ Verbalizing |
| ✓ Verbal conversation | ✓ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ❑ Comprehension |
| ✓ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult ___x___          Child _____          Adult/child _____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 – 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)
   - Introduce keyboard to client, pointing out letters & numbers.
   - Explain icons on monitor to client
   - Show how mouse can click on icons.
   - Have client click on Internet Explorer or Mozilla icon.
   - Have client type in email provider address.  Eg. www.hotmail.com
   - Walk client through address set up.  Make sure client can remember the information he/she types in the address setup form.  Make sure he/she writes down his address and password.
   - Have client send an email to you.
   - Show client how to sign out if that feature is available – explain about security.
   - Show client that the email was received by going into your own email.
   - Send an email to him/her.
   - Have client check his/her email.  Sign out.
   - Talk about email etiquette – type of c communication and when and how to use it.

6.  Resources needed for Activity:
   - Public internet access computer with keyboard & mouse.
   - See appendix for information on email etiquette.

**Name of Activity:  Ninety Nine**

1.  Group Activity:  ____x__          One on One:  ___x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ❑ Reading | ❑ Writing | ❑ Document Use |
| ✓ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _x____          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                 **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:
  ➢ Play similar to UNO (commercial game)
  ➢ Deal cards until there are none left.
  ➢ Taking turns with the first person laying their card down saying what it's worth and next person adding on to that.  You carry on until play get to 99 and someone does not have a card to keep the game going.
  ➢ King is worth 99
  ➢ 4 reverses direction
  ➢ 9 holds the value last given
  ➢ 10 is minus 10
  ➢ All other cards are worth their face value with Ace worth 1 or 11.

6.  Resources needed for activity:
  ➢ Deck of cards

---

**Name of Activity:  Basic Facts with Dice**

---

1.  Group Activity:  _x_          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ✓ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult __x__          Child _____          Adult/child __x____

4.  Level:  Check all that apply

**Families with children:**                               **Individuals:**

| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Directions for activity:
   - ➢ Roll dice
   - ➢  add them together
   - ➢ Or subtract them
   - ➢ Or multiply them.
   - ➢ Next person's turn

6.  Resources needed for activity:

   - ➢ Set of Dice – look for unique dice to add some novelty to the activity.  Dice can be small, large, made of rubber, light up.

---

**Name of Activity:  Other learning/Document Use**

---

1.  Group Activity:  _____          One on One:  _____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ❑ Numeracy | ✓ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ❑ Verbal conversation | ❑ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult __x__          Child  _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                           **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5.  Description of Activity:  (in point form)

 ➢ start with the cover - ask/answer 5 W's (who, what, when , where, why)
 ➢ Table of Contents - what does it do,  How many categories (headings) are there?, predictions - what courses might be offered in some headings?, search and find specific courses on specific pages
 ➢ Course Descriptions - choose a course, read, ask/answer 5 W's
 ➢ documentation - fill in course info on a chart - e.g. date, program area, time

6.  Resources needed for Activity:

 ➢ Adult Learning Course Calendar or information booklet on adult learning opportunities.

---

**Name of Activity:  Make your own choice – Baby 0**

---

1.  Group Activity:  _____          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ✓ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ❑ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child  _____          Adult/child ___x____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ let your baby feed themselves while making choices about which food is preferable to them
   ➢ encourage your baby to reach for or point to the chosen object

6.  Resources needed for Activity:
   ➢ Safe sitting device (high chair, lap, etc.)
   ➢ two or more food choices

**Name of Activity:  Tissue Box Toy**

1.  Group Activity:  _____          One on One:  ____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ❑ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ❑ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult _____          Child  _____          Adult/child ____x____

4.  Level:  Check all that apply

**Families with children:**                                    **Individuals:**

| ✓ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5.  Description of Activity:  (in point form)
   ➢ Entice the baby to pull strips of paper out of the box and name the colors for him/her.
   ➢ Play with the paper by creating a waterfall effect over the baby's head, rattle it, and show baby how fun the interaction is.
   ➢ Once they are all taken out, you can show your infant how to clean up by putting the paper back in the box.  (talk about it)

6.  Resources needed for Activity:
   ➢ empty tissue box
   ➢ recycled gift wrap
   ➢ colored strips of paper (do not use magazines or newspapers, the ink could be toxic if mouthed)

---

Name of Activity: Understanding Essential Skills                    Developed by Tracy Howk

---

1. Group Activity: __x__          One on One: ____x____ (family, individual)

2a) Essential Skills:  Check all that Apply

| ✓ Reading | ✓ Writing | ✓ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b) Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ✓ Gross motor skills | ❑ |

3. Focus:       Adult ____x_          Child __x____          Adult/child ____x___

4. Level:  Check all that apply

| **Families with children:** | | **Individuals:** |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ❑ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5. Description of Activity:  (in point form)
   1. Label containers by placing one essential skill on each unit
   2. Cut approximately 10-15 diamond shapes and wrap them around the stems or straws so they are triangular in shape-glue on the inside so it is adheres to the stem
   3. Ask learners/participants to identify things they struggle with day to day-give an appropriate amount of time of 10 min or more depending on size of group (they can do more than one)
   4. Have them write down their concerns on the homemade flags and then ask them to identify where a good fit would be when considering the essential skills
   5. Have them place the flag in the appropriate container that identifies a good fit
   6. At the end, this is their garden of further learning
   7. Discuss a plan for further learning and document it

6. Resources needed for Activity:
   a) 9 containers (plant pots work well) filled with rocks/plasticine/ play doh (anything to put in the base that will allow an object to stand up in the container); b) Labels; c) Straws or stems; d) Construction paper; e) Glue; f) Markers

Extensions of activity:  Can be done with a family – children and parents make the flags and containers, print the labels and talk about essential skills while making activity.

# Part 3

Activities
Commercial

Resource Guide - Integrating Essential Skills into Literacy Programming
Activities based on commercially prepared games and resources.

---

**Name of Activity:  Bingo**

---

1.  Group Activity:  __x__          One on One:  ___x___  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ✓ Spelling | ❑ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:        Adult __x__          Child _____          Adult/child __x__

4.  Level:  Check all that apply

**Families with children:**                              **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

5. Description of Activity:  (in point form)
  ➢ Each member of the family present selects a bingo card and markers.
  ➢ One individual is the bingo caller.  Depending on age of child they may be able to be the caller.
  ➢ The caller draws card, reads what is on the card and then shows it.
  ➢ If the player has it on their card, they cover it on their card.
  ➢ The first player to cover all their words first wins.
  ➢ Yell Bingo when card is covered.

6.  Resources needed for Activity:
  ➢ Bingo Commercial Game  Kit
  ➢ Wide variety of commercial bingo games available for different levels and concepts (sight words, synonyms, antonyms, cause/effect bingo, story vocabulary bingo)
  ➢ See appendix for web sites to download bingo games
  ➢ Bingo games can also be homemade – make of the games is a literacy activity.

- 1 -

---

**Name of Activity:  Totally Tut**

---

1.  Group Activity:  ___x___          One on One:  _____x_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ❑ Writing | ❑ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:       Adult _____          Child _____          Adult/child __x_____

4.  Level:  Check all that apply

**Families with children:**                                              **Individuals:**

| | | |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ❑ Adult |
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ❑ ESL |

5. Description of Activity:  (in point form)

"Totally Tut"
- ➢ Have child read instructions out loud to all players.
- ➢ Put out board and pieces. - Each player takes 5 yellow number triangles, 1 orange numeric answer triangle, and l number tray.
- ➢ The orange numeric answer triangle is placed at the top of the players pyramid.
- ➢ Play in order.
- ➢ As each player has his turn, they spin the wheel in the centre of the board and play as instructed.
- ➢ When a player has filled in all his lines on their pyramid, they win and score 50 points.
- ➢ Each player adds up the numbers on the completed lines on their pyramid.
- ➢ All players agree what the value of points will be required to win the game.
- ➢ Child keeps score.

6. Resources needed for Activity:
   - ➢ Commercial "Totally Tut" Math Board Game - (This board game was purchased from "Discovery Toys".)  Math Problem saving Game    Level 1 – Addition and Subtraction (For Beginning Players)   Level 2 – Multiplication, Division, Addition and Subtraction (For More Experienced Players)

**Name of Activity:  Crazy Eights**

1.  Group Activity:  _____          One on One:  ____X_____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ✓ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ❑ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ✓ Active Listening | ❑ Sentence Structure | ✓ Verbalizing |
|---|---|---|
| ✓ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ❑ Problem solving/language | ✓ Learning styles | ❑ Fluency |
| ❑ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ✓ Pattern recognition |
| ✓ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult ___X___          Child _____          Adult/child ___x____

4.  Level:  Check all that apply

| Families with children: | | Individuals: |
|---|---|---|
| ❑ Birth to 2 years | ✓ Grade 4 – 6 | ✓ Adult |
| ❑ 3 yrs to 4 yrs | ✓ Age 13 - 17 | ✓ Adolescent |
| ✓ Grade K- 3 | ✓ ESL Family | ✓ ESL |

**5. Description of Activity:  (in point form)**

Crazy Eights

➢ Whoever cuts the highest card becomes the dealer.
➢ After shuffling the cards, the dealer gives each player eight cards.
➢ The dealer then turns up one card and places the rest of the deck face down.
➢ If this card is an eight, the dealer may call any suit he likes.
➢ Whatever suit is on the discard pile is what the player must match from his hand.
➢ If a player has several numeric or face cards the same (i.e. Jacks or sevens), they may play all of them at one time.
➢ When one or more twos are on the pile, the next player must take two cards for each two played from the face down deck before they may play.
➢ If the player who had to pick up the cards has another two, the player may play it and then the next player must pick two cards for every two in the discard pile.
➢ If a king is played, the next player misses a turn.

> ➢ If a jack is played, the play is reversed.
> ➢ Eights can be used to change the discard pile to any suit the player of the eight calls.
> ➢ If a player cannot play a card from their hand, they must continue to draw cards until they are able to play.
> ➢ When a player discards all his cards, he wins that hand and everyone has to count what is left in their hands.
> ➢ Eights are worth 50, ten and up are worth ten, nine down are worth 5.
> ➢ The child keeps score.
> ➢ The game is played until someone reaches 100.
> ➢ The player with the lowest score wins.

## 6. Resources needed for Activity:

> ✓ Commercial Crazy Eights Card Game or regular deck of cards

Literacy for Life Foundation www.litforlife.com
Rainbow Literacy Society www.rainbowlitercy.com

**Name of Activity:  English Express**

1.  Group Activity:  _____x___          One on One:  _____x_____ (family, individual)

2a)  Essential Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Reading | ✓ Writing | ✓ Document Use |
| ✓ Numeracy | ✓ Continuous Learning | ✓ Oral Communication |
| ✓ Computer Use | ✓ Thinking | ✓ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| | | |
|---|---|---|
| ✓ Active Listening | ✓ Sentence Structure | ✓ Verbalizing |
| ✓ Verbal conversation | ✓ Grammar | ✓ Alphabet awareness |
| ✓ Phonemic awareness | ✓ Visualizing | ✓ Comprehension |
| ✓ Problem solving/language | ✓ Learning styles | ✓ Fluency |
| ✓ Spelling | ✓ Problem solving - math | ✓ Following instructions |
| ✓ Asking for help | ✓ Sequencing | ✓ Pattern recognition |
| ❏ Fine motor skills | ❏ Gross motor skills | ❏ |

3.  Focus:        Adult  _x____          Child  _____          Adult/child  __x_____

4.  Level:  Check all that apply

**Families with children:**                                       **Individuals:**

| | | | | | |
|---|---|---|---|---|---|
| ❏ | Birth to 2 years | ❏ | Grade 4 – 6 | ✓ | Adult |
| ❏ | 3 yrs to 4 yrs | ✓ | Age 13 - 17 | ✓ | Adolescent |
| ❏ | Grade K- 3 | ❏ | ESL Family | ✓ | ESL |

Reading, listening and doing activities described in "*English Express*" – this is a plain language newspaper.  It is free and available online.  Hard copies can be ordered from     this web site as well as teacher activities and ideas.  Articles can be listened to on the            website.
http://www.englishexpress.ca/

5. **Description of Activity**:  (in point form)
   ➢ scan four sections of *English Express*
   ➢ choose one word and discuss
   ➢ discuss possible answers to crossword puzzle
   ➢ Explore web site.  Back issues and other activities available.
   ➢ Read and <u>listen</u> to the article you are interested in on the website.
   ➢ explain cartoons

6. **Resources needed for Activity**:
   ➢ copy of latest English Express
   ➢ computer and access to internet and web site address

# Part 4

## Events

a) The Great Amazing Skills Quest
b) Family Literacy Nights

<u>Family Literacy Nights</u>

<u>Rainbow Literacy Society</u>

Rainbow Literacy collaborated with two schools in our community to host three Family Literacy Nights. Centres were set up in the schools offering a variety of literacy activities. Families were invited to rotate through the centres.

The activities provided and the essential skills addressed are as follows:

Puppet plays and puppet making craft: Oral Communication, thinking skills, numeracy, working with others

Time for Rhymes- Oral Communication

Making Flip Chutes- Oral Communication, thinking skills, working with others, numeracy

Making Sponge balls- Oral Communication, thinking skills, working with others, numeracy

Easy Breakfasts- Oral Communication, thinking skills, working with others, numeracy

Recipe Books- Oral Communication, thinking skills, working with others, numeracy, reading text, writing

Making Bookmarks- Oral Communication, thinking skills, working with others, numeracy

Magazine holders- Oral communication, thinking skills, working with others, numeracy

Websites for Learning- Computer use, reading text, continuous learning, thinking skills

Native legends and Storytelling- Oral communication

Literacy for Life Foundation www.litforlife.com
Rainbow Literacy Society www.rainbowliteracy.com

# The Great Amazing Skills Quest

## Join the Quest!
## Can you follow the clues?

Enjoy an evening of fun
for the whole family.

Embark on the
Great Amazing Skills Quest
and see what you can discover.

Follow the clues.
Complete the tasks.
Match the skills.
Can you complete the Quest?

### Heritage Heights School
**Wednesday, May 7, 2008**
**6:00 PM to 7:30 PM**

Be sure to register!
Contact your school
for more information.

Out Word gEt the

Literacy for life Foundation

"People's lives enriched through literacy."

www.litforlife.com

Celebrating 10 Years
in Your Community

## Literacy for Life presents...
## The Great Amazing Skills Quest

### Your school is invited to host a Fun and Fabulous Adventure.

Literacy for Life Foundation is celebrating 10 years of Getting the Word Out. As part of that theme we are organizing various events during the months of May and June. This is your opportunity to support Family Literacy during our anniversary celebration by hosting a Great Amazing Skills Quest. Our Family Literacy Builders would be thrilled to visit your school one evening in May and join with you to incorporate school and family learning links through this fun event.

### What is The Great Amazing Skills Quest?
Based on the Amazing Race reality show, families will be given clues taking them to different destinations (stations) in the school. At each station, there will be a family oriented activity. Once the activity is mastered, the family is allowed to move on to the next clue, but only if they can get by the gatekeeper. The family will need to pass a skill-test prior to getting their next clue. This is a non-competitive process; the objective is to complete all the tasks in the time allotted and have lots of fun. Every family will receive a gift for their participation.

### What do we need from you?
- One school contact person who can answer our coordinator's questions prior to the event, organize and let us know the number of participants, orientate the literacy workers to the building during set-up and assist by letting us know the do's and don'ts of your school.
- Volunteers. We will need your support of about 18 volunteers. They can be teachers, teenagers, parent council members or community members, willing to have fun in the midst of chaos.
- Nine sites within the school for the activities. These spaces can be accommodated solely within the gymnasium (depending on the number of participants) as different centers. Most effective would be nine classrooms as we aim to inspire mystery and secrecy to all of the exploits.
- Approximately 12 tables and 40 chairs.
- We want to get lots of photos of the event. If you can designate a photographer, that would be great. Don't know of any shutterbugs? We will supply one.

### What will Literacy for Life provide?
- Advertising in the form of posters, newsletters and media coverage.
- Everything needed for the event in the form of props, signage, activities, prizes, registration sheets, cameras.
- Setup, take-down and clean-up.
- We will organize and coordinate the actual event.

Phone    403.652.5090
Fax       403.601.2389
Email     literacy@telus.net

#3, 1204 – 10 Street SE
High River, AB T1V 2B9

www.litforlife.com
Toll-free   877.652.5050

*This event sponsored by these local radio stations.*

# The Quest Stations

**The Quest to Express**
A picture clue for each family member will provide the ideas for a story you'll take turns telling. Imagination, silliness and fun are the keywords here. The gatekeeper will be listening in to make sure all the pictures have been used before allowing you to advance.

**The Quest to Progress**
What does the word "dinosaur" mean? Where does water come from? What do pirates eat?
Each family member must discover at least one new fascinating fact from our "library" of resource books in order to move on to the next challenge.

**The Quest to Digest**
What are we having for supper?
Create a shopping list from grocery flyer cut-outs for a delicious, nutritious and economical meal for a family of four. The total cost must be under $10, and you must include items from all 4 food groups. Before moving on, you'll write a "cheque" to the gatekeeper for your purchases. Watch out, he/she will be checking up on you!

**The Quest to Have a Gabfest**
Work with other families to collect enough names to fill your family's survey sheet, then take it to the gatekeeper to get your ticket. Try and meet as many new people as you can as you match the picture on each person's name tag to the pictures on your sheet.

**The Quest to Process**
Each family member will create (with help, if necessary) his or her very own "ID" card. Your thumbprint will seal the deal. You get to take your card home, but not before the gatekeeper sees that all your vital statistics have been recorded.

**The Quest to Assess**
A rebus story is one that combines pictures with words. Read one of our "fractured fairy tales" together, then answer the questions. Only then will the gatekeeper allow you to advance.

**The Quest to Address**
Decorate and write your own family souvenir postcard. Take care to address it clearly in order to have it reach its destination . . . and to get by the gatekeeper!

**The Quest to Text**
Pick a message from the board, then text message it to the gatekeeper in order to move on. Parents may have to take a back seat to the kids on this challenge!

**The Quest to Impress**
Can you solve this one without getting wet? All you have to do is make a raft strong enough to carry a cup of water to the finish line, using the materials provided. It's easy when you think it through!

---

**It's your turn! As the organizer, see if you can match the skill that fits best to the outlined activity.**

| | | |
|---|---|---|
| *Oral Communication* | *Numeracy* | *Writing* |
| *Document Use* | *Continuous Learning* | *Reading* |
| *Computer Use* | *Thinking Skills* | *Working with Others* |

|  | Not at all | Some | All the time |
|---|---|---|---|
| Our family had fun | 1 2 | 3 | 4 5 |
| Our family knows it's important to watch each other learning | 1 2 | 3 | 4 5 |
| Our family understands why essential skills are important. | 1 2 | 3 | 4 5 |
| We believe our community values our family. | 1 2 | 3 | 4 5 |

Test your family, name 3 Essential Skills

_____

_____

_____

COMMENTS

_____

_____

_____

The Great Amazing Skills Quest 2008

The Great Amazing Skills Quest 2008

The Great Amazing Skills Quest 2008

The Great Amazing Skills Quest 2008

Name:

_____

_____

_____

*Thumbprint*

Address:

_____

_____

_____

Home Phone:

_____

Your picture here

Name:

_____

_____

*Thumbprint*

Address:

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Home Phone:

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Your picture here

Name:

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*Thumbprint*

Address:

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Home Phone:

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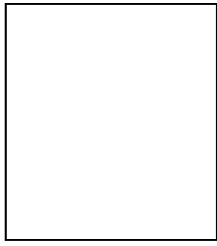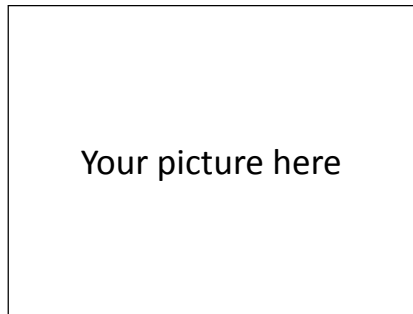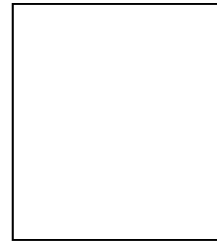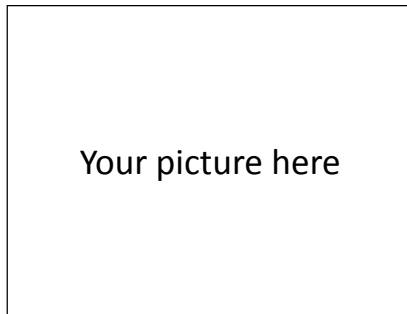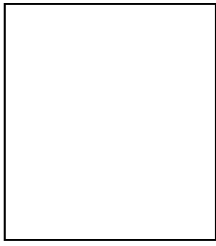
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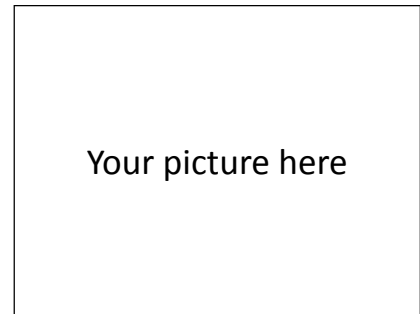
| Date of Birth: | Date of Birth: | Date of Birth: |
| --- | --- | --- |
| | | |
| Hair Colour: | Hair Colour: | Hair Colour: |
| | | |
| Eye Colour: | Eye Colour: | Eye Colour: |
| | | |
| Height: | Height: | Height: |

（表の上部に4列の空欄グリッド）

## Quest To Have A Gabfest

4

Collect stamps for each completed Quest HERE:

（スタンプ用の空欄グリッド 3×3）



## PASSPORT

Family Name: _____

DATE

Y Y Y Y M M D D

PAY TO THE
ORDER OF

$

_____ /100 DOLLARS

**ANYBANK OF CANADA**
Anytown Branch
1234 Main St.
Anytown, AB A1A 1A1

MEMO

---

DATE

Y Y Y Y M M D D

PAY TO THE
ORDER OF

$

_____ /100 DOLLARS

**ANYBANK OF CANADA**
Anytown Branch
1234 Main St.
Anytown, AB A1A 1A1

MEMO

---

DATE

Y Y Y Y M M D D

PAY TO THE
ORDER OF

$

_____ /100 DOLLARS

**ANYBANK OF CANADA**
Anytown Branch
1234 Main St.
Anytown, AB A1A 1A1

MEMO

Evaluation Form:

Here's what the __(fill in your family's name)_____ think about the Great Amazing Skills Quest!

|  | Not at all |  | Some |  | All the time |
|---|---|---|---|---|---|
| Our family had fun | 1 | 2 | 3 | 4 | 5 |
| Our family knows it's important to watch each other learning. | 1 | 2 | 3 | 4 | 5 |
| Our family understands why essential skills are important. | 1 | 2 | 3 | 4 | 5 |
| We believe our community values our family. | 1 | | | | |

Test your family-Name 3 essential Skills

Comments:

5x5=?

5x5=?

5x5=?
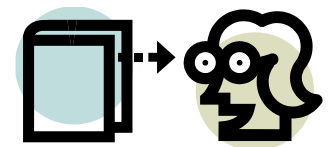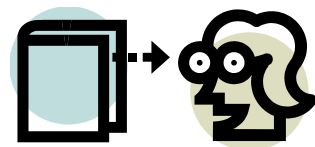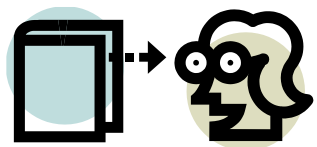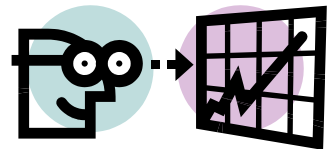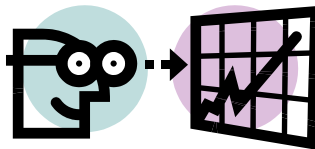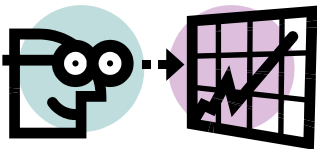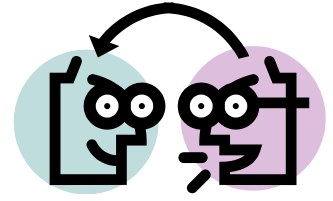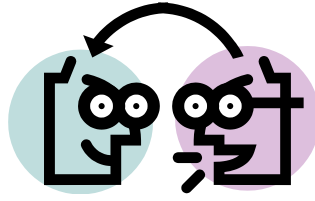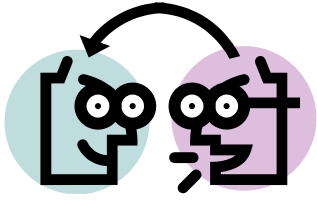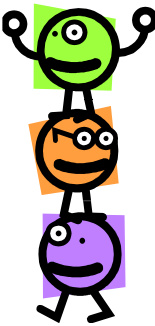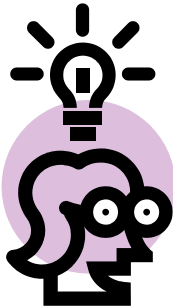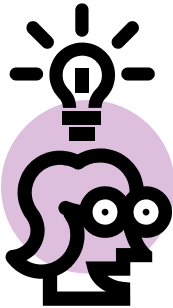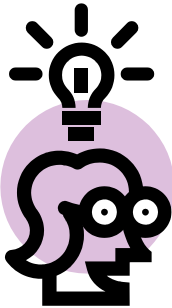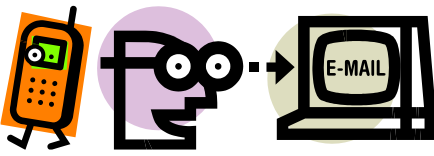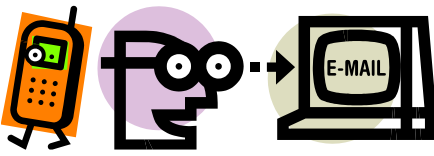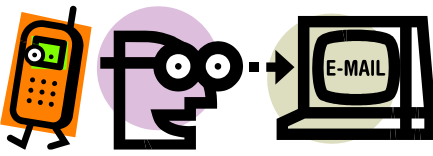
## Literacy for Life presents...
## The Great Amazing Skills Quest

April 24, 2008

Here is the event package for the Great Amazing Skills Quest. We thank you for the privilege of offering this to the families in your school. Once again, we are very excited about the event and appreciate your partnership. As part of the event, Golden West Radio has agreed to advertise the participating schools in conjunction with the event. If for any reason, you see a problem with this, please let us know as soon as possible so that we can remove you from this list.

Enclosed are the following:
- (5) posters to place around your school
- registration form
- Quest stations list

We have sent along one registration form. Most schools agreed to photocopy their own but if this is a problem please let us know and we will be happy to assist you.

A few pointers for the event:
- Itinerary:    4:45 - 5:30 pm setup
                5:30 - 5:45 pm volunteer training
                5:45 registration starts
- Please arrange for volunteers to arrive at the school at 5:15 pm for an orientation. This will give us time to outline roles and responsibilities.
- If you are providing a photographer please let us know.  We need to make sure that they bring the necessary USB cables to download the pictures that evening. The photographs will be used to make a keepsake DVD for each family that participates. We understand that some families will not be able to give permission to be photographed. They will still be offered a DVD as part of their participation.
- If you will be providing snacks and refreshments, please let us know. If not, we will be happy to accommodate this aspect as we feel social time would be an added feature to the event. It will impact our take-down and we just require a heads up as to the time factor we need to plan for.

Should you have further items to discuss, please contact me at your convenience by phone or email.

Sincerely,
Tracy Howk
Family Literacy Coordinator
_____
*This event sponsored by these local radio stations.*

Phone     403.652.5090
Fax       403.601.2389
Email     literacy@telus.net

#3, 1204 - 10th Street SE
High River, AB T1V 2B9

www.litforlife.com
Toll-free    877.652.5090

School Newsletter Announcement

## The Great Amazing Skills Quest

Literacy for Life is Getting the Word Out at [your school name here]. Join us for the Great Amazing Skills Quest! Enjoy an evening of fun for the whole family and see what you can discover. Follow the clues. Complete the tasks. Match the skills. Can you complete the Quest?

Date:
Time:

Registration forms available at the school office.

*This event sponsored by these local radio stations.*
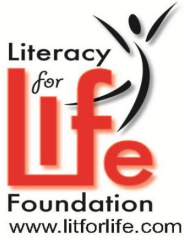
# The Great Amazing Skills Quest
# Registration Form

Date: _____  Location of Program _____

Parent(s) / Guardian(s) Name: _____

Address: _____  Home Phone: _____

City: _____  Postal Code: _____

Email: _____  Other Contact #: _____

Child Name: _____  M/F: _____  Age: _____

Child Name: _____  M/F: _____  Age: _____

Child Name: _____  M/F: _____  Age: _____

Child Name: _____  M/F: _____  Age: _____

Live in town? (yes/no): _____  Please state community: _____

All participants agree to release the use of any photographs that might contain themselves and/or their children for future use in promotional and/or information activities as deemed appropriate by Literacy for Life Foundation.

Signature: _____  Date: _____

Would you like to no more about our Building Blocks Program? (yes/no): _____

Please sign below if you would like to be added to our contact list. We use our list to provide information about our organization, upcoming events and special activities that Literacy for Life Foundation is involved in. Your privacy is important to us and this information will not be used, rented or sold for any other purpose.

Signature: _____  Date: _____

# Part 5

## Appendix

| Resource | Format | |
|---|---|---|
| Essential Skills Handouts | posters | |
| Guidelines for Forms | Information sheets | Use with activity p. 62 - non commercial activities |
| My Information Form | Document | Use with activity p. 62 - non commercial activities |
| Get your Child Ready for Work | Article | www.ldonline.org/article/5600?theme=print |
| Teaching Essential Skill Habits to Children | Article | |
| Family Survival Kit - Family Activities which enhance Your child's reading Abilities and Build Essential Life Skills | Articles - essential skills cooking and prescription labels | http://www.superpages.com/enlightenme/index.html |
| Internet Learning Tutor | website | http://www.superpages.com/enlightenme/pta/ |
| Options for Informing Employers about barriers to employment | Chart | www.mylaurier.ca/content/documents/fileItemController/barriers.pdf |
| Resources - Human Resources and Social Development Canada | Examples of material available from Human Resources | www.hrsdc.gc.ca/essentialskills |
| Adult Literacy Resources cross referenced to Essential Skills | Checklist | |
| Family Literacy Checklist | Checklist | |
| Rural ESL Literacy Checklist | Checklist | |
| Safety posters and information | Examples of safety material | http://www.nald.ca/AWES/publica/pubs.htm |
| The Big Picture – Essential Skills for Life, Learning and Work | Curriculum | http://www.awal.ca/resources.asp |
| Keep your Body Fit - Easy reading for Adults | Work book | http://www.vrri.org/Plain-Language/Plain-Language/Resources.html |
| Simply Health | Information sheets | http://www.vrri.org/Plain-Language/Plain-Language/Resources.html |
| Downloadable bingo games  C - page 1 | Downloads | http://www.adrianbruce.com/reading/bingo/index.htm |
| Free flash cards, bingo games C - Page 1 | Downloads | http://www.mes-english.com/flashcards/ |
| The Paper game - | can personalize the game. | http://www.mes-english.com/games/papergame.php |
| Log - Tutor and Staff | Checklist | |
| Note sheet for staff - tracking activities | Chart | |

| Resource | Format | |
|---|---|---|
| Rating tool of activites plus template for resource guide | forms, chart | determine level, literacy concept and essential skill |
| What are Essential Skills? | Power Point - training | |
| Family Math Fun | Booklet of games | http://www.nald.ca/library/learning/familymath/familymath.pdf |
| Super Smoothies | Supplement for P. 9 - non-commercial activities | www.canadian-health-network.ca |
| Email etiquette | Supplement for P. 65 - no | http://www.emailreplies.com/ |
| What Libraires Offer - Essential skills | Information sheets | |
| They Pick On Me at Work! | Work book | http://www.vrri.org/Plain-Language/Plain-Language/Resources.html |
| Hands on - a collection of ESL activities | website | http://www.hilc.ns.ca/resources.php |
| ESL Computer Book - Word 2003 | Work book - Halifax Immigrant Learning Centre | http://www.hilc.ns.ca/resources.php |
| ESL Computer Book - using the Internet | Workbook - on website | http://www.hilc.ns.ca/resources.php |
| Keeping Families Safe on the Farm - Literacy manual for Mennonites from Mexico | workbook | Contact Rainbow Literacy for copies.  4034853107 or coordinator@rainbowliteracy.com |
| Mn Careers Parent Guide | workbook | http://www.iseek.org/parents/mncareersparents.html |

| Materials | Reading | Writing | Oral Comm. | Doc. Use | Think. Skills | Contin. Learn. | Work. Others | Numer. | Comput. Use |
|---|---|---|---|---|---|---|---|---|---|
| **Materials Cross-Referenced to Nine Essential Skills** | | | | | | | | | |
| | | | | | **Essential Skills** | | | | |
| A Canadian Conversation Book - English in Everyday Life - Prentice Hall '97, Carver, T.K. | X | X | X | | X | X | X | X | |
| Canada Coast to Coast - Nelson 1995, Acosta, J. | X | | X | | X | X | | | |
| Canadian Language Benchmarks 2000 - ESL for Adults - CCLB '05, Pawlikowska-Smith, G. | X | X | X | | X | X | | | |
| Canadian Language Benchmarks 2000 - ESL for Literacy Learners - CCLB '97?, Johansson, L. | X | X | | | X | X | | X | |
| Canadian Language Benchmarks - Literacy Placement Tool, Vol. 1 - CCLB '05 | X | X | | | X | X | | X | |
| English Express - newspaper for adult learners - Alberta Advanced Education & Technology | X | X | X | eg.Apr 06 / X | X | eg.Nov 07 / X | X | eg.Ju/07 / X | |
| English for Everyday Activities - New Readers Press l999, Zwier, L. J. | X | X | | | X | X | | | |
| English into Essays - Getting Ready to Write the GED Test Essay - New Readers Press '88 | X | X | | | X | X | | | |
| English No Problem & workbooks - New Readers Press '04, Kerns, T. & Long, P. | X | X | X | | X | X | X | X | |
| ESL Resource Package for Alberta Communities Alberta Learning 2003, Anderson & deVargas | X | X | X | | X | X | | X | |
| ExpressWays - English for Communication -Prentice Hall '87, Molinsky, S.B. & Bliss, B. | | | X | | X | X | X | | |
| GrammarWise 1 - New Readers Press '04, Keating, K. A. | X | X | | | X | X | | | |
| Keeping Families Safe on the Farm: A Literacy Manual for Mennonites from Mexico - Garlock | X | X | X | | X | X | | X | |
| Laubach Way to Reading - New Readers Press 1991, Laubach, F.C. et al | X | | | | X | X | | | |
| LINC Classroom Activities 1-4 - CLB/LINC Projects Office, Edmonton, AB, 2001 (eg. Linc 1 Rec.) | X | X | X | X | X | X | X | X | |
| LitStart - Strategies for Adult Literacy & ESL Tutors - Michigan Literacy Inc. 1999, Frey P. | X | X | X | | X | X | | | |
| Living in Alberta - English Language Professionals | | | | | | | | | |

| Materials | Reading | Writing | Oral Comm. | Doc. Use | Think. Skills | Contin. Learn. | Work. Others | Numer. | Comput. Use |
|---|---|---|---|---|---|---|---|---|---|
|    Inc., 1995 | X | X | | | X | X | | | |
| More Thematic Activities for Beginners in English | | | | | | | | | |
|    - Full Blast Productions 1997, Docherty, T | X | X | | | X | X | | | |
| On Target! A Resource Book of Stage 1 Asses. | | | | | | | | | |
|    Tasks Ref. ti CLB - Bow Valley College '98 | X | X | X | X | X | X | X | X | |
| People Express - Readings & Chants for Literacy | | | | | | | | | |
|    /ESL - Oxford U. Press, 1996, Lipszyc. C. | X | X | X | X | X | X | | | |
| Puppies or Poppies? ESL Bingo - Command | | | | | | | | | |
|    Performance Institute '98, Romijn, E. K. | X | X | X | | X | X | | | |
| SAM  - Canadian Language Benchmarks 2004, | | | | | | | | | |
|    Pawlikowska-Smith, G. | X | X | X | X | X | X | X | X | |
| Teaching Adults - An ESL Resource Book - New | | | | | | | | | |
|    Readers Press '96, Laubauch Literacy Action | | | X | | X | X | | | |
| The Spelling Tool Box 1 &2 - Grass Roots Press | | | | | | | | | |
|    2002, Kita-Bradley, Linda | X | X | | | X | X | | | |
| The Trouble with English - Act of Learning | | | | | | | | | |
|    Productions 1994, Mc Arthur, D. | | | X | | X | X | | | |
| The Verb Well 1 & 2 - Full Blast Productions '00, | | | | | | | | | |
|    Sivell, C. & J. | X | X | | | X | X | | | |
| The Write Stuff - Shaping Sentences - Contemp. | | | | | | | | | |
|    Books 1985, Shea, Gail | X | X | | | X | X | | | |
| Using Language Experience with Adults - New | | | | | | | | | |
|    Readers Press'75, Kennedy, K. & Roeder, S. | X | X | | | X | X | | | |
| Voyager - Reading & Writing for Today's Adults - | | | | | | | | | |
|    New Readers Press '99, Newman, C.M. | X | X | | | X | X | | | |
| Writing Me!  A First Writing Course for Adults - | | | | | | | | | |
|    New Readers Press '87, Reiff, T. | X | | | | X | X | | | |
| 101 Illustrated Crossword Puzzles - Full Blast | | | | | | | | | |
|    Productions 1994, Chabot, John | X | X | | | X | X | | | |
| www.uebersetzung.at/twister/en.htm | X | | X | | | X | | | X |
| www.yourlibrary.ca/driving | X | | | X | X | X | | | X |
| www.eslflow.com | X | X | X | X | X | X | X | X | X |
| www.eslsite.com | X | X | X | X | X | X | X | X | X |
| www.english-lab.com | | | X | | X | X | | | X |

www.litforlife.com

## Take Me Out Of the Bathtub

*(Sung to the tune of*
*"Take Me Out to the Ballgame")*

Take me out of the bathtub
Take me out of the suds
I've been here soaking since half past 2
I'm all sudsy and wrinkly too
I've washed all over my body
My head, my toes, in between
I've used 1, 2, 3 bars of soap
Take me out, I'm clean!

## BOOKS READ TODAY:

**Baby's Bath Time by Fiona Watt**
**Pajama Time! By Sandra Boynton**
**Goodnight Faces, A Book of Masks by Jan Jugran**

OKOTOKS
PUBLIC
LIBRARY

www.okotokslibrary.ca

## What Are Essential Skills?

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity.

Essential skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

There are nine Essential Skills:

1. Reading Text
2. Use of Documents
3. Writing
4. Numeracy
5. Oral Communication
6. Thinking Skills
7. Working with Others
8. Computer Use
9. Continuous Learning

More information about essential skills can be found at www.literacyalberta.ca

## Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Tapping at the window and crying through the lock,
Are all the children in their beds, it's past eight o'clock?

# ESSENTIAL SKILLS

## ORAL COMMUNICATION

Chat with people, persuade others, resolve conflict, and deliver information

## CONTINUOUS LEARNING

Further your skills, integrate information and work with new ideas

## NUMERACY

Work with money, data, scheduling and estimating

## WORKING WITH OTHERS

Teamwork, leadership, participating, sharing, and mentoring

## DOCUMENT USE

Fill out forms, read signs and labels, understand symbols, charts, maps

## READING TEXT

Scan and skim for info, understand writing, evaluate information

## WRITING

Record, organize, present, type, communicate with symbols

## COMPUTER USE

Ability to use technology to communicate for efficiency and effectiveness

## THINKING SKILLS

Use memory, solve problems, plan, organize, and assess information

# ESSENTIAL SKILLS

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## LITERACY
*The ability to get things done.*

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## READING TEXT
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Record, organize, present, type, communicate with symbols

## COMPUTER USE
Ability to use technology to communicate for efficiency and effectiveness

## THINKING SKILLS
Use memory, solve problems, plan, organize, and assess information

# LITERACY
*The ability to get things done.*

# Guidelines for Forms

1. Be sure to read through the form from start to finish. This will help you decide if you need help or more information.

2. It is very important to pay attention to the words used in forms. Different words can mean the same thing.  For example; First Name, Given Name and Christian Name are all looking for the same information.

3. Check out the order they want you to list your name or the date, for example; "First Name, Last Name - Mary Smith" or it may require "Last Name, First Name, Middle Name - Smith, Mary Anne".

4. Sometimes they use codes to ask for the date or other information.  For example DD/MM/YYYY means the date should be written Day, Month, Year - 02/07/1978, or it could be written YY/MM/DD which means they want the date written Year, Month, and Day - 78/07/02.

5. Most forms are grouped into sections. Look at the title of the section. This will give you clues as to what information that section of the form is looking for.

6. Pay attention to whether you should write on the line or above the line. Clues can be taken from the location of the surrounding words for example;
   Name: _____ or _____.
                                     Name

7. Make sure you know what the form is going to be used for and who will see it. Some of the information that goes on forms is confidential which means you need to keep it private. Make sure you understand what the form will be used for.

8. When you sign a form (signature) you are stating everything on the form is true and/or you are agreeing to something. If you aren't sure if it is true or you do not understand the purpose of the form have someone you trust look it over and explain it to you before you sign it.

9. Some forms will need to be filled out on-line, this means using a computer instead of paper. If you have trouble getting set up on the Internet your community library will most likely have an Internet connection. Ask a staff member at the library for help if you need it.

10. Be sure if you see the words "FOR OFFICE USE ONLY, DO NOT COMPLETE THIS PORTION" that you do not put information in that part of the form. This is often a place where people put information that only matters to the office which will be using the forms.

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Rainbow Literacy Society www.rainbowliteracy.com

# My Information

## PERSONAL

This information is extremely personal. Do not share this with people you do not trust.

| | |
|---|---|
| First Name/ Christian Name/ Given Name: | |
| Last Name/ Surname/. Family Name: | |
| Maiden Name/ Name at Birth: | |
| Signature: | |
| Home Phone Number or #: | |
| Area Code: | |
| Work Phone Number or #: | |
| Day Phone Number or #: | |
| Evening Phone Number or #: | |
| Cell Phone Number or #: | |
| Fax Number or #: | |
| Street Address: | |
| PO Box or Post Box Number: | |
| City/Town/Village: | |
| Legal Land Description: | |
| Postal Code: | |
| Previous Address: | |
| Email Address: | |
| Sex/Gender or M or F: | |
| Social Insurance Number or SIN: | |
| Alberta Health Card | |

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Rainbow Literacy Society www.rainbowliteracy.com

| | |
|---|---|
| Number: | |
| Family Doctor: | |
| Family Doctor's phone number: | |
| Age: | |
| Date of Birth/ Birth Date/ DOB/ Birthday: | |
| Driver's License Number or DL #: | |
| Citizenship status: | |
| Birth Place/ Place of Birth: | |
| Religion/ Faith/ Creed: | |
| Marital Status: | |

FAMILY

| | |
|---|---|
| Spouse Name: (Husband/Wife) | |
| Spouse's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Spouse Birth Place/ Place of Birth: | |
| Spouse's Social Insurance Number or SIN: | |
| Child Name: | |
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |
| Child Name: | |
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |
| Child Name: | |

| | |
|---|---|
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |
| Child Name: | |
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |
| Child Name: | |
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |
| Child Name: | |
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |
| Child Name: | |
| Child's Birth Date/ Date of Birth/ DOB/ Birthday: | |
| Child Birth Place/ Place of Birth: | |

## SCHOOL

| | |
|---|---|
| School Name: | |
| Parent Name/ Legal Guardian name: | |
| Relationship to the Child(ren): | |
| Emergency Contact Name: | |
| Emergency Contact Phone Number or #: | |
| Relationship to the Child(ren): | |
| Alberta Education Identification Number or | |

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| | |
|---|---|
| AB ED ID #: | |
| Child's Grade: | |
| People Authorized to Pick Up Child: | |
| Medical Conditions: | |
| Medications: | |
| Allergies: | |
| Dietary Restrictions: | |
| Known Disabilities: | |

## ADDITIONAL INFORMATION

| | |
|---|---|
| Blood Type: | |
| Existing Conditions: | |
| Medications: | |
| Known Disabilities: | |
| Insurance Policy Number or Insur. Pcy. #: | |
| Bank: | |
| Method of Payment: | |
| Occupation: | |
| Passport Number or #: | |
| Title: | |
| | |

*Please Note-This information is extremely personal. Do not share this with people you do not trust.

# Get Your Child Ready for Work

By: Dale S. Brown (2008)

Someday your learning disabled child will have to find a job if he is to become self-supporting. Hopefully, this work will challenge him and contribute to the economy. It's hard for parents to focus on their child's future work when simply getting him an education is such a struggle. Yet, school years usually make up less than a third of his life. He will "make it or break it" according to his ability to work. And many people successful in the "real world" have failed in school.

In fact, one study showed that there is a possibility that people with dyslexia might be millionaires than people without dyslexia. See *Are Dyslexia and Wealth Linked? Study Finds Individuals with Dyslexia More Likely to Be Millionaires*.

This article will discuss how you can help your child become a satisfied and valuable employee by teaching him to:

- Develop the values and skills of a good worker.

- Avoid the common pitfalls of learning disabled youth.

- Learn job-related skills at home.

## Teach your child to become a successful worker

Teach your child to feel good about work. As your child achieves in school, at play, and at home, praise him. Let him brag. When he produces something or finishes a task, encourage him to take a moment and feel pride. Inner pride in a job well done should become its own reward.

Make him a productive part of the household. Don't relegate him to traditional children's chores of washing dishes and taking out the garbage. Give him more challenging tasks, such as cooking simple meals, folding laundry, shopping, or helping with simple repairs. Ask him to do an Internet search for a family outing. Of course, be sure the jobs are not too difficult for him.

Show pride in your own job. Your children should understand that you are earning the money the family needs for survival. Let them know what you do. If possible, let them visit you. One cashier always has her husband bring the children shopping and is sure to ring up their groceries. A lawyer took his son to his office one weekend and showed his diplomas and awards. A political activist regularly takes his children to events he has organized. If a visit is impossible, bring home samples of what you do. Work should be a frequent topic of conversation in your house. Discuss your job at dinner and ask your children to talk about their daily achievements. Bring your own work home and do it while your child is doing homework.

Teach them that all work is important. No job is below them or above them, provided they find it challenging and can do it well. Point out other people working. Arrange for your family to tour a factory. As you pass a home or office being constructed, let them watch the builders. Also, let them be aware of the lawyers, doctors, teachers, plumbers, repair people and other workers the family contacts.

When you are inconvenienced by sloppy work, let your child know. For example, one father had to take his new car in to the shop to be repaired. The transmission was built in a shoddy way. "I don't even know the person who made it," he told his daughter, "but someone can put a screw in wrong, and now we can't use the car for a week." These relationships are not obvious to your child, because most of our goods are produced by strangers.

As you show your child the world of work, explain how what he learns in school will help him someday. For example, when you eat in a restaurant, show him how the waitress has to add up the check. Point out the cash registers, which require elementary math to operate. Point out the people on the bus who are reading papers or using laptop computers. Tell him that doctors, lawyers, policemen, and other professional workers have to go to school for a long time and usually need to be able to read.

# Here are some areas where learning-disabled children need particular help:

## Remediation of specific disabilities

Ameliorate their disabilities as much as possible. Provide therapy to help them see and hear more accurately, move efficiently, feel comfortable in their space, and use their minds in an organized way. Educational therapy, speech therapy, occupational therapy and other treatments may not immediately improve academic performance. But if the disabilities themselves become less severe, your child will have an easier future. Most therapies are more efficient at an early age. Although no one "outgrows" these disabilities, they can be overcome through hard work and help from others.

## Education

Help your child go as far as possible in school. Today, jobs require more and more credentials. You may help your child choose courses and prioritize homework according to the knowledge that is most necessary in the work world. For example, memorizing the times tables is more important than learning the capitals of each state. Computer literacy is essential. Get your child a computer if possible. If it is not possible, most libraries allow Internet access. Use technology to help your child do better in school. Take a look at the article *On The Go: What Consumer Products Can Do For You (If You Know Where to Look!* to see how cellular phones and iPods can help your child with their academic work.

## Social skills

Difficulty with social skills is a symptom of learning disabilities for many children. Help your child interpret social situations and get along with others. LD Online has a large number of articles in its section on **Behavior & Social Skills** in LD In Depth.

## Time

Time is important in the world of work. Many learning disabled children don't feel the passage of time in a normal way. Talk about the time of day in your conversations. Ask her if it's morning, afternoon, or evening. Give her ten minutes' warning before going somewhere and then give five minutes' warning. Ask her to tell you when half an hour is up so you know when to turn off the roast beef. Teach awareness of various rates of speed. When is she walking quickly? When is she walking slowly? As she grows older, have her take more responsibility for finishing tasks and getting to places on time. High school students should be able to awaken independently with an alarm clock. Getting to work on time is essential for almost every job.

## Transportation

Ability to get from home to work is important in most jobs. Encourage your child to use public transportation if it's available. Teach him to drive, but keep in mind that it takes many learning disabled people extra time and effort to learn. If there is no public transportation and your child cannot drive, consider moving to a location where your child can be independent.

## Encouragement of abilities

The most important and most neglected areas for learning disabled children are their abilities. Help your child find his strengths. What is he really good at? What does he enjoy doing?

When you and your child find an interesting talent, support your child in developing it. Encourage her to feel inner pride about that talent. It's worth the same time and effort to encourage the strengths as it is to remediate the handicaps. For instance, one learning disabled boy became very interested in riding horses. His parents let him take riding lessons and helped him to enter horse shows. A learning disabled teenager was interested in science and electronics. The parent went to a local technical school and recruited a student to help their son develop a "robot" that he showed at the science fair. The match-up was successful, and the boy won an honorable mention.

Some parents have encouraged their children to give speeches about overcoming their learning disabilities. Public recognition reinforces the strengths and helps your child develop social skills because people will reach out to a successful girl or boy.

In short, there are three important steps to helping children get ready for work. First, teach them about the working world and the skills they will need there. Second, help them overcome any areas of weakness that are presented by their learning disabilities. And third, encourage their strengths, for it is their strengths that they will use for their future occupation.

## About the author

Dale S. Brown is the Senior Manager of LD OnLine. She is a nationally recognized expert on learning disabilities who has written four books on learning disabilities. She received the Ten Outstanding Young Americans Award for her work as an advocate for people with learning disabilities.

Brown, D., "Get Your Child Ready for Work," Newsbriefs, Learning Disabilities Association of America, September-October, 1988 © Dale S. Brown. Newly updated for LD OnLine.

http://www.ldonline.org/article/5600?theme=print

### Teaching Essential Skill Habits to Children

-teach children how to address people
(When to use informal/formal language)

-small talk is a way of getting to know people, teach and model strategies that do so.

-teach children the manners required to coexist with others and the hidden meanings of tone, pitch, non-verbal expression by talking about them (i.e. when I call you by your first and middle name it means I'm starting to get frustrated with you).

-Very important –teach the difference between highly structured days and laidback days. Highly structured days have an agenda and timelines

-teach the difference between public (we're taking a holiday) and private (toilet talk) conversation

-try to answer "why" questions with an honest answer, many children become frustrated with "because I said so"

-teach negotiation-resolving an issue by allowing two options that relate to the problem

-lots of socialization activity

-try to use first_____, then_____ instruction with children, laying out a set of procedures to accomplish a task gives them a framework for when they are required to do so independently

-recognize your child's strengths and highly motivating interests. In this way, when weaknesses are identified you can channel your strategies through activities they can enjoy.

-teach your children to view new information as interesting. We live in a world that is highly meshed in passive learning. Unless a child can make information pertinent and useful it will likely not stick.

-teach self-regulation (the ability to control your actions and feelings). If there is a weakness in this area seek help to rectify it. Familiarizing yourself with strategies to help your child overcome will lessen the powerlessness that both you and your child feel in these situations.

-allow children the opportunity to gain control over the language of emotions. Until they have the right words they can't state their feelings and may act them out to gain the attention necessary to have someone notice.

-take turns with your child in setting up a plan and following through with it (even if it's only for 15 minutes of the day)

-when parents pay attention to details of a child's play or work this increases a child's focus as they rely on the ability to please.

-let them invent a play theme and try following along with their ideas. If the child gets stuck, give them a choice of new ideas and follow along again.

-let them get dirty and make a mess, have them participate in cleaning it up.

-describe their identity to them (i.e., you are a son, a sister, a swimmer, a reader, a cyclist) so they can take pride in who they are.

-describe sensory details (sounds, sights, feely things, tastes and smells) so they can attach meaning and words to these details.

-teach concept learning (i.e. ABC's, 1, 2, 3's, shapes and locations) in different ways and different scenarios. This allows a child to transfer and generalize their knowledge.

-talk about new inventions and build them out of scrap material.

-let them create a new recipe with low cost food sources (box of Jello, flour, water)

-every child should be given the opportunity to have an expressive outlet (music, art, dancing, drawing, singing, crafts, photography)

-nothing is a bigger confidence booster than helping someone else-practice and implement random acts of kindness with your children whenever you get the chance. Teach them that the reward is within the way they feel.

-begin a long-term project and work through the demands so you and your child can feel accomplished in the completion of it.

-encourage change by sharing new ideas within the family and embracing them, have everyone on board

-allow your child to take risks in words and actions. These are great teaching moments after the fact. Question why the decision was made, if it had the right outcome, what could have been done instead and if the end result was the expectation. Allow children to recognize whether their reactions were expected in terms of social limits. Make suggestions as to what might be more appropriate next time.

-role play a variety of different occupations

-allow children the responsibility of small amounts of money; teach them how a kid budget would work. This can relate to tasks but should be limited to those outside of their personal domain (i.e., the bedroom which should be their responsibility anyhow)

-provide engaging activities, ones that can be mastered and understood by your child

- Labor intensive activities should have short-term rewards in the beginning and stretch towards long term rewards when activities are mastered.

-when children recognize and write their name, give them forms (either extra or made up) which they can use to write their name on
Have them continue filling out the information necessary as they learn more.

-keep a portfolio of a child's work and go through it, recognize them for their efforts and point out areas of development.

-teach children the meaning of time by being punctual and stating how early you are. Let them know 10 minutes early is appropriate but, 20 is not, etc.

-TV and video games (once mastered) are passive learning opportunities that are relative to sleeping. Use them in short duration with timelines.

-promote physical activity; it is linked to brain development and overall good health.

-make up stories that allow your child to be the main character

-read books that are appropriate for their age so they are intrigued, be highly expressive so they know you are engaged in the activity.

-sing silly songs and rhymes to promote verbal expressive skills

- laugh a lot at yourself, this models that you are not perfect and allows your child to have flaws without having to be highly sensitive about what they are.

-model continuous lifelong learning, children are witnesses to your personal activities and actions speak louder than words.

-Be happy. Find moments of enjoyment in whatever you do when spending quality time with your child. Research indicates that whether you work or not, children have a tendency to intuitively understand how parents are feeling and carry it within them. You can be happy (primary) and tired (secondary) at the same time.

-take your children on community field trips so they gain a clear understanding of different roles that are required, point out the names of the occupations you see

-have a celebration of their work and effort within your family, (i.e. a cake and streamers when a major project is completed). They need to know someone is impressed with their efforts.

-allow them to help with grocery lists (teaches planning skills)

-teach your child they are not expected to know everything and where answers to their questions can be found (computer, library, dictionary, etc.)

-As a parent, be humble and sorry when you have made a mistake. This allows your child to do the same. Having to be right can be wrong.

-Praise is wonderful; use it whenever it's honest.

-set specific bedtime routines and strategies to get to sleep, lack of proper rest is a huge detriment in the everyday workforce.

Pat yourself on the back for instilling the habits your child needs to be an effective person within their community, province and country.

Found on web site: - this web site has different articles that focus on different age groups and different essential skills.

**Family Literacy Survival Kit: Family Activities which Enhance Your Child's Reading Abilities and Build Essential Life Skills**

**Cooking with Cookbooks: Teaching Your Child Basic Cooking and Kitchen Safety**

If a child can read and understand the directions in a cookbook, he or she will be able to feed and nurture themselves throughout their lives. Who better to teach them that skill than you, their parent? And if you don't cook, *relax and learn with your kids.* Kids love it when adults don't know everything, especially when the adults are their parents!

Before you begin cooking, give your kids an informal kitchen tour. Show your child how all your kitchen appliances work. Read and explain the words on the appliance. Most kids, even teens, may not know the difference between bake, broil, cook, and grill. Be sure to instruct your child concerning specific safety issues for various appliances. And, give them age appropriate rules as to which appliances they can use by themselves and which appliances they will need to use with adult assistance.

Let younger children play and experiment with the measuring tools before you begin cooking. Kids learn by doing. There is no better way to teach a child how many pints or cups make a quart than by letting them physically measure the amounts themselves.

Sit down with your child and leisurely look through a cookbook. If you don't have a children's cookbook, a general all-purpose cookbook is fine to use, especially a binder-style cookbook which lays flat on a table or countertop. Show your child how the cookbook is organized. Point out the table of contents, the index, and the food category sections in the book. Show them how to use those sections. Read a sample recipe aloud. Explain that recipes are formulas which they can use to make the foods they love. Point out that each recipe contains a list of ingredients and instructions on how to make different foods.

**Now begin!**

- Pick out a simple recipe for a food your child loves-cookies, salad, pasta, etc.
- Read the recipe aloud together - *all the way through* - before you begin. Learning the simple skill of *reading instructions all the way through before beginning a task*, will help your child and teen throughout their lives. It will keep them from making many mistakes.
- Have your child help you to assemble and prepare the ingredients and equipment you will need for the recipe.
- Follow the recipe step by step, letting your child or teen do much of the work themselves.
- Don't worry about messes while your work is "in progress."
- When it comes time to blend, stir, cook, bake, broil, or grill, show your child how to use a clock or timer to determine the length of the activity.
- After you have completed the recipe, have your child help with kitchen clean-up. Instruct them on any special care needed for various appliances. And if you have a kid who loves to cook but hates to clean, ask your local librarian for a copy of the tale, **The Little Red Hen**. Read it aloud together. It will help your child understand the concept of fair distribution of labor far better than any lecture you deliver.
- **At last, sit down and eat! Enjoy the fruits of your labor!**

Your local library has hundreds of cookbooks in its collection, free for you to take home and use. If you would like a cookbook specifically written for children, here are some suggestions:
**Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers**
by Mollie Katzen and Ann Henderson
**Kids Cooking: Scrumptious Recipes for Cooks Ages 9-13 (The Williams-Sonoma Kitchen Library)**
by Time-Life Books

Found on web site: - this web site has different articles that focus on different age groups and different essential skills.


**The Fanny Farmer Junior Cookbook**
by Joan Scobey
**Clueless in the Kitchen: A Cookbook for Teens**
by Evelyn Raab
**The African-American Child's Heritage Cookbook** by Vanessa R. Parkham, edited by R. Rolle-Whately

**Floras Kitchen: Recipes from a New Mexican Family**
by Regina Romero

**Hey Kids You're Cookin' Now! A Global Awareness Cooking Adventure**
by Dianne Pratt

Found on web site: www.superpages.com/enlightenme/index.html - this web site has different articles that focus on different age groups and different essential skills.


**Literacy Survival Kit: Pre-Teens and Prescription Labels**

One of our tasks as parents is to teach our children to be self-sufficient. As children enter adolescence, it is time for them to take charge of their bodies and their health. Make sure your pre-teen knows how to read prescription labels and directions.

- Grab a snack and sit down at home with your child in a relaxed atmosphere without electronic distractions. Let him know it is time to begin taking responsibility for his body. Ask whether or not he knows the difference between over-the-counter drugs, prescription drugs, and illegal drugs. Many kids have already heard of these distinctions in health class. If not, take the opportunity to distinguish these general categories. Most importantly, share your feelings on the use and misuse of all drugs, on what you feel is acceptable and not acceptable, and explain why you feel the way you do.

- Show your child a sample of a prescription drug container. Read the label aloud. Make sure to point out the following important items on the label: family member's name; doctor's name; name of the pharmacy and its phone number; prescription order number after the RX; name of the drug; dosage and dosage instructions; expiration date of the drug; and, of great importance, any warning directives or side effects related to use of the drug.

- Make sure your child knows what to do if she ever feels ill after taking a prescription or if she thinks she is experiencing a listed side effect of the drug.

- Encourage your child to communicate with you or the pharmacist if he has any questions about his medication.

- If you feel it is appropriate, explain how to order prescription refills.

- Consider going through your medicine cabinet together, noting expiration dates. Dispose of any medication that has expired or is no longer needed.

- Take inventory of your family's over-the-counter medications. Discuss which, if any, your pre-teen may take on her own and which she needs permission for.

- Stress the importance of reading labels and all directions before taking any medication, whether over-the-counter or prescription. Their life depends upon it.

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# INFORMING EMPLOYERS ABOUT BARRIERS TO EMPLOYMENT

| When | Advantages | Disadvantages | Issues |
|---|---|---|---|
| **At the time of the job application** | • Up-front, peace of mind from the outset<br>• Easier, as it lets employer decide if barrier is an issue before meeting | • Might disqualify you with no opportunity to present your qualifications<br>• May never know why you were screened out | • You may have a more difficult time finding work, but may have fewer related problems when you become employed |
| **When offered an interview** | • Prepares employer for the idea of a barrier after he/she has committed to an interview | • May predispose employer to anticipate problems, making interview more difficult | • Interviewer may focus too much on potential issues<br>• You need to be prepared with information |
| **During an interview** | • Opportunity to respond positively and in-person to specific barrier issues<br>• Discrimination less likely in-person | • Puts responsibility on you to manage barrier issues<br>• Emphasis on barrier may indicate problems and minimize ability | • Tendency to focus too much on issues related to barrier<br>• You must prepare to answer barrier questions with accurate information |
| **At time of job offer -but before you begin** | • Offers you peace of mind from start<br>• If the disclosure changes hiring the Human Rights Code will apply | • Employer might resent not being informed before the hiring decision<br>• May lead to distrust<br>• Job offer may be rescinded | • Need to honestly evaluate barrier and impact on success<br>• Need to be able to explain ability and accommodation needs, if any |
| **After you begin work** | • Opportunity to prove yourself on job<br>• Allows you to respond to questions with peers<br>• If disclosure affects employment status, you may be protected by law | • You may be more nervous<br>• Employer may accuse you of falsifying application<br>• Problems may begin<br>• Could change interaction with peers | • The longer you wait to disclose the more difficult it becomes<br>• Can be difficult to know whom to tell<br>• Need to be aware if problems related to barrier |
| **After a problem or change on the job** | • Opportunity to prove yourself on job before disclosure | • Employer may accuse you of falsifying application<br>• Can perpetuate barrier myths and misunderstandings if problems have arisen | • Relationships with co-workers may be effected<br>• Difficult to regain trust<br>• Be aware if job problems are really related to barrier |
| **Never** | • Employer cannot respond to barrier unless disclosed<br>• You may not be able to access accommodation | • If barrier is discovered, you may be terminated<br>• Can perpetuate barrier myths and misunderstandings | • If sure your barrier is not an issue, disclosure less critical<br>• If your barrier does not affect the job, you have a right to privacy |

# OPTIONS FOR INFORMING EMPLOYERS ABOUT BARRIERS TO EMPLOYMENT

| *When* | *How* | *What Circumstances and Why* |
|---|---|---|
| **At the time of the job application** | a. In the cover letter<br>b. Over the telephone (prior to applying or after the application would have been received) | a. Perhaps beneficial for a barrier which will require accommodation<br>b. Opportunity for the employer to prepare and determine potential ability to accommodate |
| **What should you say** | In your cover letter, you could include a line in the closing paragraph which briefly mentions your barrier, for information purposes only or to clarify a potential need for the interview. For example you could say *'As a person with a _____ (barrier) I would appreciate it if you could provide me with any relevant written information in advance of an interview.'* Or *'I wanted to mention that, although I am very interested in this opportunity and am confident that I could undertake this job, I do have a _____ barrier which may require some accommodations (or, which I wanted to tell you about prior to an interview). I would be happy to provide you with information to assist you in understanding any relevant issues.'* | |
| **When you are offered an interview** | a. When you are arranging the interview<br>b. In a follow-up call, after interview has been arranged, you may call the interviewer (not always the person who made the arrangements). | a. Usually more beneficial for a visible barrier, as employer will not be 'caught off guard' when they were not expecting a potential issue<br>b. If you do require accommodation during the interview |
| **What should you say** | At the time when you are arranging the interview you might say something which acknowledges the barrier, but does not make an issue of it. For example, *'I was wondering if the interview will be held in an accessible building or office?'* Or, *'I was wondering if you have had previous candidates with ___ disabilities apply for this position . . . has this barrier been an issue for you in the past.'* Or *'I wanted to mention that I had a _____ barrier. I have information related to accommodation in the workplace and was wondering if you already knew this information or would like me to supply it at the interview?"* | |
| **During an interview** | a. You may mention your issue near the beginning of the interview. Mention it in the context of an answer, not a point which stands alone. | a. If you have any potential issues (including a barrier) which the employer may notice and, therefore, may wonder about, you should consider addressing their potentially unspoken concerns. |
| **What should you say** | You do not need to say "I would like to mention my barrier." What you should do is incorporate relevant information into one of your answers. For example, if you are asked why did you select our company or this career you could say, *'I have always been interested in _____. While in school _____,* (then work your information into the answer). *While in my first year of study I found that my barrier was not really an issue. I was able to educate myself and gather information to educate potential employers on relevant issues and accommodations.'* The key is to be prepared to answer potentially unspoken concerns by being up front and having prepared thoughtful, realistic answers. | |

| When | How | What Circumstances and Why |
|---|---|---|
| **When a job is offered** | a. Prior to accepting the job offer or during negotiation of the job offer<br>b. After you accept the job offer<br>c. Prior to references being provided* | a. If you have concerns about issues which may arise after you begin the job and you want to explore these with the employer<br>b. If you need to negotiate or arrange some accommodation<br>c. Employer may contact your references and information may be shared |
| **What should you say** | Once you are offered the job you are in a better position to discuss any potential issues (including a barrier). Once the offer is made you say, *'Thank you for the offer. I am very interested in this opportunity and am pleased to have received your offer. I did want to mention one thing before we finalize any arrangements. Although I do not anticipate any problems, I did want to mention that I have a _____ which from time to time may require _____. I wanted to let you know so we could make arrangements to address any potential concerns at this time.'*<br><br>If possible, try and arrange to have this discussion in person. If you would like to accept the job first, then mention any potential issues, try and make arrangements to meet in-person. You could indicate to the person that you would like to meet in person to discuss some questions you have about the job. You could arrange to do this at the meeting where you are signing the contract.<br><br>**\*** Ensure that you talk to your references and have a clear understanding of what they will be telling a prospective employer. If a reference is not certain what to say, remind them of what you can do and ask them to focus on your skills and positive experiences. | |
| **After you begin work** | a. Early in your employment, at the end of the first day or at the end of the first week<br>b. End of the probation period | a. You may need to begin to put accommodations in place<br>b. You may be asked by HR to complete forms, such as insurance forms, which may put you in a situation to disclose information |
| **What should you say** | At the end of the orientation training you may request a meeting with your supervisor (and possibly HR) to discuss issues you want the employer to know. Perhaps you need time off for medical appointments and so on. Simply make a request for a time to meet with the supervisor. When speaking with the supervisor you should be prepared to answer questions related to the potential impact of your issue on the employer and the organization. You do not need to provide a lot of information and detail about your issue, simply mention the possibility of requiring some accommodation at some time in the future. The goal is to lay the ground work for future consideration. | |
| **After, or in anticipation of a problem on the job** | a. If you require assistance to succeed in specific job areas<br>b. A change in situation has lead to a potential issue. | a. Request a meeting as soon as you become aware of your need for assistance or accommodation. |
| **What should you say** | Approach your employer (and possibly HR or a union) in a professional manner and ask to set up a time to discuss some issues which have arisen. Ensure that you have all of your information (what accommodation is required, which may include leave from work, a reduced work load or altering of duties). You should have options and potential solutions to present to the employer, do not just focus on the 'problem'. | |

## Office of Literacy and Essential Skills

What are Essential Skills?

To obtain a copy of this document go the following website:

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/awareness/what_are_es.pdf

# FAMILY LITERACY CHECKLIST

**THIS**
**WEEK**
**WE**

**Wrote:**
_____ a letter/post card/note/list
_____ a shopping list with the help of flyers
_____ a story/play/poem
_____ upcoming events/activities on the calendar
_____ an Email
_____ a menu/recipe

**Talked about:**
_____ a television program/movie/video
_____ a book
_____ what we learned/felt/saw/heard/did today

**Read:**
_____ a story
_____ a poem
_____ a comic book
_____ for information

**Other:**
_____ told a story
_____ did a puzzle
_____ visited the library
_____ ran, jumped, climbed . . .
_____ acted out a story/play
_____ played a board/card/parlour game
_____ went on an outing
_____ had fun with words/letter sounds/numbers
_____ sang a song
_____ listened to/made music
_____ drew/painted a picture
_____ cooked/baked following a simple recipe
_____ displayed writing/artwork in a special place
_____ told jokes/riddles
_____ shared a family tradition
_____ followed instructions to make a craft
_____ explored family/children's Internet sites
_____ kept a journal/photo album/scrapbook
_____ answered the phone and took messages
_____ practiced "Literacy To Go" (while driving, waiting in line or for an appointment etc.)
_____ or? _The possibilities are endless!_

# Rural ESL Literacy Checklist

Name _____ Date_____

I can write:                    ____my full name
- ____my address
- ____my postal code
- ____my phone number
- ____my birth date
- ____my children's birth dates
- ____a cheque
- ____a phone message
- ____some government forms (TD1, Health Care)

I can read:                    ____calendars
- ____road signs
- ____signs on stores, gas stations and restaurants
- ____grocery labels
- ____store flyers
- ____temperatures on a thermometer
- ____instructions or manuals for work
- ____telephone books
- ____maps
- ____recipes
- ____newspapers
- ____instructions on prescriptions from the doctor

I can speak:                  ____greet someone
- ____give your name
- ____give your address
- ____give your phone number
- ____answer the phone
- ____spell your name using English letters
- ____give simple commands and instructions
- ____ask for help
- ____answer questions about myself

I can:                            ____dial 911 for fire, ambulance and police emergencies
- ____give my legal land description
- ____give directions to my house, using highway, township, range road numbers and distances in kilometers
- ____visit the library
- ____visit my children's school
- ____visit the doctor's office
- ____send and receive an e-mail
- ____identify and count Canadian money both paper and coin
- ____dial 1-866-408-5465 for Health Link for medical questions
- ____recycle paper, plastic, glass and tin products

Literacy for life Foundation   www.litforlife.com
Rainbow Literacy Society www.rainbowliteracy.com

# Rural ESL Literacy Checklist

Name_____Date_____

I can write:
_____my full name
_____my address
_____my postal code
_____my phone number
_____my birth date
_____my children's birth dates
_____a cheque
_____a phone message
_____some government forms (TD1, Health Care)

I can read:
_____calendars
_____road signs
_____signs on stores, gas stations and restaurants
_____grocery labels
_____store flyers
_____temperatures on a thermometer
_____instructions or manuals for work
_____telephone books
_____maps
_____recipes
_____newspapers
_____instructions on prescriptions from the doctor

I can speak:
_____greet someone
_____give your name
_____give your address
_____give your phone number
_____answer the phone
_____spell your name using English letters
_____give simple commands and instructions
_____ask for help
_____answer questions about myself

I can:
_____dial 911 for fire, ambulance and police emergencies
_____give my legal land description
_____give directions to my house, using highway, township, range
          road numbers and distances in kilometers
_____visit the library
_____visit my children's school
_____visit the doctor's office
_____send and receive an e-mail
_____identify and count Canadian money both paper and coin
_____dial 1-866-408-5465 for Health Link for medical questions
_____recycle paper, plastic, glass and tin products

# Back Injuries

Prevent Back Injuries

To obtain a copy of this document go the following website:

http://www.nald.ca/AWES/publica/reports/safetytk/posters/back-injuries.pdf

# Body Fit

Keep your body fit!

To obtain a copy of this document go the following website:

http://www.vrri.org/Plain-Language/Plain-Language/Resources.html

# Eyesight

Simply Health

To obtain a copy of this document go the following website:

http://www.vrri.org/images/research/plain_language_pamphlets/simplyhealth_vision_web_version.pdf

# Log     Sheet

**Learner** _____          **Facilitator** _____

| Date | Comments re:  short term goals, strategies and activities | Essential Skills Addressed |
|---|---|---|
| | | ___Reading Text |
| | | ___Writing |
| | | ___ Oral Communication |
| | | ___ Document Use |
| | | ___ Thinking Skills |
| | | ___ Continuous Learning |
| | | ___ Working with Others |
| | | ___ Numeracy |
| | | ___ Computer Use |
| | Time Spent | |

| Date | Comments re:  short term goals, strategies and activities | Essential Skills Addressed |
|---|---|---|
| | | ___Reading Text |
| | | ___Writing |
| | | ___ Oral Communication |
| | | ___ Document Use |
| | | ___ Thinking Skills |
| | | ___ Continuous Learning |
| | | ___ Working with Others |
| | | ___ Numeracy |
| | | ___ Computer Use |
| | Time Spent | |

| Date | Comments re:  short term goals, strategies and activities | Essential Skills Addressed |
|---|---|---|
| | | ___Reading Text |
| | | ___Writing |
| | | ___ Oral Communication |
| | | ___ Document Use |
| | | ___ Thinking Skills |
| | | ___ Continuous Learning |
| | | ___ Working with Others |
| | | ___ Numeracy |
| | | ___ Computer Use |
| | Time Spent | |

| Date | Comments re: short term goals, strategies and activities | Essential Skills Addressed |
|---|---|---|
| | | ___Reading Text |
| | | ___Writing |
| | | ___ Oral Communication |
| | | ___ Document Use |
| | | ___ Thinking Skills |
| | | ___ Continuous Learning |
| | | ___ Working with Others |
| | | ___ Numeracy |
| | | ___ Computer Use |
| | Time Spent | |

# ESSENTIAL SKILLS
## Working Document

| Reading Text | Writing | Oral Communication | Use of Documents | Thinking Skills (problem solving) | Continuous Learning | Working with Others | Numeracy | Computer Use |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

Literacy for Life Foundation
www.litforlife.com

Rainbow Literacy Society
www.rainbowlitercy.com

Name of Activity:

1.  Group Activity:  _____          One on One:  _____  (family, individual)

2a)  Essential Skills:  Check all that Apply

| ❑ Reading | ❑ Writing | ❑ Document Use |
|---|---|---|
| ❑ Numeracy | ❑ Continuous Learning | ❑ Oral Communication |
| ❑ Computer Use | ❑ Thinking | ❑ Working with others |

2b)  Literacy/Learning Skills:  Check all that Apply

| ❑ Active Listening | ❑ Sentence Structure | ❑ Verbalizing |
|---|---|---|
| ❑ Verbal conversation | ❑ Grammar | ❑ Alphabet awareness |
| ❑ Phonemic awareness | ❑ Visualizing | ❑ Comprehension |
| ❑ Problem solving/language | ❑ Learning styles | ❑ Fluency |
| ❑ Spelling | ❑ Problem solving - math | ❑ Following instructions |
| ❑ Asking for help | ❑ Sequencing | ❑ Pattern recognition |
| ❑ Fine motor skills | ❑ Gross motor skills | ❑ |

3.  Focus:      Adult _____          Child  _____          Adult/child _____

4.  Level:  Check all that apply

**Families with children:**                                                         **Individuals:**

| ❑ Birth to 2 years | ❑ Grade 4 – 6 | ❑ Adult |
|---|---|---|
| ❑ 3 yrs to 4 yrs | ❑ Age 13 - 17 | ❑ Adolescent |
| ❑ Grade K- 3 | ❑ ESL Family | ❑ ESL |

5. Description of Activity:  (in point form)

6.  Resources needed for Activity:

Extensions of activity

Acknowledgement of source of material is needed.

Rating Tool for Activities in Resource Guide

1.      Divide into developmental stages
        Activities should be at little or no cost however there are commercial tools that are excellent and a category has been
        devised for those activities that rely on a commercial product.

Tool:  Use when new activities are added to the resource guide.  Determines the essential skills and developmental level the activity
falls in.

| Level | reading | Numeracy | Computer use | Writing | Continuous learning | Thinking | Document use | Oral communication | Working with others |
|---|---|---|---|---|---|---|---|---|---|
| Families with birth to 2 years | | | | | | | | | |
| Families with 2 yrs to 4 years | | | | | | | | | |
| Families with Grade K-3 | | | | | | | | | |
| Families with Grade 4- 6 | | | | | | | | | |
| Families with Ages 13-17 | | | | | | | | | |

Rating Tool for Activities in Resource Guide

| Level | Reading | Numeracy | Computer use | Writing | Continuous learning | Thinking | Document use | Oral communication | Working with others |
|---|---|---|---|---|---|---|---|---|---|
| ESL families | | | | | | | | | |
| Adult – individual | | | | | | | | | |
| Adult ESL | | | | | | | | | |

**Variety in methods of presentation or instruction is key element of the guide. Repetition is important however the activities should focus on fun and playfulness.**
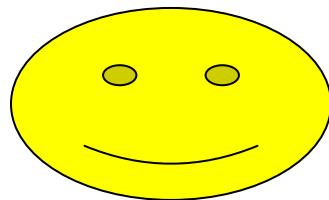
# An Introduction to Essential Skills

## Literacy for Life Foundation
## Rainbow Literacy Society

# Workshop Overview

- Defining and describing essential skills
- Understanding and using essential skills profiles
- Testing essential skills
- Highlights of the International Adult Literacy and Skills Survey
- Government support for essential skills projects

# Workshop outcomes

- Awareness of which skills constitute "essential" skills
- Understanding of why and when essential skills emerged as an issue in Canada
- Awareness of outcomes of the International Adult Literacy and Skills Survey
- Awareness of government support of essential skills projects

# The 9 essential skills

- Reading text
- Document use
- Numeracy
- Writing
- Oral communication

- Working with others
- Thinking skills
- Computer use
- Continuous learning

These are also referred to as soft skills.

# Reading text

Reading text refers to reading material that is in the form of sentences, including materials such as:

Policies, procedures, emails, collective agreements, product information, bulletins, safety and other regulatory information, contracts, training materials, instructions, magazines, meeting minutes, shift reports, union by-laws, equipment manuals, letters

# Document use

Document use refers to using materials such as:

Blueprints, graphs, lists, tables, charts, signs, drawings, labels, schematics, equipment gauges, safety symbols

# Numeracy

Numeracy tasks may include:

Imperial/metric conversion, budget and money math, measurement math, geometry, algebra, estimation, scheduling

Most essential skills learning needs assessments done in and outside the workplace consistently indicate that numeracy training is the least needed of all the essential skills.

# Writing

Writing includes a very broad range of tasks and spans a wide range of complexity:

Emails, notes to co-workers, instructions, shift and other reports, meeting minutes, training assignments, forms, letters, documentation of every kind

# Oral Communication

We use oral communication skills to:

Ask questions, ask permission, give instructions, give information, explain, debate, persuade, listen and reply, listen and follow directions, listen for non-verbal messages, resolve conflict, public speaking

People usually rank oral communication training first as a learning preference.

# Working with others

Working with others refers to the extent to which a person interacts with others and refers to the nature of that interaction.

Do they work alone? Do they supervise others? Are they part of a team?

# Thinking skills

Critical thinking refers to:

- Decision making
- Finding information
- Job task planning
- Problem solving
- Use of memory

These functions are highly inter-related

# Computer use

Adults use computers daily to:

Send and receive emails, conduct internet searches, use software programs, use toolbar functions, troubleshoot technical problems

- Most adults are self-taught

- Use of computers in the workplace depends on the occupation

# Continuous learning

Continuous learning refers to the level of requirement for a person to:

- participate in formal training
- Learn new skills or acquire new knowledge informally on the job

Many workers are reluctant to participate in workplace training because they lack confidence in their ability to learn.

# Complexity Levels

- The complexity level of a particular essential skill task affects the need for skill enhancement.

- Change may affect complexity of your use of an essential skill.

# Frequency

- Frequency of use of the essential skill is also a consideration. For example, some occupations require that the person communicate on the telephone all day. Other occupations only require the occasional use of telephone communication skills.

- Change can also impact frequency.

# History of essential skills as a learning issue

Beginning in 1994, Human Resources Development Canada (HRDC) set out to:

- Identify the generic, transferable skills required across different occupations in Canada;

- Create reliable scales to benchmark complexity levels, enabling comparability for each of those skills across occupations;

- Create essential skills profiles of each occupation in Canada, including examples of how each essential skill is used on the job.

# The Essential Skills Research Project

- The ESRP conducted 3,000 interviews to provide information on what these skills looked like in a broad range of jobs.
- The workers interviewed were identified by their employers as performing their job in a fully satisfactory manner.
- The ESRP focused on occupations requiring a secondary school diploma or less and on-the-job training.

# Essential Skills Profiles

The outcome of the ESRP was a series of profiles that described how an occupation used each essential skill and the level of complexity.

Let's look at the essential skills profile of a farm equipment mechanic

http://srv108.services.gc.ca/english/profiles/7.shtm

l

# How the profiles are used

- Employers may use them to assist with creating job descriptions
- Employers may use them to assist with creating interview questions
- Employers may use them to create job ads – see handout of job ad posted on Service Canada job bank site
- Trainers sometimes integrate essential skills training into their technical training programs

# A new ES profiling tool

Let's go online and create an essential skills profile of a Literacy Builder!

http://www.simian.ca/workingforlearning/

This tool is being piloted with Human Resources people and was created by the Centre for Education and Work, Winnipeg

# Feedback …

- What did you like best about the tool?

- What did you dislike about the tool?

- What suggestions do you have to improve it?

- What uses, if any would you have for it?

# Narrative and visual portrayal of ES profile

- Read "A Day in the Essential Skills Life of a Licensed Practical Nurse – a Case Study." (Handout)
- Watch the DVD "The Essential Investment"

# Testing Essential Skills

The Test of Workplace Essential Skills (TOWES)
http://www.towes.com/home.aspx

- TOWES is a test that measures essential skills ability in the context of authentic workplace documents and tasks.
- Measures Reading Text, Document Use and Numeracy
- The literacy level benchmarks are aligned with those used in the International Adult Literacy Survey.
- The test development began in the 1990's and was funded by the National Literacy Secretariat.

# Measure up!

The TOWES website has a section with an online tool called Measure Up!

http://measureup.towes.com/english/index.asp

You can take the online test and get a report of your reading text, document use and numeracy skills.

# Some Compelling ES Statistics

In 1994, the results of the International Adult Literacy Survey were released.

- Citizens of 7 countries were tested for reading prose, document use and numeracy (3 of the 9 essential skills)
- The results revealed a clear relationship between skills levels and social and economic wellbeing

# Two further studies

Two further studies have been released that are companion pieces:

- Adult Literacy and Life Skills Survey (ALL) reading prose, document use, numeracy, problem solving
- International Adult Literacy and Skills Survey (IALSS) – Canadian component of ALL

# Reading prose levels in Canada 2003
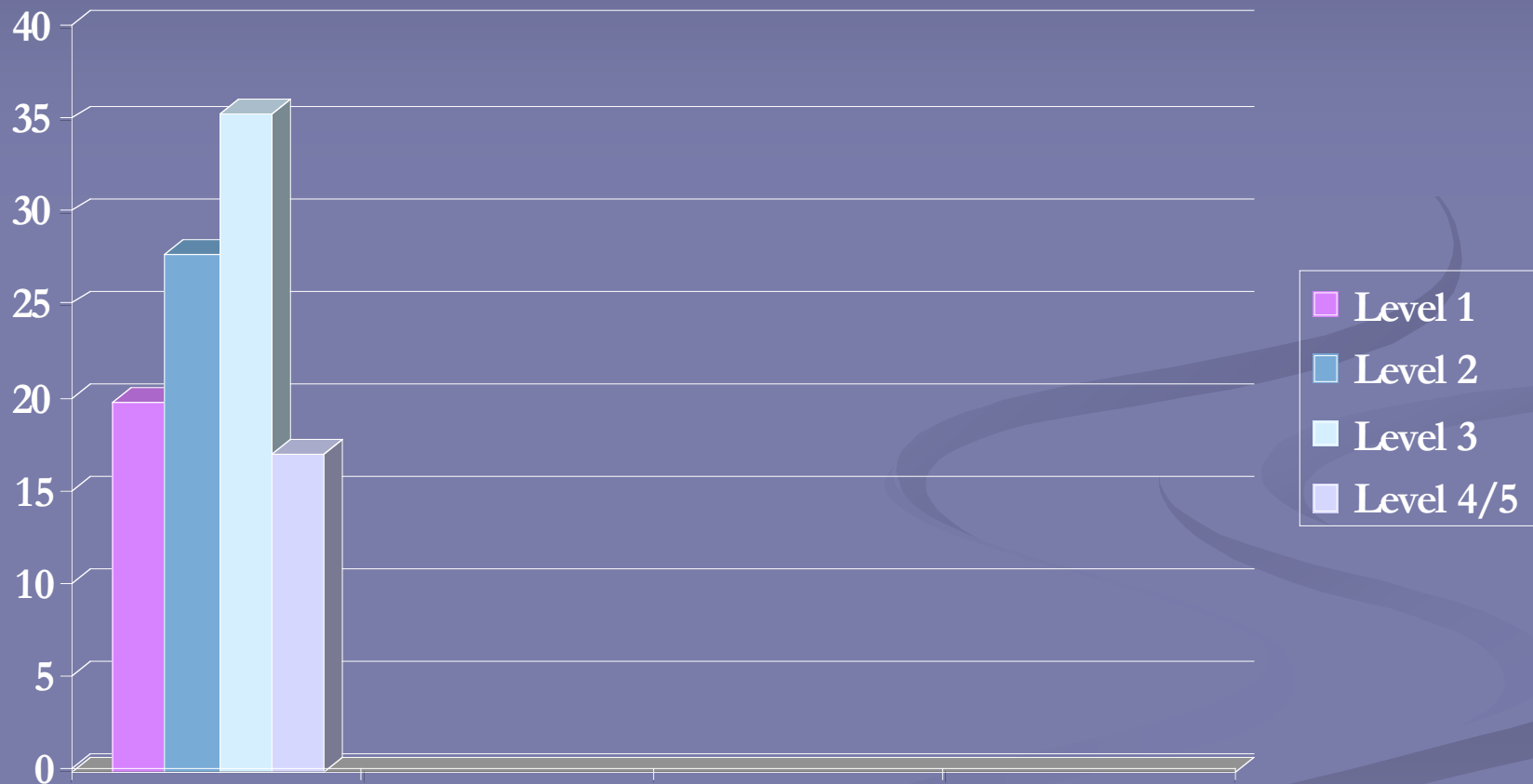
# Provincial comparison - prose

|  | % Level 1 | % Level 2 | % Level 3 | % Level 4/5 |
|---|---|---|---|---|
| Nfld | 24 | 31 | 33 | 12 |
| Ontario | 21 | 27 | 35 | 17 |
| Alberta | 14 | 26 | 40 | 21 |
| Nunavut | 47 | 26 | 20 | 8 |

# Levels by age -prose

|  | % Level 1 | % Level 2 | % Level 3 | % Level 4/5 |
|---|---|---|---|---|
| 16 – 25 | 10 | 28 | 41 | 22 |
| 26 – 35 | 10 | 24 | 41 | 25 |
| 36 – 45 | 15 | 27 | 38 | 20 |
| 46 – 55 | 16 | 28 | 39 | 18 |
| 56 - 65 | 27 | 31 | 32 | 10 |
| 66 | 52 | 31 | 16 | 2 |

# Levels by education - prose

|  | % Level 1 | % Level 2 | % Level 3 | % Level 4/5 |
|---|---|---|---|---|
| No High School | 46 | 32 | 18 | 4 |
| High School | 16 | 32 | 39 | 13 |
| Trade/ Vocational | 11 | 29 | 43 | 18 |
| Post Secondary | 9 | 26 | 42 | 23 |
| University | 5 | 17 | 43 | 35 |

# Employment status by skill level

|  | % Level 1 | % Level 2 | % Level 3 | % Level 4/5 |
|---|---|---|---|---|
| Not in Work Force | 25 | 30 | 31 | 14 |
| Unemployed | 24 | 29 | 33 | 14 |
| Employed | 12 | 26 | 39 | 22 |

# Earnings by skill level & gender

| Men $$$ | % Levels 1&2 | % Level 3 | % Level 4/5 |
|---|---|---|---|
| > 20K | 47 | 37 | 16 |
| 20-40K | 54 | 35 | 11 |
| 40-60K | 33 | 47 | 20 |
| 60K+ | 25 | 44 | 31 |
| Women | | | |
| > 20K | 44 | 37 | 19 |
| 20-40K | 38 | 42 | 20 |
| 40-60K | 18 | 47 | 36 |
| 60K+ | 9 | 41 | 50 |

# Participation in adult education by skill levels
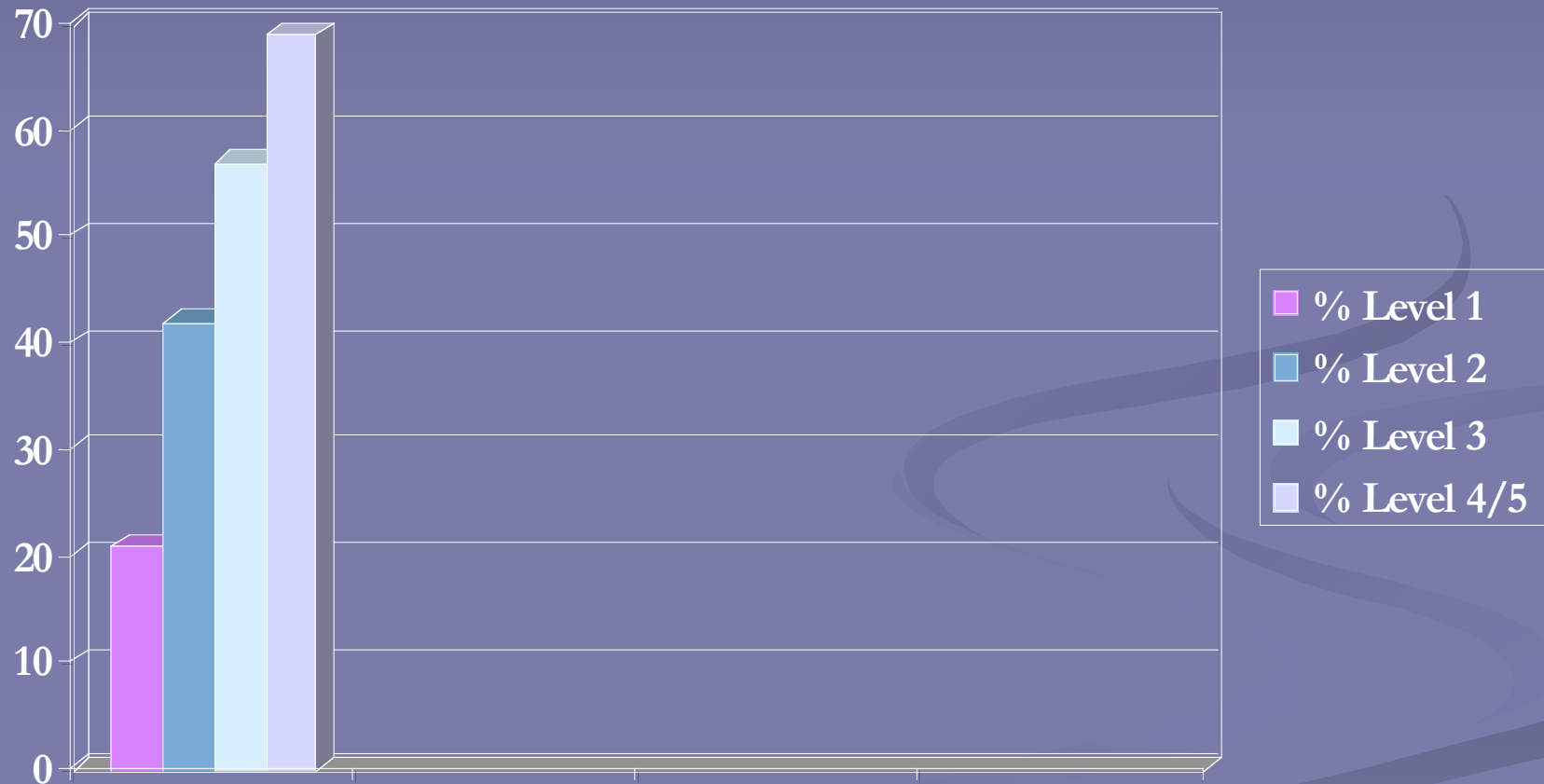
# Some conclusions

Essential skill levels, as measured in the IALLS study, reveal that skill levels affect:

- Employment opportunities
- Earning opportunities
- Lifelong learning opportunities

And are impacted by:

- Formal education levels
- Age

# The final conclusion of IALSS

The major conclusion that can be drawn is that an individual's prosperity is affected by essential skill levels ... and a nation's ability to compete in a global economy is also affected by the essential skill levels of its citizens.

# So what is our government doing to support ES enhancement?

HRSDC offers project funding through the Workplace Skills Initiative program to develop tools and resources to enhance low skilled workers' employability

# Alberta Advanced Education and Technology

Alberta Advanced Education and Technology occasionally partners with the federal government to co-fund projects and often discusses with the Feds which projects are of provincial government interest to make decisions about funding.

# For more information …

Visit the essential skills website:

http://srv108.services.gc.ca/english/general/home_e.shtml

*This site explains how to send effective email replies. It discusses why email etiquette is necessary, lists email etiquette rules, and explains how to enforce these rules by creating a company email policy*

## Why do you need email etiquette?

A company needs to implement etiquette rules for the following three reasons:

▸Professionalism: by using proper email language your company will convey a professional image.
▸Efficiency: emails that get to the point are much more effective than poorly worded emails.
▸Protection from liability: employee awareness of email risks will protect your company from costly law suits.

## What are the etiquette rules?

There are many etiquette guides and many different etiquette rules. Some rules will differ according to the nature of your business and the corporate culture. Below we list what we consider as the 32 most important email etiquette rules that apply to nearly all companies.

32 most important email etiquette tips:

1. Be concise and to the point
2. Answer all questions, and pre-empt further questions
3. Use proper spelling, grammar & punctuation
4. Make it personal
5. Use templates for frequently used responses
6. Answer swiftly
7. Do not attach unnecessary files
8. Use proper structure & layout
9. Do not overuse the high priority option
10. Do not write in CAPITALS
11. Don't leave out the message thread
12. Add disclaimers to your emails
13. Read the email before you send it
14. Do not overuse Reply to All
15. Mailings > use the bcc: field or do a mail merge
16. Take care with abbreviations and emoticons
17. Be careful with formatting
18. Take care with rich text and HTML messages
19. Do not forward chain letters
20. Do not request delivery and read receipts
21. Do not ask to recall a message.
22. Do not copy a message or attachment without permission
23. Do not use email to discuss confidential information
24. Use a meaningful subject
25. Use active instead of passive

1. Be concise and to the point.
Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications and a long e-mail can be very discouraging to read.

2. Answer all questions, and pre-empt further questions.
An email reply must answer all questions, and pre-empt further questions – If you do not answer all the questions in the original email, you will receive further e-mails regarding the unanswered questions, which will not only waste your time and your customer's time but also cause considerable frustration. Moreover, if you are able to pre-empt relevant questions, your customer will be grateful and impressed with your efficient and thoughtful customer service. Imagine for instance that a customer sends you an email asking which credit cards you accept. Instead of just listing the credit card types, you can guess that their next question will be about how they can order, so you also include some order information and a URL to your order page. Customers will definitely appreciate this.

3. Use proper spelling, grammar & punctuation.
This is not only important because improper spelling, grammar and punctuation give a bad impression of your company, it is also important for conveying the message properly. E-mails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text. And, if your program has a spell checking option, why not use it?

4. Make it personal.
Not only should the e-mail be personally addressed, it should also include personal i.e. customized content. For this reason auto replies are usually not very effective. However, templates can be used effectively in this way, see next tip.

5. Use templates for frequently used responses.
Some questions you get over and over again, such as directions to your office or how to subscribe to your newsletter. Save these texts as response templates and paste these into your message when you need them. You can save your templates in a Word document, or use pre-formatted emails. Even better is a tool such as ReplyMate for Outlook (allows you to use 10 templates for free).

6. Answer swiftly.
Customers send an e-mail because they wish to receive a quick response. If they did not want a quick response they would send a letter or a fax. Therefore, each e-mail should be replied to within at least 24 hours, and preferably within the same working day. If the email is complicated, just send an email back saying that you have received it and that you will get back to them. This will put the customer's mind at rest and usually customers will then be very patient!

## 7. Do not attach unnecessary files.

By sending large attachments you can annoy customers and even bring down their e-mail system. Wherever possible try to compress attachments and only send attachments when they are productive. Moreover, you need to have a good virus scanner in place since your customers will not be very happy if you send them documents full of viruses!

## 8. Use proper structure & layout.

Since reading from a screen is more difficult than reading from paper, the structure and lay out is very important for e-mail messages. Use short paragraphs and blank lines between each paragraph. When making points, number them or mark each point as separate to keep the overview.

## 9. Do not overuse the high priority option.

We all know the story of the boy who cried wolf. If you overuse the high priority option, it will lose its function when you really need it. Moreover, even if a mail has high priority, your message will come across as slightly aggressive if you flag it as 'high priority'.

## 10. Do not write in CAPITALS.

IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. This can be highly annoying and might trigger an unwanted response in the form of a flame mail. Therefore, try not to send any email text in capitals.

## 11. Don't leave out the message thread.

When you reply to an email, you must include the original mail in your reply, in other words click 'Reply', instead of 'New Mail'. Some people say that you must remove the previous message since this has already been sent and is therefore unnecessary. However, I could not agree less. If you receive many emails you obviously cannot remember each individual email. This means that a 'threadless email' will not provide enough information and you will have to spend a frustratingly long time to find out the context of the email in order to deal with it. Leaving the thread might take a fraction longer in download time, but it will save the recipient much more time and frustration in looking for the related emails in their inbox!

## 12. Add disclaimers to your emails.

It is important to add disclaimers to your internal and external mails, since this can help protect your company from liability. Consider the following scenario: an employee accidentally forwards a virus to a customer by email. The customer decides to sue your company for damages. If you add a disclaimer at the bottom of every external mail, saying that the recipient must check each email for viruses and that it cannot be held liable for any transmitted viruses, this will surely be of help to you in court (read more about email disclaimers). Another example: an employee sues the company for allowing a racist email to circulate the office. If your company has an email policy in place and adds an email disclaimer to every mail that states that employees are expressly required not to make defamatory statements, you have a good case of proving that the company did everything it could to prevent offensive emails.

## 13. Read the email before you send it.

A lot of people don't bother to read an email before they send it out, as can be seen from the many spelling and grammar mistakes contained in emails. Apart from this, reading your email through the eyes of the recipient will help you send a more effective message and avoid misunderstandings and inappropriate comments.

14. Do not overuse Reply to All.
Only use Reply to All if you really need your message to be seen by each person who received the original message.

15. Mailings > use the Bcc: field or do a mail merge.
When sending an email mailing, some people place all the email addresses in the To: field. There are two drawbacks to this practice: (1) the recipient knows that you have sent the same message to a large number of recipients, and (2) you are publicizing someone else's email address without their permission. One way to get round this is to place all addresses in the Bcc: field. However, the recipient will only see the address from the To: field in their email, so if this was empty, the To: field will be blank and this might look like spamming. You could include the mailing list email address in the To: field, or even better, if you have Microsoft Outlook and Word you can do a mail merge and create one message for each recipient. A mail merge also allows you to use fields in the message so that you can for instance address each recipient personally. For more information on how to do a Word mail merge, consult the Help in Word.

16. Take care with abbreviations and emoticons.
In business emails, try not to use abbreviations such as BTW (by the way) and LOL (laugh out loud). The recipient might not be aware of the meanings of the abbreviations and in business emails these are generally not appropriate. The same goes for emoticons, such as the smiley : -). If you are not sure whether your recipient knows what it means, it is better not to use it.

17. Be careful with formatting.
Remember that when you use formatting in your emails, the sender might not be able to view formatting, or might see different fonts than you had intended. When using colors, use a color that is easy to read on the background.

18. Take care with rich text and HTML messages.
Be aware that when you send an email in rich text or HTML format, the sender might only be able to receive plain text emails. If this is the case, the recipient will receive your message as a .txt attachment. Most email clients however, including Microsoft Outlook, are able to receive HTML and rich text messages.

19. Do not forward chain letters.
Do not forward chain letters. We can safely say that all of them are hoaxes. Just delete the letters as soon as you receive them.

20. Do not request delivery and read receipts.
This will almost always annoy your recipient before he or she has even read your message. Besides, it usually does not work anyway since the recipient could have blocked that function, or his/her software might not support it, so what is the use of using it? If you want to know whether an email was received it is better to ask the recipient to let you know if it was received.

21. Do not ask to recall a message.
Biggest chances are that your message has already been delivered and read. A recall request would look very silly in that case wouldn't it? It is better just to send an email to say that you have made a mistake. This will look much more honest than trying to recall a message.

**22. Do not copy a message or attachment without permission.**
Do not copy a message or attachment belonging to another user without permission of the originator. If you do not ask permission first, you might be infringing on copyright laws.

**23. Do not use email to discuss confidential information.**
Sending an email is like sending a postcard. If you don't want your email to be displayed on a bulletin board, don't send it. Moreover, never make any libelous, sexist or racially discriminating comments in emails, even if they are meant to be a joke.

**24. Use a meaningful subject.**
Try to use a subject that is meaningful to the recipient as well as yourself. For instance, when you send an email to a company requesting information about a product, it is better to mention the actual name of the product, e.g. 'Product A information' than to just say 'product information' or the company's name in the subject.

**25. Use active instead of passive.**
Try to use the active voice of a verb wherever possible. For instance, 'We will process your order today', sounds better than 'Your order will be processed today'. The first sounds more personal, whereas the latter, especially when used frequently, sounds unnecessarily formal.

**26. Avoid using URGENT and IMPORTANT.**
Even more so than the high-priority option, you must at all times try to avoid these types of words in an email or subject line. Only use this if it is a really, really urgent or important message.

**27. Avoid long sentences.**
Try to keep your sentences to a maximum of 15-20 words. Email is meant to be a quick medium and requires a different kind of writing than letters. Also take care not to send emails that are too long. If a person receives an email that looks like a dissertation, chances are that they will not even attempt to read it!

**28. Don't send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks.**
By sending or even just forwarding one libelous, or offensive remark in an email, you and your company can face court cases resulting in multi-million dollar penalties.

**29. Don't forward virus hoaxes and chain letters.**
If you receive an email message warning you of a new unstoppable virus that will immediately delete everything from your computer, this is most probably a hoax. By forwarding hoaxes you use valuable bandwidth and sometimes virus hoaxes contain viruses themselves, by attaching a so-called file that will stop the dangerous virus. The same goes for chain letters that promise incredible riches or ask your help for a charitable cause. Even if the content seems to be bona fide, the senders are usually not. Since it is impossible to find out whether a chain letter is real or not, the best place for it is the recycle bin.

**30. Keep your language gender neutral.**
In this day and age, avoid using sexist language such as: 'The user should add a signature by configuring his email program'. Apart from using he/she, you can also use the neutral gender: ''The user should add a signature by configuring the email program'.

## 31. Don't reply to spam.

By replying to spam or by unsubscribing, you are confirming that your email address is 'live'. Confirming this will only generate even more spam. Therefore, just hit the delete button or use email software to remove spam automatically.

## 32. Use cc: field sparingly.

Try not to use the cc: field unless the recipient in the cc: field knows why they are receiving a copy of the message. Using the cc: field can be confusing since the recipients might not know who is supposed to act on the message. Also, when responding to a cc: message, should you include the other recipient in the cc: field as well? This will depend on the situation. In general, do not include the person in the cc: field unless you have a particular reason for wanting this person to see your response. Again, make sure that this person will know why they are receiving a copy.

# How do you enforce email etiquette?

The first step is to create a written email policy. This email policy should include all the do's and don'ts concerning the use of the company's email system and should be distributed amongst all employees. Secondly, employees must be trained to fully understand the importance of email etiquette. Finally, implementation of the rules can be monitored by using email management software and email response tools.

Taken from the following web site:  http://www.emailreplies.com/

Libraries – support Essential Skills
Resource Guide

1)     Reading Text/Document Use/Numeracy - libraries provide
       information in a number of print formats including books, magazines and
       newspapers, microfiche/microfilm, online library resources (such as
       electronic databases), and a variety of reference materials like maps,
       atlases, etc..  Libraries also offer reading programs to children and
       teens that help them develop an appreciation for reading and encourage
       them to practice reading throughout summer months when they are not in
       school.  Various adult programs sponsored by libraries also contribute to
       this essential skill, such as book clubs.  Many libraries also offer adult
       literacy programs and ESL training.

2)     Writing - most significantly, libraries provide free access to
       Internet, e-mail, and computer software programs (such as word processing
       software) to patron

3)      Oral Communication/Working with Others - libraries offer
       resources in a variety of non-print formats including talking books (books
       on CD and cassette, as well as in DAISY format for print impaired
       patrons), music CDs and cassettes, and videos and DVDs.  All Alberta
       public libraries also currently offer access to a language learning
       software which allows patrons to learn a second language (or just develop
       their skills in their primary language) in a variety of ways.
       One feature of the software is a speech recognition feature in which
       patrons can use a microphone to have the software analyze their
       pronunciation of words. Additionally, although the library may not be
       directly involved, libraries in most communities serve as a public forum
       where meetings for a variety of different organizations convene.

4)     Continuous Learning/Thinking Skills - libraries provide a variety of
       independent learning to formal classes on everything from searching the
       Internet, to using word processing software, to selling on E-Bay.  Many
       libraries offer classes that go beyond basic technology use, and venture
       into life skills.  Examples of these include: Free Tax Help, Cooking Made
       Easier, and Homework Help (all showcasing the variety of resources the
       library has available).  By making information freely available, public
       libraries become a vital resource for anyone looking to expand his or her
       knowledge of any number of topics.

5)     Computer Use - aside from the more formal classes on computer use
       provided by many libraries, library staff are also available for one-on-
       one computer instruction, and many library websites provide links to
       online resources useful for enhancing computer skills.  Public access
       computers allow users to practice their computer skills and accomplish
       tasks such as: communicate with loved ones via email; apply for jobs
       online; complete assignments for school; research any topic that might be
       of interest to them.  Many libraries also offer material in CD-ROM format.

It should be noted that most libraries provide all services for free.
In Alberta libraries may charge for membership cards (and this varies across
Canada), but in-house use of library resources do not require purchase of a
library card (exact services offered free of charge varies slightly).


       Literacy for Life Foundation     www.litforlife.com
       Rainbow Literacy Society    www.rainbowliteracy.com

# They Pick on me at Work

A Workbook on Harassment in the Workplace

To obtain a copy of this document go the following website:

http://www.vrri.org/Plain-Language/Plain-Language/Resources.html

# Somebody Picks on me at Work

A Workbook on Harassment in the Workplace

To obtain a copy of this document go the following website:

http://www.vrri.org/Plain-Language/Plain-Language/Resources.html

# The ESL Computer Book

Microsoft Word 2003

Halifax Immigrant Learning Centre

# Acknowledgments

Developed by Kathy Burnett - Halifax Immigrant Learning Centre

**Reproducible for educational use only.**

Halifax Immigrant Learning Centre

March 2007
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# Table of Contents

# Introduction

- Welcome to *The ESL Computer Book - Microsoft Word 2003.*  This workbook is one in a series of computer skills workbooks designed for ESL learners.  The others are:
  *The ESL Computer Book - Microsoft Word '97*
  *The ESL Computer Book - Corel Word Perfect 8*
  *The ESL Computer Book - The Internet*
  *The ESL Computer Book - Microsoft Excel 2002*
  *The ESL Computer Book - Microsoft Word 2003*

- This workbook is a basic introduction to Microsoft Word 2003 and was developed for English as a Second Language learners both in a classroom setting with an instructor and as a self-teaching guide.

- Typing and familiarity with the keyboard enhances successful computer skills learning.  Although this workbook introduces the keyboard, no typing instruction is included.  There are several good typing programs available for purchase and it is recommended that learners have a basic understanding of keyboarding before they begin to study Microsoft Word 2003.

- Each computer skill is followed by practice activities.  The activities are designed to practice both the recently learned skill and control of the keys and mouse.  Following a group of learned skills, there is a review.  Learners can use these activities to practice their skills.  There is a skills check-list on page 98 that can help learners check their progress.

- The learned computer skills build on each other so it is suggested that learners follow the workbook in order.

- Learners should review pages as many times and as often as they wish.  Repetition is crucial in remembering how to do something.  Instructors should develop other practice activities that reflect learners' needs and life experiences.  If possible, it is suggested that instructors copy some of the activities on a disk for learners to complete. This provides the opportunity to practice locating, opening and revising a file.

- Learners have different learning styles.  Some may want to 'jump in' while others may need to read carefully and understand the instructions before proceeding.  This workbook has been designed to address both styles by offering, where possible, different ways to accomplish a task.

- Computers are complex machines and there are often many ways to accomplish the same task.  This workbook includes only one or two ways and as learners become more familiar with the computer, they will add to the skills and knowledge taught in this workbook.

- It's very difficult in any workbook to adequately describe some vocabulary items eg. 'click', 'cursor', 'select', 'deselect', 'scroll down'.  Learners may need some initial assistance with vocabulary items.

Have fun!

# Parts of the computer

CPU

monitor

screen

keyboard

mouse

keys

cd

disk

printer
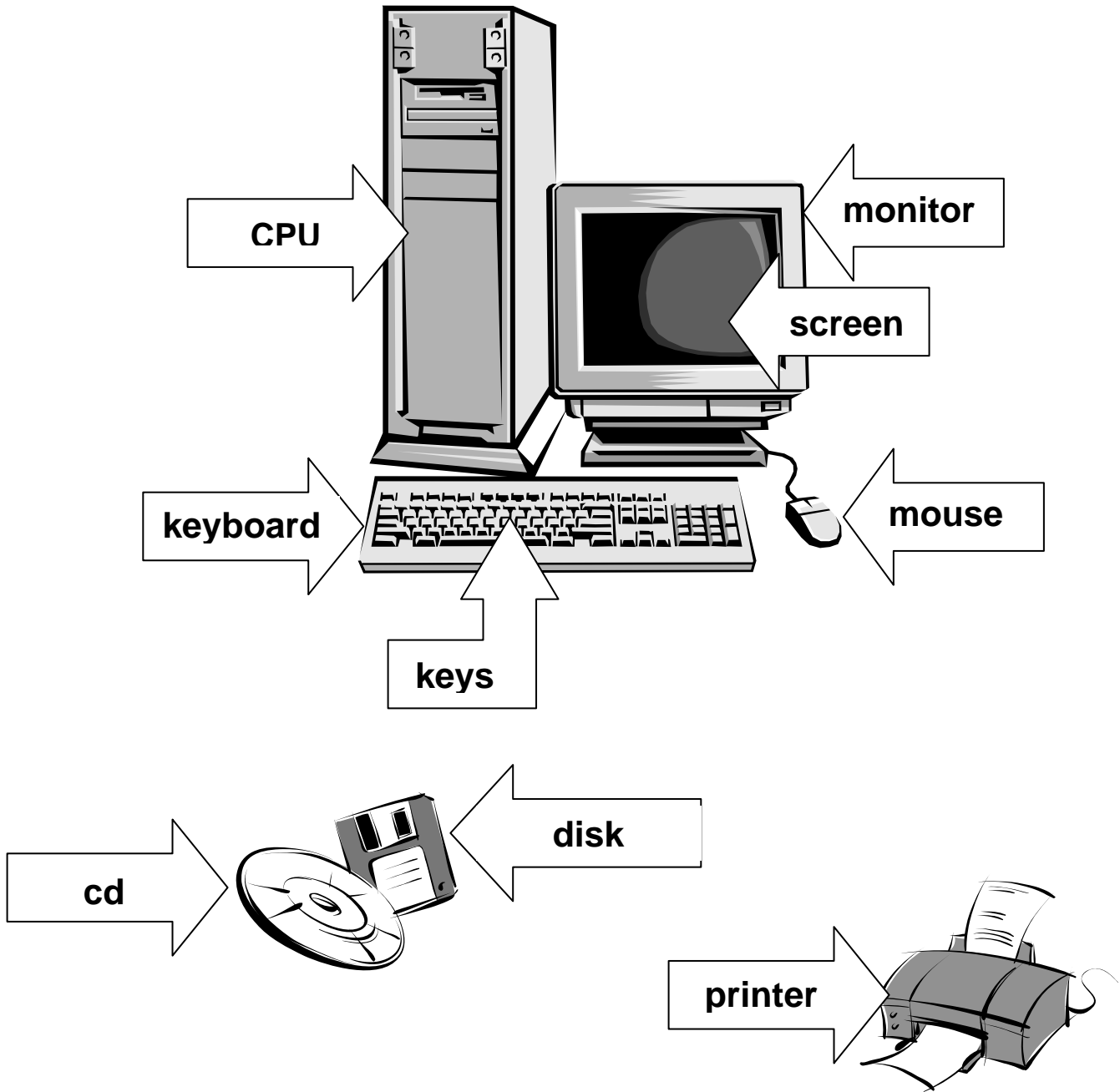
# Getting Started

## The Mouse

### How do I click?

1. Put your hand on top of the mouse.
2. Put your first finger on the left mouse button.
3. Quickly put your finger down and up on the left mouse button.

### How do I double-click?

1. Put your hand on top of the mouse.
2. Put your first finger on the left mouse button.
3. Quickly put your finger down and up on the left mouse button two times.

## Microsoft Word 2003

### How do I open Microsoft Word 2003?

1. Double-click        Microsoft Office W...

# The Keyboard

This is the cursor: |    The cursor blinks on and off.   It is the place you type.

## How do I move the cursor?

Move and click the mouse or press the arrow keys:

## How do I put the cursor down to the next line?

Press  ← Enter  .

## How do I make capital letters?

Hold down  ⇧ Shift  + letter.

## How do I erase letters?

- To erase letters on the right of the cursor, press  Delete  .
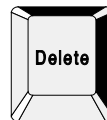
- To erase letters on the left of the cursor, press  ← Backspace  .
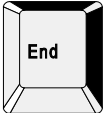
**The Keyboard continued…**

**How do I make a space?**

Press the space bar.

**How do I make the cursor go to the end of a line?**

Press End .

**How do I make the cursor go to the beginning of a line?**

Press Home .

# Select and Deselect

**How do I select words?**

1. Put the cursor at the beginning of the words you want to select.
2. Put your first finger on the left mouse button.
3. Hold down the left mouse button. Move the mouse across the words.
4. Lift up your finger.
5. You see this:

> **When you select words, they look like this.**

You can move words or change the size, the color, and the style of words on the computer. Select words before you change them.

**How do I deselect words?**

1. After you make changes to a word, click on the white part of the screen.

> **When you select words, they look like this.**

> When you deselect words, they look like this.

**How do I know what the pictures on the screen mean?**

The mouse can help you find the meaning of the pictures on the toolbars. Put the mouse on the picture and wait. You see words under the picture. The words tell you what the picture can do.

# Scroll Up and Scroll Down

This is a computer screen:
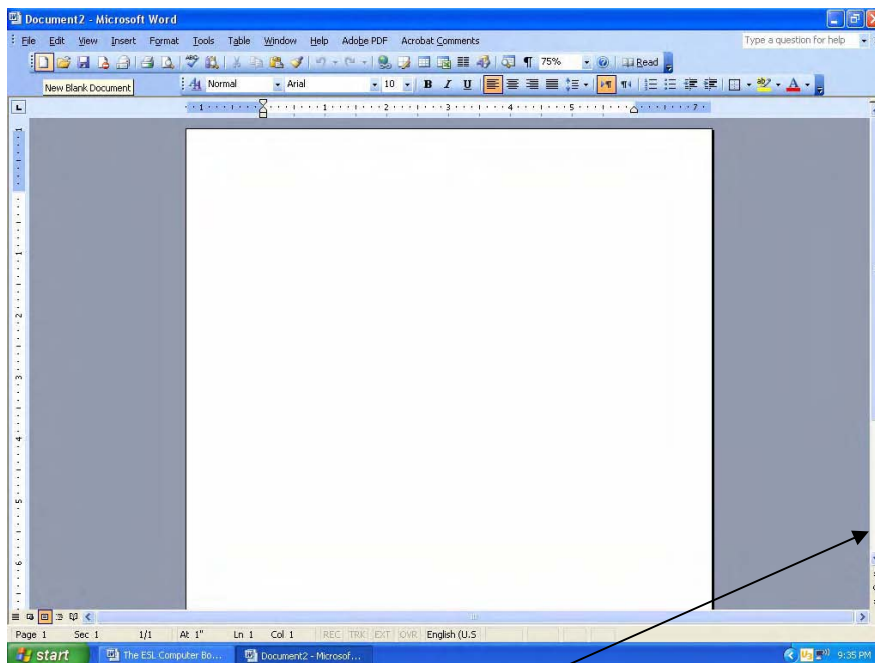


You don't see the full page on your screen.

Scroll down to see more.

This is the scroll bar:

The scroll bar is on the right side of your screen.

The scroll bar helps you to scroll up or down.

To scroll down, click [▼] .

Continue to click [▼] .

To scroll up, click [▲] .

**How do I go to the next page?**

When the page finishes, you see this:
Continue typing and the computer
goes to the next page automatically.
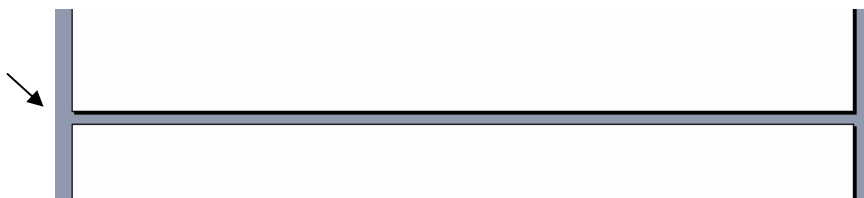
# New Document

A new document is the same as a clean piece of paper.
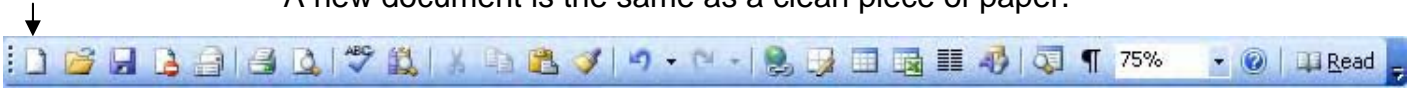
## How do I make a new document?

1. Click .

## How do I close a document?

1. Click **File**.
2. Click **Exit**.
3. You see this:
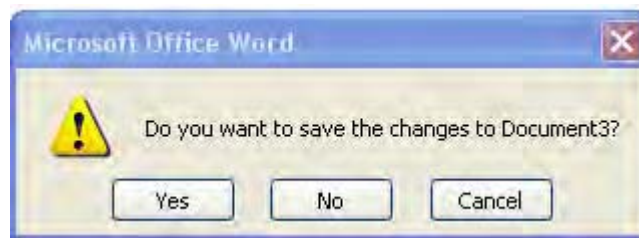
4. To save the document, click **Yes** (see page 12 to save).
5. To not save the document, click **No**.
6. To stay in the document and not close, click **Cancel**.

# Save in the Computer

You can save information in your computer.

**How do I save something in the computer?**

1. Click .
2. Click in the **Save in** box.
3. Click **My Documents**.
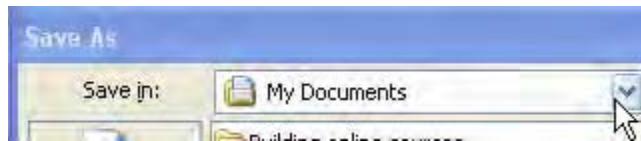
4. Click the box beside **File name**.

File name: Doc1

5. Delete everything in the **File name** box.
6. Type the name of your file.
7. Click Save .
8. Wait.
9. At the top of the screen you see the name of your file.

**You should save your document every few minutes.**

- The first time you save a document, give it a file name as above.
- The next time you save it, click only.
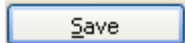
# Save on a Disk

You can save information on a disk.

**How do I save a file on a disk?**

1. Put a disk in the computer.
2. Click ![save icon] .
3. Click ![My Computer icon] .
4. Click ![dropdown arrow] in the **Save in** box.
5. Click ![3½ Floppy (A:) icon] 3½ Floppy (A:) .
6. Click in the **File name** box.
7. Delete everything in the **File name** box.
8. Type the name of your file.
9. Click [ Save ] .
10. Wait.
11. At the top of the screen you see the name of your file.

**You should save your document every few minutes.**

- The first time you save a document, give it a file name**.**
- The second time you save it, click ![save icon] only.

---

# Practice Activity
## Save a File

## ☀ Activity #1

1. Type the names of 10 colors, one on each line.
2. Save this file on your disk.  The file name is 'Colors'.
3. Close.

## ☀ Activity #2

1. Open a new page.
2. Type the names of the numbers one to twenty, one on each line.
3. Save this file on your disk.  The file name is 'Numbers'.
4. Close.

## ☀ Activity #3

1. Open a new page.
2. Type the names of the days of the week, one on each line.
3. Save this file on your disk.  The file name is 'Days'.
4. Close.

# Open a File
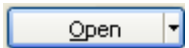
You can open the documents on your disk.
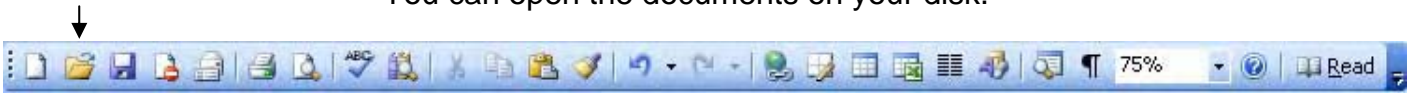
**How do I open a file on my disk?**

1.  Put your disk in the computer.
2.  Click .
3.  Click in the **Look in** box.

    Look in: My Documents
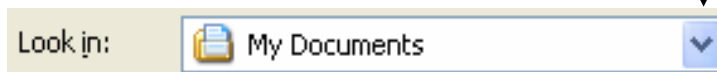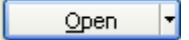
4.  Click **3½ Floppy (A:)**.
5.  Click the file you want to open.
6.  Click Open .

**How do I open a file in my computer?**

1.  Click .
2.  Click in the **Look in** box.

    Look in: My Documents
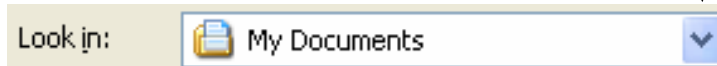
3.  Click **My Documents**.
4.  Click the file you want to open.
5.  Click Open .

# Practice Activity
## Open a File

## ☀ Activity #1

1. On your disk you have a file named 'Colors'.
2. Open the file named 'Colors'.
3. Type five questions about colors (for example, What color is….?).
4. Save on your disk.
5. Close.

## ☀ Activity #2

1. On your disk you have a file named 'Numbers'.
2. Open the file named 'Numbers'.
3. Type the names of the numbers twenty-one to fifty with one on each line.
4. Save on your disk.
5. Close.

## ☀ Activity #3

1. On your disk you have a file named 'Days'.
2. Open the file named 'Days'.
3. Type the names of the months with one on each line.
4. Save on your disk.
5. Close.

# Font

Times New Roman ▾

Font is the way the letters look.

This is Arial font.

This is Comic Sans MS font.

*This is Lucida Handwriting font.*

This is Times New Romans font.

## How do I change the font?

1.  Select the words you want to change.

2.  Click **Format**.

3.  Click A Font... .

4.  Find the words **Latin text font**.

5.  Under **Latin text font**, you see the font names.

6.  Click ⌄ or ⌃ to see more font names.

7.  Click a name of a font.

8.  Look in the **Preview** box.

9.  If you don't like the font, click another font name.

10. Click **OK**.

Latin text font:

Arial
Arial
Arial Black
Arial Narrow
Arial Rounded MT Bold
Arial Unicode MS

## Or:
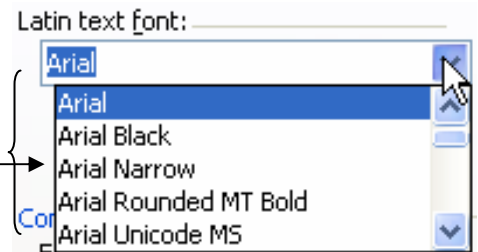
1.  Select the words you want to change.

2.  Click ▾ in the **Font** box.

3.  You see the names of many fonts.

4.  Click ⌄ or ⌃ to see more font names.

5.  Click a font.

Arial ▾ 12 ▾ B I U
Times New Roman
Arial
Comic Sans MS
Marydale
Kristen ITC
Angelina
Note this
A Little Pot
bic fish Distrabut
Kartika

---

# Practice Activity
## Font

## ☀ Activity #1

1. Type your name.
2. Select your name.
3. Change the font of your name to 'Century Gothic'.
4. Deselect.
5. Close.

## ☀ Activity #2

1. Type your address.
2. Select your address.
3. Change the font of your address to 'Impact'.
4. Deselect.
5. Close.

## ☀ Activity #3

1. Type the name of your country.
2. Select the name of your country.
3. Change the font of your country to 'Lucida Handwriting'.
4. Deselect.
5. Close.

# Font Size

12
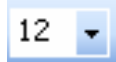
You can change the size of the letters.  Usually we use size 12.

Normal | Arial | 10 | **B** *I* <u>U</u>
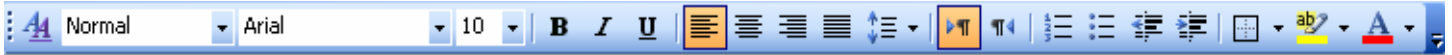
This is size 12.

This is size 16.

## This is size 22.

# This is size 36.

**How do I change the font size?**

1.  Select the words you want to change.
2.  Click **Format**.
3.  Click **A** Font...
4.  Find the word **Size**.
5.  Click ∨ or ∧ to see more sizes.
6.  Click a size.
7.  Look in the **Preview** box.
8.  If you don't like the size, click another size.
9.  Click **OK**.

→ Size:

12

10
11
12

**Or**:
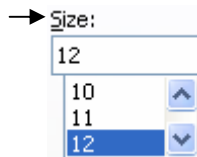
1.  Select the words you want to change.
2.  Click ▼ in the **Font Size** box.
3.  You see many sizes.
4.  Click ∨ or ∧ to see more sizes.
5.  Click a size.

12 ▼

# Practice Activity
## Font Size

## ☀ Activity #1

1. Type your name.
2. Select your name.
3. Change the font of your name to size 72.
4. Change the font of your name to size 72.
5. Deselect.
6. Close.

## ☀ Activity #2

1. Type your address.
2. Select your address.
3. Change the font of your address to 'Century Gothic'.
4. Change the font of your address to size 8.
5. Deselect.
6. Close.

## ☀ Activity #3

1. Type the name of your country.
2. Select the name of your country.
3. Change the font of your country to 'Lucida Handwriting'.
4. Change the font of your country to size 36.
5. Deselect.
6. Close.

# Font Color



You can change the color of the words.
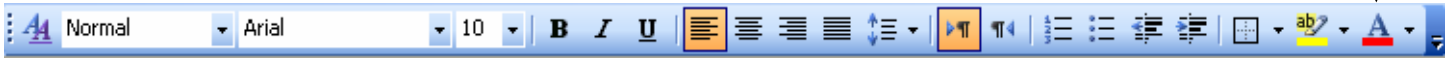


**How do I change the font color?**

1. Select the words you want to change.
2. Click **Format**.
3. Click  .
4. Find the word **Font Color**.
5. Click  in the **Font Color** box.
6. Click a color.
7. Look in the **Preview** box.
8. If you don't like the color, click another color.
9. Click **OK**.

**Or**:

1. Select the words you want to change.
2. Click  beside  .
3. You see many colors:
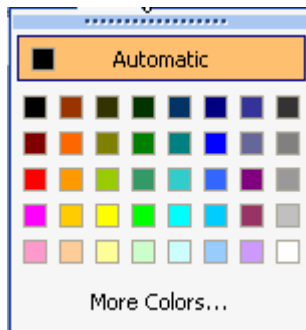


4. Click a color.

# Practice Activity
## Font Color

### ☀ Activity #1

1. Type your name.
2. Select your name.
3. Change the font of your name to 'Impact'.
4. Change the font of your name to size 72.
5. Change the color of your name to blue.
6. Deselect.
7. Close.

### ☀ Activity #2

1. Type your address.
2. Select your address.
3. Change the font of your address to 'Century Gothic'.
4. Change the font of your address to size 8.
5. Change the color of your address to purple.
6. Deselect.
7. Close.

### ☀ Activity #3

1. Type the name of your country.
2. Select the name of your country.
3. Change the font of your country to 'Lucida Handwriting'.
4. Change the font of your country to size 36.
5. Change the color of your country to green.
6. Deselect.
7. Close.

# Font Style

**B** *I* <u>U</u>

You can change the style of the words.
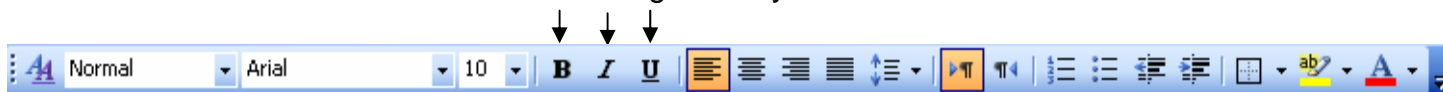
**This is bold.**
*This is Italics.*
<u>This is underline</u>

## How do I change words to bold?

1. Select the words you want to change.
2. Click **B** .
3. You see this: **B** *I* <u>U</u>

## How do I cancel bold?

1. Click **B** .

## How do I change words to italics?

1. Select the words you want to change.
2. Click *I* .
3. You see this: **B** *I* <u>U</u>

## How do I cancel italics?

1. Click *I* .

## How do I underline words?

1. Select the words you want to change.
2. Click <u>U</u> .
3. You see this: **B** *I* <u>U</u>

## How do I cancel underline?

1. Click <u>U</u> .

# Practice Activity
## Font Style

## Activity #1

1. Type your name.
2. Select your name.
3. Change the font of your name to 'Impact'.
4. Change the font of your name to size 72.
5. Underline your name.
6. Deselect.
7. Close.

## Activity #2

1. Type your address.
2. Select your address.
3. Change the font of your address to size 8.
4. Change the color of your address to purple.
5. Change your address to bold.
6. Deselect.
7. Close.

## Activity #3

1. Type the name of your country.
2. Select the name of your name.
3. Change the font of your name to 'Lucida Handwriting'.
4. Change the color of your name to green.
5. Change the name of your country to italics.
6. Deselect.
7. Close.

# Undo and Redo

Undo cancels the previous change.

Redo cancels the previous undo.
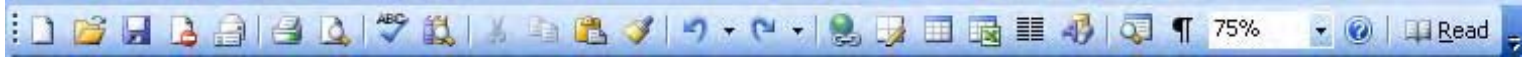
**I made a mistake.  How do I change it back?**

1.  Click      .

For example:

| | |
|---|---|
| Type: | I live in Halifax. |
| Change the font size: | I live in Halifax. |
| Undo: | I live in Halifax. |
| Redo: | I live in Halifax. |

| | |
|---|---|
| Type: | I am from Mexico. |
| Change the font: | *I am from Mexico.* |
| Undo: | I am from Mexico. |
| Redo: | *I am from Mexico.* |

# Practice Activity
## Undo and Redo

## Activity #1

1. Type your name in size 36.
2. Change the color of your name.
3. Undo.
4. Close.

## Activity #2

1. Type the name of your country in size 14.
2. Change the name of your country to size 28.
3. Undo.
4. Close.

## Activity #3

1. Type your address in size 20.
2. Change the color of your address.
3. Change your address to size 36.
4. Change your address to a different font.
5. Undo.
6. Undo.
7. Redo.
8. Undo.
9. Close.

# Alignment

The computer can put things in the centre, on the right or on the left of the page.

This is in the centre.
This is left align.
                                        This is right align.
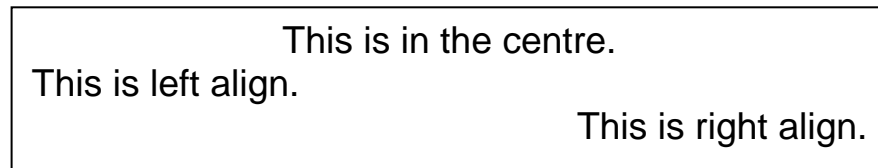
**How do I put something in the centre of the page?**

1. Select what you want to put in the centre.
2. Click ☰ .
3. You see this:
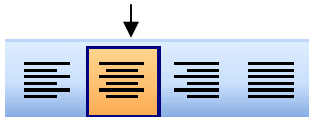
**How do I put something on the left of the page?**

1. Click ☰ .
2. You see this:

**How do I put something on the right of the page?**

1. Click ☰ .
2. You see this:
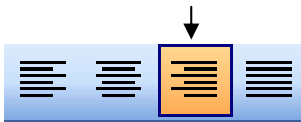
# Margins

Margins are the empty areas at the top, sides and bottom of a page where you cannot type.

File   Edit   View   Insert   Format   Tools   Table   Window   Help
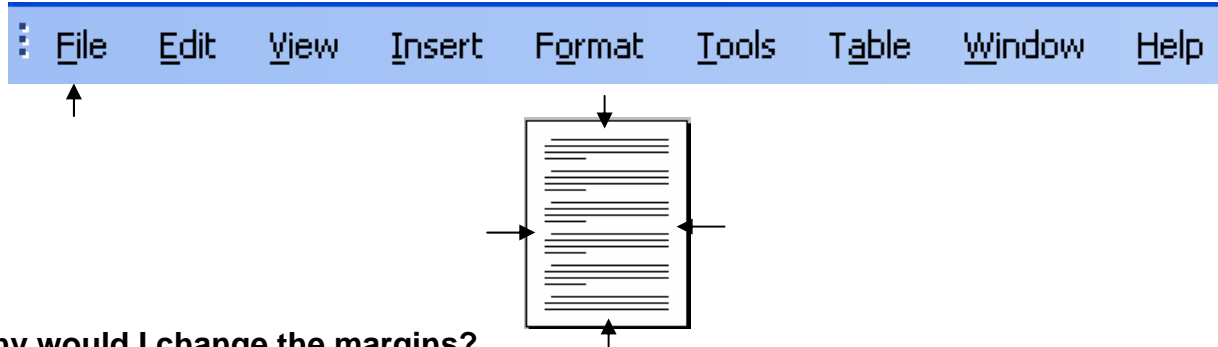
**Why would I change the margins?**

Sometimes the words you type don't fit on one page.  You can change the margins to fit more words on the page.

**How do I change the margins?**

1. Click **File**.
2. Click **Page Setup**.
3. You see this:
4. Click the word **Margins**.
5. To change the top margin, click ⬍ in the box beside **Top**.
6. To change the bottom margin, click ⬍ in the box beside **Bottom**.
7. To change the left margin, click ⬍ in the box beside **Left**.
8. To change the right margin, click ⬍ in the box beside **Right**.
9. Look in the **Preview** box.
10. Click **OK**.
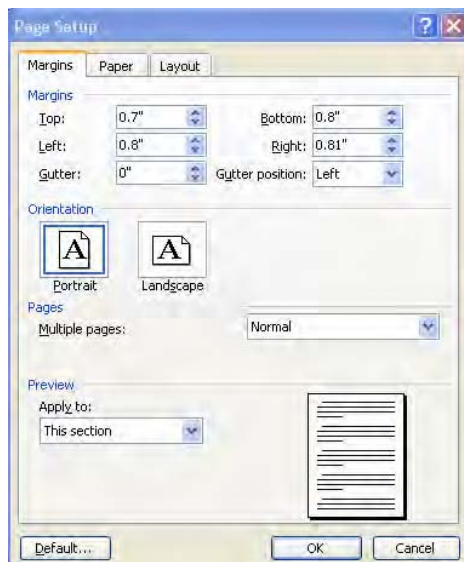
---

# Practice Activity
## Alignment

## Activity #1

1. Type 10 names of clothes, one on each line.
2. Change each word to a different font.
3. Change each word to a different size
4. Change each word to a different color.
5. Put the words in the centre.
6. Save as 'clothes'.
7. Close.

## Activity #2

1. Type 10 names of animals, one on each line.
2. Change each word to a different font.
3. Change each word to a different size.
4. Change each word to a different color.
5. Put the words on the right.
6. Save as 'animals'.
7. Close.

# Practice Activity
## Margins

## Activity #1

1. Type this story in size 14.
2. Change the top margin to 0.5″.
3. Change the bottom margin to 0.5″.
4. Change the left margin to 0.5″.
5. Change the right margin to 0.5″.
6. Change the font of the story to Comic Sans MS.
7. Put everything in the centre.
8. Change the title to bold.
9. Change the title to size 16.
10. Save on your disk as 'turtle and rabbit'.
11. Close.

The Turtle and the Rabbit

A long time ago, a rabbit and a turtle had a race.  The rabbit was very fast. The turtle was very slow.

The night before the race, the turtle went to sleep early.  In the morning, he got up early.  He started running at 8:00.

The rabbit didn't worry about the race.  He knew that he was faster than the turtle.  The night before the race, he stayed up late at a party.  He woke up late for the race.  The race started at 8:00, but the rabbit didn't start until 9:00.

Because the rabbit was so fast, he quickly passed the turtle.  When he was far ahead, he stopped to talk to some friends.  He was very busy talking.  He didn't see the turtle run past him.

The turtle ran and ran.  But soon the rabbit ran past him again.  Soon the rabbit was far ahead of the turtle.  He thought that he had a lot of time so he stopped to eat a big lunch.  After the rabbit ate, he had to run slowly.  He felt very tired, so he stopped to sleep.  While he was sleeping, the turtle passed him again.

When the rabbit woke up, he ran very fast.  But it was too late.  The turtle won the race.

# Paper Orientation

Paper orientation is the direction the words are printed on the paper.
There are two kinds of paper orientations: Landscape and Portrait.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |
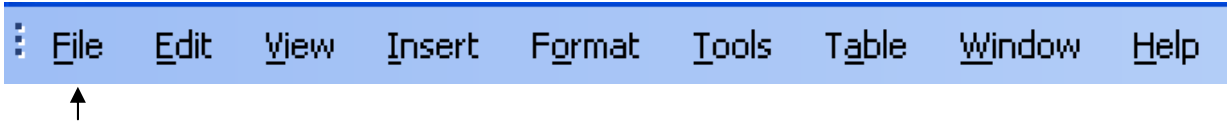
This is **Portrait:**     This is **Landscape:**
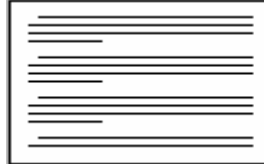
**How do I change the paper orientation?**

1. Click **File**.
2. Click **Page Setup**.
3. Click **Portrait** or **Landscape**.
4. Click **OK**.

The ESL Computer Book – Microsoft Word 2003

# Practice Activity
## Paper Orientation

## Activity #1

1. Change the paper orientation to landscape.

2. Type this information in the font 'Arial'.

> Farmers' Market
> Every Saturday morning
> Fresh fruit and vegetables
> Crafts
> Home made baked goods
> Fresh fish, poultry and meat
> At the
> Brewery Market on Lower Water Street in Halifax
> 7:00 a.m. – 1:00 p.m.

3. Change the first line to size 72.

4. Change the first line to bold.

5. Change the second line to size 48.

6. The next line is empty.

7. Change the next four lines to size 36.

8. The next line is empty.

9. Change the next three lines to size 20.

10. Change the top and bottom margins to fit everything on one page.

11. Put everything in the centre.

12. Print.

13. Save on your disk as 'landscape'.

14. Close.

# Cut, Copy and Paste

You can move words and copy words.

= cut

= copy

= paste
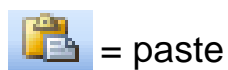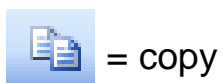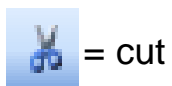
## How do I move words?

1. Select the words you want to move.
2. Click     .
3. Click where you want to put the words.
4. Click     .

## How do I copy words?

1. Select the words you want to copy.
2. Click     .
3. Click where you want to put the words.
4. Click     .

# Practice Activity
## Cut, Copy and Paste

## Activity #1

1. Type the words for these numbers, one on each line.

        6
        4
        10
        8
        3
        9
        11
        1
        7
        2
        12
        5

2. Now cut and paste and put the words in order from one to twelve.

3. Save on your disk as 'cut and paste'.

4. Close.

## Activity #2

1. Type these in size 16, one on each line.

        do speak languages you What?
        you have How been in long Canada?
        do you did last What night?
        you doing are tomorrow What?
        a driver's you Do license have?
        you do go often downtown How?
        of like ice-cream do kind you What?
        been Halifax have How you long in?
        go you to Where school do?

2. Cut and paste to make questions with these words.

3. Save on your disk as 'sentences'.

4. Close.

# Print



You need a printer connected to your computer to print.



**How do I print?**

1. Click **File**.

2. Click **Print**.

3. You see this:
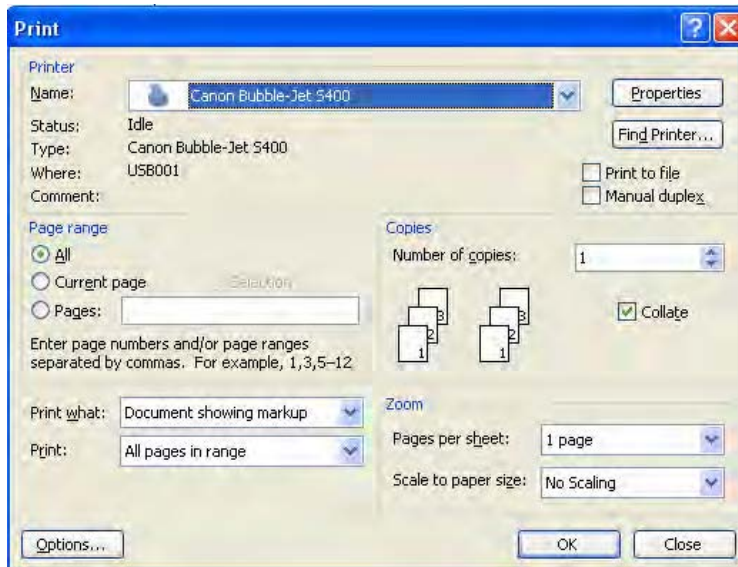


4. Click **OK**.

**Or:**

1. Click  .

**How do I check my page before I print?**

1. Click  .

2. Look at your page.

3. Click  .

# Practice Activity
## Print

## Activity #1

1. Type your name in size 48.
2. Type your address in size 26.
3. Change the font to 'Impact'.
4. Save on your disk as 'print'.
5. Print.
6. Close.

## Activity #2

1. Type the names of seven people.
2. Change each name to a different font.
3. Change the names to size 26.
4. Save on your disk as 'people'.
5. Print.
6. Close.

## Activity #3

1. Type these words:

   Emergency
   Taxi
   Family doctor
   School

2. Type the phone number beside the words.
3. Save on your disk as 'telephone'.
4. Print.
5. Close.

**Let's Practice!**

1. Type these countries in size 18, one on each line.

   Canada
   Switzerland
   China
   United States
   Turkey
   Russia
   Germany

2. Change the font of the countries to 'Futura Md BT'.

3. Use cut and paste to put the countries in order from small to big.

4. Put the countries in the centre.

5. Change each country to a different color.

6. Change each country to a different font.

7. Underline Canada and China.

8. Change Switzerland to size 36.

9. Change Russia to size 10.

10. Change Germany to bold.

11. Change Turkey and United States to italics.

12. Save on your disk as 'review'.

13. Print.

14. Close.

**Let's Practice!**

1. Type these sentences, one on each line.

> She goes shopping with her friend in the afternoon.
> She eats breakfast at 8:00.
> She studies English in the evening.
> She goes to bed at 10:00.
> She gets dressed after she takes a shower.
> She watches TV at 8:30 in the evening.
> After breakfast, she calls her friend.
> She takes a shower at 7:40.
> She gets up at 7:30.

2. Change the sentences to size 20.
3. Cut and paste in order from morning to evening.
4. Change the verbs to green.
5. Change the word 'she' to bold.
6. Underline the times.
7. Copy the sentences and put them on the next page.
8. Put the sentences on the right.
9. Save on your disk as 'everyday'.
10. Print.
11. Close.

# Spell Check

Spell check helps you find and correct spelling mistakes.

**How do I know if I spelled a word wrong?**

Words that are spelled wrong have a red line under them.
You see this:

compter ◄——————— (red line)

**How do I check the spelling of a document?**

1. Click [ABC ✓] .

2. The spell check stops when it finds a spelling mistake.

3. For example, the word 'computer' is spelled wrong:

4. The computer gives you spelling **Suggestions**.

5. Look at the **Suggestions** and click the correct spelling.

6. Click **Change**.

7. When you see: **The spelling check is complete.**

8. Click **OK**.

**Sometimes the computer doesn't understand your word.  Ask somebody to help you spell the word.**

---

# Practice Activity
## Spell Check

## Activity #1

1. Type 34 verbs, one on each line.
2. Spell check the document.
3. Change verbs to size 16.
4. Put all the words on the right.
5. Save on your disk as 'verbs'.
6. Close.

## Activity #2

1. Open all the documents on your disk and check the spelling.
2. Save each document.
3. Close each document.

# Grammar Check

Grammar check helps you find and correct grammar mistakes.

File    Edit    View    Insert    Format    Tools    Table    Window    Help
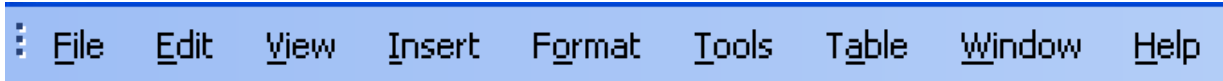
**How do I know if I have a grammar mistake?**

Grammar mistakes have a green line under them.
You see this:    He are from China.
        (green line)

**How do I check the grammar?**

1. Click **Tools**.
2. Click **Options**.
3. Find **Spelling & Grammar**.  Click.
4. Click **Check grammar as you type**.
5. Click **Check grammar with spelling**.
6. Click **OK**.
7. Click [ABC].
9. The spell check and the grammar check are together.  The grammar check stops

    when it finds a spelling or grammar mistake.

10. For example, here is a grammar mistake:



11. The computer gives you **Suggestions**.
12. Look at the **Suggestions** and click the correct one.
13. Click **Change**.
14. When you see: **The spelling and grammar check is complete.**
15. Click **OK**.

    **The Grammar Check doesn't correct all grammar mistakes.  Ask somebody to help you.**

# Practice Activity
## Grammar Check

## Activity #1

1. Type these sentences in 'Arial' font in size 16:

   She are happy.

   He have a headache.

   I eating lunch.

   Her sisters husband called me.

   It are raining.

   I doesn't have a car.

   I can't speaking English.

   My friends car is green.

   They playing soccer.

   I shopping yesterday.

   It are not cold.

   I don't has any money.

   How is you?

   The baby sleeping.

2. Correct the grammar with Grammar Check.

3. Save as 'grammar'.

4. Close.

# Thesaurus

You can find words that have the same meaning in the thesaurus.
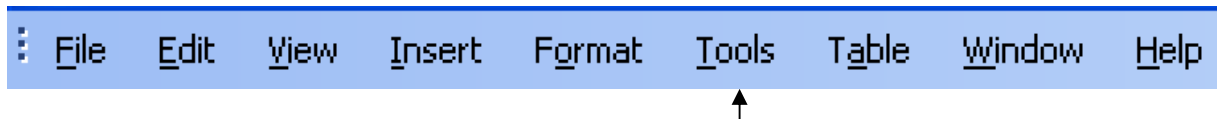


**How do I use the Thesaurus?**

1. Type the word 'large'.

2. Select it.  You want to find another word that means the same as 'large'.

3. Click **Tools**.

4. Click **Language**.

5. Click **Thesaurus**.

6. You see this:
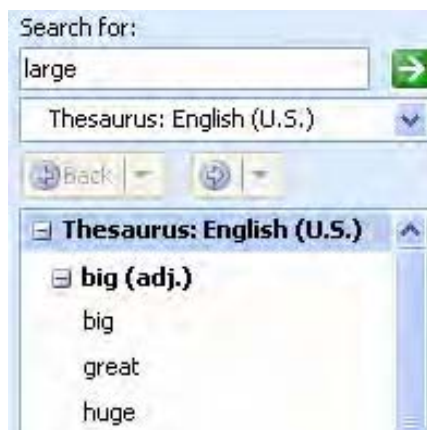


7. On the right, you see many words that mean the same as 'large'.

8. Right click a word.

9. Click **Insert**.

# Practice Activity
## Thesaurus

## Activity #1

1.  Type these words, one on each line:

    rich
    old
    hot
    big
    difficult
    tired
    scared
    happy
    angry
    young
    cold
    cozy

2.  Use the thesaurus to find another word that has the same meaning.

3.  Replace the words you typed in number 1 with new words.

4.  Save on your disk as 'thesaurus'.

5.  Close.

# Word Count

The computer can count how many words you have in your document.

| : | File | Edit | View | Insert | Format | Tools | Table | Window | Help |
|---|------|------|------|--------|--------|-------|-------|--------|------|

↑
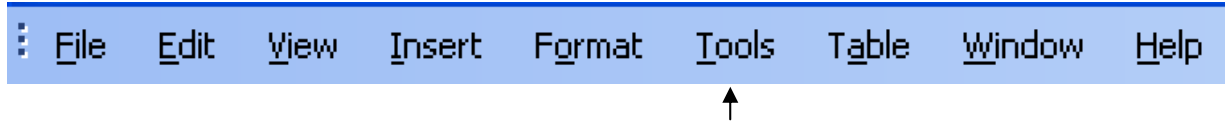
**How do I know how many words are in my document?**

1. Click **Tools**.

2. Click **Word Count**.

3. You see this:

**Word Count**

Statistics:

| | |
|---|---|
| Pages | 5 |
| Words | 448 |
| Characters (no spaces) | 1,935 |
| Characters (with spaces) | 2,335 |
| Paragraphs | 144 |
| Lines | 168 |

☐ Include footnotes and endnotes

Show Toolbar     Close
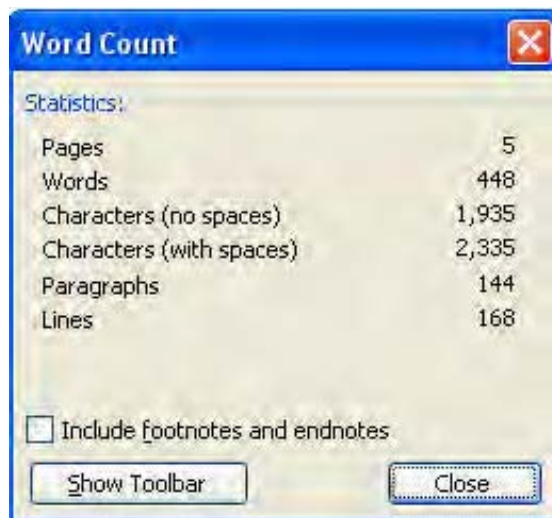
4. Find how many words you have in this document.

5. Click **Close**.

# Practice Activity
## Word Count

## Activity #1

1. Type every country you know, one on each line.
2. How many countries do you know?  Use Word Count.

## Activity #2

1. Open a document on your disk.
2. How many words do you have?  Use Word Count.

# Bullets

Bullets are in front of words in a list.

- This is a bullet.
- This is a bullet.
- This is a bullet.

**How do I make bullets?**

1. Click **Format**.
2. Click **Bullets and Numbering**.
3. Click **Bulleted.**
4. Click a bullet.
5. Click **OK**.

**How do I see more bullets?**

1. Click **Format**.
2. Click **Bullets and Numbering**.
3. Click **Bulleted.**
4. Click **Customize**.
5. Click Character... .
6. Click a bullet.
7. Click **OK**.
8. Click **OK**.

**Or:**

1. Click .

**How do I delete bullets?**

1. Put the cursor on the same line as the bullet.
2. Click .

# Practice Activity
## Bullets

### ☀ Activity #1

1. Type the names of the 10 provinces and 3 territories in Canada, one on each line.
2. Change the words to size to 18.
3. Change each province and territory to a different font.
4. Change each province and territory to a different color.
5. Add a bullet to each province and territory.
6. Save on your disk as 'Canada'.
7. Print.
8. Close.

### ☀ Activity #2

1. Type the names of 5 banks, one on each line.
2. Change the bank names to size 18.
3. Change each bank to a different color.
4. Check the spelling.
5. Centre the document.
6. Put a different bullet in front of each bank.
7. Save on your disk as 'bank'.
8. Close.

# Numbers

The computer can automatically put numbers in front of words.
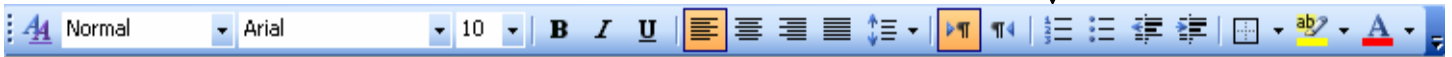
1. watermelon
2. apples
3. oranges
4. grapes
5. pears
6. kiwi
7. pineapple
8. bananas
9. lemons

**How do I add numbers?**

1. Select the words where you want to add numbers.

2. Click **Format**.

3. Click **Bullets and Numbering**.

4. Click **Numbered**.

5. You see different styles of numbers.

6. Click a style.

7. Click **OK**.

**Or:**

1. Select the words where you want to add numbers.

2. Click .

---

# Practice Activity
## Numbers

## Activity #1

1. Type 5 sentences about Canada, one on each line.
2. Add numbers.
3. Check the spelling.
4. Save on your disk as 'Canada'.
5. Close.

## Activity #2

1. Type 15 adjectives, one on each line.
2. Check the spelling.
3. Put numbers in front of each word.
4. Save on your disk as 'adjectives'.
5. Close.

# Alphabetical Order

The computer can put lists of words in alphabetical order.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |

↑

| watermelon | apples |
| apples | bananas |
| oranges | grapes |
| grapes | kiwi |
| pears | lemons |
| kiwi | oranges |
| pineapple | pears |
| bananas | pineapple |
| lemons | watermelon |
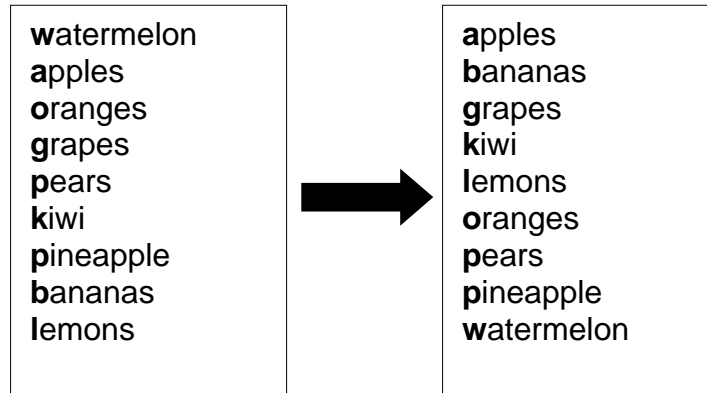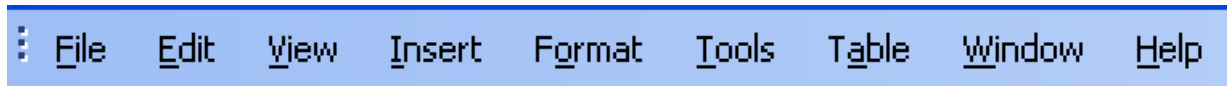
**How do I put words in alphabetical order?**

1. Select the words you want to put in alphabetical order.

2. Click **Table**.

3. Click **Sort**.

4. Click **OK**.

## Practice Activity
### Alphabetical Order

## Activity #1

1.  Type the names of 10 cities, one on each line.
2.  Put the cities in alphabetical order.
3.  Save on your disk as 'cities'.
4.  Close.

## Activity #2

1.  Type the names of 10 fruits and vegetables, one on each line.
2.  Put the words in alphabetical order.
3.  Save on your disk as 'fruits and vegetables'.
4.  Close.

## Activity #3

1.  Type the days and months, one on each line.
2.  Put the days and months in alphabetical order.
3.  Save as 'days and months'.
4.  Close.

# Columns

We usually see columns in the newspaper.  You need many words to make columns.
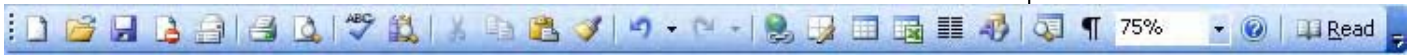
| These words are in 3 columns: | | |
| --- | --- | --- |
| watermelon | apples | oranges |
| grapes | pears | kiwi |
| pineapple | bananas | lemons |
| strawberries | peaches | cherries |

## How do I make columns?

1. Select the words you want to put in columns.
2. Click **Format**.
3. Click **Columns**.
4. Find **Number of columns**.
5. Click [icon] to change the number of columns.
6. To put a line between the columns, click the box beside **Line between**.
7. Click **OK**.

**Or**:

1. Select the words you want to put in columns.
2. Click [icon] .
3. You can make four columns.
   - To make one column, click the first box.
   - To make two columns, click the second box.
   - To make three columns, click the third box.
   - To make four columns, click the fourth box.
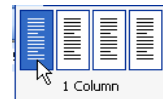
# Practice Activity
## Columns

## Activity #1

1. Type the names of 10 vegetables in size 16, one on each line.
2. Type the names of 10 cities in size 16, one on each line.
3. Check the spelling.
4. Copy all these words and paste them.
5. Now you have 40 words.
6. Copy these 40 words and paste them.
7. Now you have 80 words.
8. Put these words in 2 columns.
9. Save on your disk as 'columns'.
10. Close.

## Activity #2

1. Type 10 sentences about what you did today, one on each line.
2. Check the spelling.
3. Copy these sentences.  Now you have 20 sentences.
4. Put these sentences in 2 columns.
5. Save on your disk as 'today'.
6. Close.

**Let's Practice!**

1. Type this story.
2. Make it look the same as this one.
3. Check the spelling.
4. How many words do you have? Use Word Count.
5. Save on your disk as 'asthma'.
6. Print.
7. Close.

# Asthma Increased 500% in Nova Scotia Since 1970's

Asthma is a breathing problem. More than 62,000 Nova Scotian children have asthma. Asthma increased 500% in Nova Scotia since the 1970's.

What are some things that cause asthma attacks?

1. Indoor air quality
2. Dust
3. Cat hair
4. Pollen

*What are some problems for people with asthma?*

- Some people think the heat in homes is a problem. Oil and wood heat are dirty.
- Water in the windows or in the carpet is also a problem for some people with asthma.
- Mould in the bathroom or in the carpets is a problem.
- Second-hand smoke can start an asthma attack.

# Borders and Shading

A border is a box around your words.

---

This is a border.
Shading is the grey color inside the border.

---
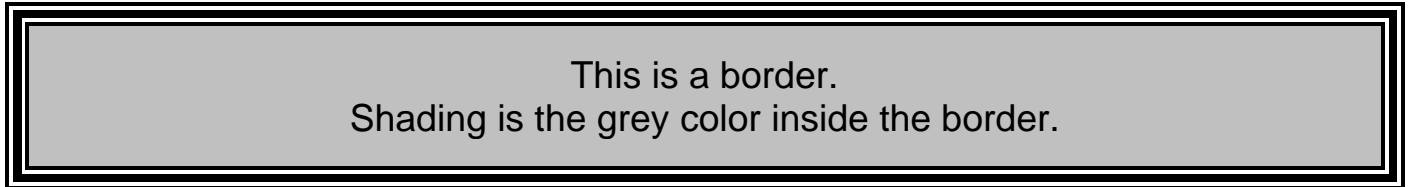
**How do I make a border?**

1.  Select the words you want to put in a border.
2.  Click **Format**.
3.  Click **Borders and Shading**.
4.  You see this:
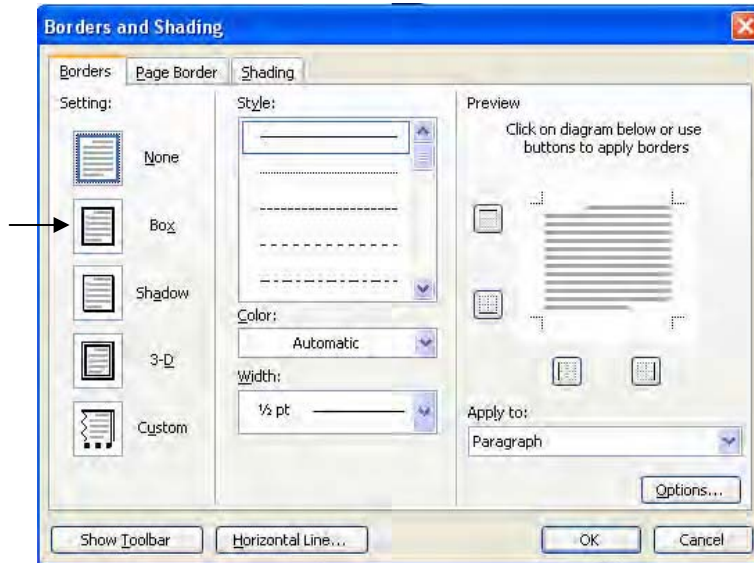


5.  Click the box on the left of  the word **Box**.
6.  Find the word **Style**.
7.  Click a style.
8.  Click ⌄ to see more styles.
9.  Find the word **Color**.
10. Click ⌄ in the **Color** box to see more colors.
11. Click a color.
12. Find the word **Width**.
13. Click ⌄ in the **Width** box to see more widths.
14. Click a width.
15. Look in the **Preview** box.

---

**Borders and Shading continued…**

16. Click **OK**.
17. You can take off the sides of the border.
    - To take off the top line of the border, click [  ] .
    - To take off the bottom line of the border, click [  ] .
    - To take off the left line of the border, click [  ] .
    - To take off the right line of the border, click [  ] .

**Or:**

1. Select the words you want to put in a border.
2. Click [  ] .

**How do I take off the border?**

1. Click [  ] .

**How do I add shading?**

1. Select the words you want to add shading to.
2. Click **Format**.
3. Click **Borders and Shading**.
4. Click **Shading**.
5. 
6. Click a color.
7. Look in the **Preview** box.
8. Click **OK**.
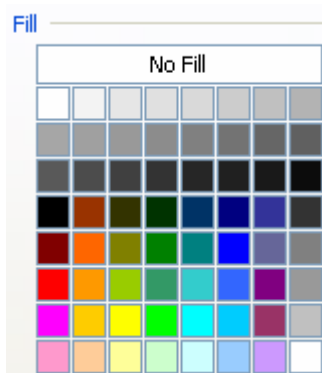
---

# Practice Activity
## Borders and Shading

## Activity #1

1. Type 10 sentences about your country, one on each line.
2. Put the sentences in the centre.
3. Put a blue border around your sentences.
4. Put shading in the border.
5. Save on your disk as 'my country'.
6. Close.

## Activity #2

1. You need somebody to rent your home.
2. Make a 'for rent' sign for your home and include:

> how many bedrooms
> how many bathrooms
> rent
> what kind of heat
> location
> date available

3. Put a border around it.
4. Save on your disk as 'for rent'.
5. Print.
6. Close.

# Page Borders

Page borders go around the whole page.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |

↑
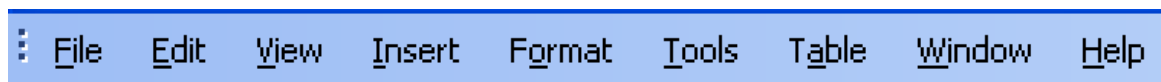
**How do I make a page border?**

1. Click **Format**.
2. Click **Borders and Shading**.
3. Click **Page Border**.
4. You see this:
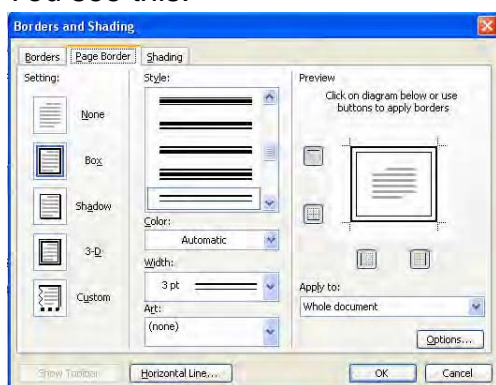


5. Click in the box on the left of the word **Box**.
6. Find the word **Style**.
7. Click ⌄ to see more styles.
8. Click on a style.
9. Find the word **Color**.
10. Click ⌄ in the color box to see more colors.
11. Click a color.
12. Find the word **Width**.
13. Click ⌄ in the width box to see more widths
14. Click a width.
15. Look in the **Preview** box.
16. You can make a page border with pictures.
17. Find the word **Art**.
18. Click ⌄ in the **Art** box to see pictures.
19. Click a picture.
20. Look in the **Preview** box.
21. Click **OK**.

# Practice Activity
## Page Borders

## Activity #1

1. Type all the computer words you know, one on each line.
2. Add a page border.
3. Centre the document.
4. Save as 'page border'.
5. Close.

## Activity #2

1. Type the names of 15 people in size 18, one on each line.
2. Change the font to a handwriting font.
3. Centre the document.
4. Add an Art page border.
5. Save on your disk as 'art border'.
6. Close.

# Toolbars

Toolbars help you do more things on the computer.  Toolbars are the areas at the top and bottom of your screen with pictures.  Usually Microsoft Word has the Standard Toolbar and the Formatting Toolbar.  If you don't see a toolbar, you can add it.  If you don't want a toolbar, you can remove it.  These are the toolbars in this workbook:

## Standard Toolbar
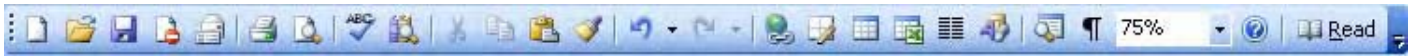
## Formatting Toolbar

## Drawing Toolbar

## Tables and Borders Toolbar

### How do I add a toolbar?

1. Click **View**.
2. Click **Toolbars**.
3. You see the toolbar names:

| ✓ | Standard |
| ✓ | Formatting |
|   | AutoText |
|   | Control Toolbox |
|   | Database |
|   | Drawing |
|   | E-mail |
|   | Forms |
|   | Frames |
|   | Mail Merge |
|   | Outlining |
|   | Picture |
|   | Reviewing |
|   | Tables and Borders |
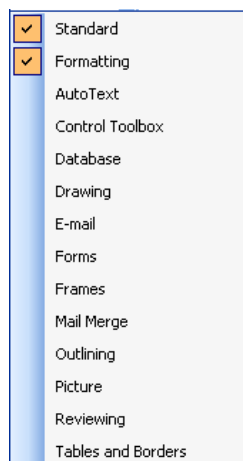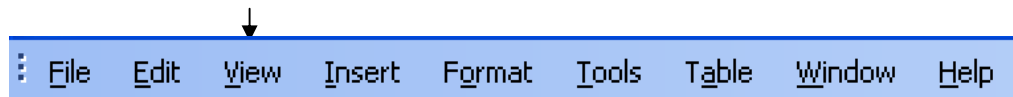
4. Click on the left of the toolbar name and you see ✓.  This is on.
5. Click ✓ to turn off the toolbar.

# Practice Activity
## Toolbars

## Activity #1

1. Take off all the toolbars.
2. Add the Standard Toolbar.
3. Add the Formatting Toolbar.

## Activity #2

1. Add the Drawing Toolbar.
2. Add the Tables and Borders Toolbar.

## Activity #3

1. Take off all the toolbars.
2. Add the Drawing Toolbar.

## Activity #4

1. Add the Standard Toolbar.
2. Add the Formatting Toolbar.
3. Take off the Drawing Toolbar.

# Tables

You can organize information in a table.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |

↑
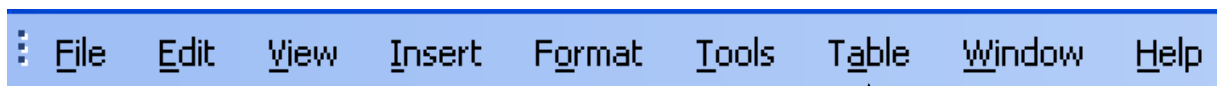
**This is a table:**

| This is a column. | | This is a row. |
|---|---|---|
| | | |
| | | |
| | | |

## How do I make a table?

1. Click **Table**.
2. Click **Insert**.
3. Click **Table**.
4. Click ⬍ beside **Number of columns** to select the number of columns you want.
5. Click ⬍ beside **Number of rows** to select the number of rows you want.
6. Click **AutoFormat**.
7. Find the word **Formats**.
8. Under **Formats** you see many format names for tables.
9. Click ⌄ to see more formats.
10. Click a format name.
11. Look in the **Preview** box.
12. Click **OK**.
13. Click **OK**.

## How do I select a row or a column?

1. Put the cursor in the row you want to select.
2. Click **Table**.
3. Click **Select**.
4. Click **Row** or **Column**.

**Tables continued…**



## How do I put shade in a row?

1. Add the **Tables and Borders Toolbar**.
2. Select the row where you want to put the shade.
3. Click ▾ beside  on the **Tables and Borders Toolbar**.
4. Click a shade color.

## How do I put shade in a column?

1. Select the column where you want to put the shade .
2. Click ▾ beside  on the **Tables and Borders Toolbar**.
3. Click a shade color.

## How do I add a row?

1. Click in the place you want to add a row.
2. Click **Table**.
3. Click **Insert**.
4. Click **Rows Above** or **Rows Below**.

## How do I delete a row?

1. Click in the row you want to delete.
2. Click **Table**.
3. Click **Delete**.
4. Click **Table**.
5. Click **Rows**.

## How do I erase the line between two columns?

1. Select the area you want to join.
2. Click  .

**Tables continued…**

**How do I add a column?**

1. Click in the place you want to add a column.
2. Click **Table**.
3. Click **Insert**.
4. Click **Columns to the Right** or **Columns to the Left**.

**How do I delete a column?**

1. Click in the column you want to delete.
2. Click **Table**.
3. Click **Select Column**.
4. Click **Table**.
5. Click **Delete Columns**.

**How do I delete a table?**

1. Click in the table.
2. Click **Table**.
3. Click **Delete**.
4. Click **Table**.

**How do I change the direction of the words in a table?**

1. Click where you want to type.
2. Type.
3. Click **Format**.
4. Click **Text Direction**.
5. Find the word **Orientation**.
6. Click the text direction you want. Look in the **Preview** box.
7. To change the direction to normal, click **OK**.

# Practice Activity
## Tables

### ☀ Activity #1

1. Make this table.

| Name | Address | Phone number | Email address |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2. Type names of friends, doctors, teachers, or others.

3. Type their address, phone number and email address.

4. Save on your disk as 'names and addresses'.

5. Close.

### ☀ Activity #2

1. Copy this:

| October 2008 | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|  | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|  | 28 | 29 | 30 | 31 |  |  |  |

**Let's Practice!**

1. Make this table.

2. How many words do you have?  Use Word Count.

3. Save on your disk as 'holidays'.

4. Print.

5. Close.

6. Make another table with the holidays and special days in your country.

7. Save as 'my holidays'.

8. Close.

| Canadian Holidays and Special Days | | |
|---|---|---|
| Name | Date | |
| New Year's Day | January 1 | Holiday |
| Valentine's Day | February 14 | Not a holiday |
| International Women's Day | March 8 | Not a holiday |
| Daylight Savings Time begins | second Sunday in March | Not a holiday |
| Good Friday | usually in April | Holiday |
| Easter Sunday | usually in April | Holiday |
| Mother's Day | second Sunday in May | Not a holiday |
| Victoria Day | Monday before May 25 | Holiday |
| Father's Day | third Sunday in June | Not a holiday |
| Natal Day | First Monday in August | Holiday |
| Canada Day | July 1 | Holiday |
| Labour Day | first Monday in September | Holiday |
| Thanksgiving Day | second Monday in October | Holiday |
| Daylight Savings Time ends | first Sunday in November | Not a holiday |
| Halloween | October 31 | Not a holiday |
| Remembrance Day | November 11 | Holiday |
| Christmas Day | December 25 | Holiday |
| Boxing Day | December 26 | Holiday |
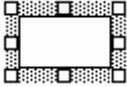
# Text Box

Text means words.  You can put words in a text box and move it easily.

**This is a text box.**

## How do I make a text box?

1. Add the **Drawing Toolbar**.
2. Click .
3. Click where you want to make the text box.
4. This is a text box:
5. Click in the text box.
6. Type.

## How do I change the size of the text box?

1. Click the text box.
2. You see small boxes around the text box.
3. Put your mouse on any of the corners.  Move the mouse until you see a double arrow.
   You see this:
4. When you see the double arrow, hold down the left mouse button.
5. Move the mouse in towards the centre of the text box to make it smaller.
6. Move the mouse out away from the centre of the text box to make it bigger.
7. Lift up your finger.

**Text Box continued…**



**How do I put shading in the text box?**

1. Click in the centre of the text box.
2. Click ▾ beside 🖌 on the Drawing Toolbar.
3. Click a color.

**How do I change the style of the line around the text box?**

1. Click in the centre of the text box.
2. Click ≡ .
3. Click a line style.

**How do I change the color of the line around the text box?**

1. Click in the centre of the text box.
2. Click ▾ beside 🖊 on the Drawing Toolbar.
3. Click a color.

**How do I add a shadow to my text box?**

1. Click in the centre of the text box.
2. Click 🔲 .
3. Click a shadow.

# Practice Activity
## Text Box

### Activity #1

1. Make a text box.
2. Type your name and address in the textbox.
3. Change your name to size 20.
4. Change your address to size 18.
5. Put your name and address in the centre.
6. Put green shading in the box.
7. Take off the line around the text box.
8. Save on your disk as 'text box1'.
9. Close.

### Activity #2

1. Make a text box.
2. Put a blue double line around the text box.
3. Put a shadow on the text box.
4. Type one word in size 72 in the centre of the text box.
5. Save on your disk as 'text box2'.
6. Close.

# Word Art



You can have fun with Word Art!

↓





**How do I use Word Art?**

1. Add the **Drawing Toolbar**.
2. Click  .
3. You see this:



4. Click a style.
5. Click **OK**.
6. Type some words.
7. To change the font, click  in the **Font** box.
8. Click  to see more font names.
9. Click a font.
10. To change the font size, click  in the **Size** box.
11. Click  to see more sizes.
12. Click a size.
13. Click **OK**.

# Practice Activity
## Word Art

### ☀ Activity #1

1. Use Word Art to make your name the same as this:    **Mohammed**
2. Save on your disk as 'my name'.
3. Close.

### ☀ Activity #2

1. Type sentences about your school, your job, your country, or your family, one on each line.
2. Type a title.
3. Change the title to Word Art.
4. Put the title at the top of the page
5. Check the spelling.
6. Put bullets in front of each sentence.
7. Add a page border.
8. Save on your disk as 'Word Art'.
9. Close.

### ☀ Activity #3

1. Open the file on your disk named 'asthma'.
2. In Word Art, type the title of the story.
3. Put the title at the top of the page.
4. Save.
5. Close.

# Symbols



&uarr;
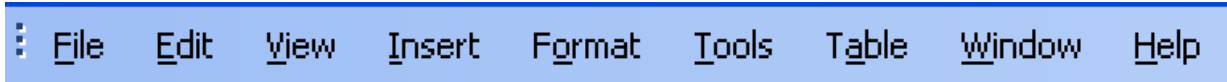
These are symbols.

α  #  ◆

**How do I add a symbol?**

1. Click **Insert**.
2. Click **Symbol**.
3. You see this:
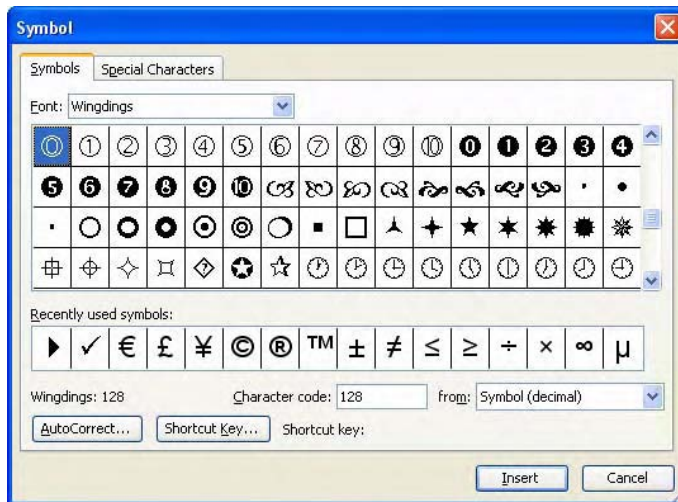


4. Click ▼ in the **Font** box to see more symbols.
5. Click a symbol.
6. Click **Insert**.
7. Click **Close**.

**How do I change the size of a symbol?**

1. Select the symbol.
2. Click ▼ in the **Font size** box 12 ▼ .
3. Click a size.

**How do I change the color of a symbol?**

1. Select the symbol.
2. Click ▼ beside A .
3. Click a color.

# Practice Activity
## Symbols

## ☀ **Activity #1**

1.  Type this:

I came to Canada by ✈. The next day I ☎ my friend at 🕐. I told my friend about the ⚙ in Halifax. My friend was very ☺. I bought a 📖 and read it. My eyes hurt so I went to the doctor. The doctor told me to get 👓. I was very ☹. I ✍ four ✉ to my friend. It was a ☑ day.

2.  Insert the symbols from 'Wingdings' font.
3.  Change the symbols to size 20.
4.  Save on your disk as 'symbol'.
5.  Close.

## ☀ **Activity #2**

1.  Insert five symbols.
2.  Type sentences and use the symbols in the sentence.
3.  Save on your disk as 'symbol story'.
4.  Close.

**Let's Practice!**

1. Copy this page.

## Copy this page!

### Symbols

☺ ⇨

☑ 📖
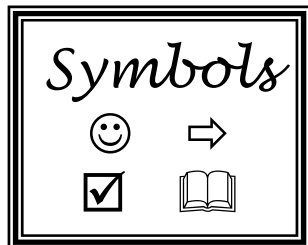
### Symbols

## Halifax

## Canada

Type your name, address and phone number in size 20 in this box.

Put the words in the centre.

| |
|---|
| Sunday |
| Monday |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |
| Saturday |

# Pictures

You can add pictures to your document.
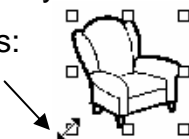
## How do I add a picture?

1. Put the Microsoft Word 2000 cd in the computer.
2. Add the **Drawing Toolbar**.
3. Click [icon] on the **Drawing Toolbar**.
4. You see this: ⟶
5. Click in the **Search for** box.
6. Type the word of the picture.
7. Click **Go**.
8. Look at the pictures.
9. Click a picture.
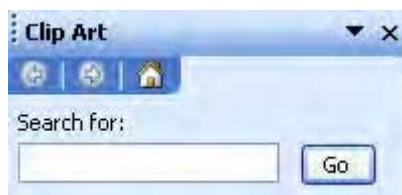
## How do I change the size of the picture?

1. Click the center of the picture.
2. You see small boxes around the picture:

3. Put your mouse on any of the corner boxes. Move the mouse and you see a double arrow. You see this:

4. When you see the double arrow, hold down the left mouse button.
5. Move the mouse in towards the centre of the picture to make it smaller.
6. Move the mouse out away from the centre of the picture to make it bigger.
7. Lift up your finger.

**Pictures continued…**

**How do I move the picture?**

1. Click the picture.
2. Click ≡ to put the picture in the centre.
3. Click ≡ to put the picture on the right.
4. If you want to move the picture down, double-click the picture.
5. Click **Layout**.
6. Click **In Front of Text**.
7. Hold down the left mouse button on the picture.
8. Move the mouse.
9. Lift up your finger.

**How do I add a picture in to a document with a lot of words?**

1. Type words.
2. Insert a picture.
3. Click the center of the picture.
4. Click **Format**.
5. Click **Picture**.
6. Click **Layout**.
7. Click a **Wrapping style**.
8. Click **OK**.

Wrapping style

In line with text    Square    Tight    Behind text    In front of text
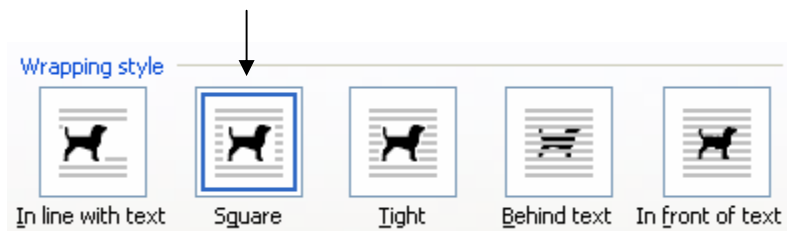
This is **Square Wrapping**:

It is snowing today.  It is very cold.  The man is brushing the snow off his car.  There is 20 centimeters of snow.  School is cancelled because of the snow.  The streets are very slippery. The man is not worried.  He is a very good driver. It is snowing today.  It is very cold.  The man is brushing the snow off his car. School is cancelled because of the snow.  The streets are very slippery. The man is not worried. He is a very good driver. It is snowing today. It is very cold.  The man is brushing the snow off his car. It is snowing today.  It is very cold.  The man is brushing the snow off his car.  There is 20 centimeters of snow. School is cancelled because of the snow.  The streets are very slippery. The man is not worried.  He is a very good driver. It is snowing today.  It is very cold.  The man is brushing the snow off his car.

# Practice Activity
## Pictures

### ☼ Activity #1

1. Type these words, one on each line:

| | | |
|---|---|---|
| books | mushrooms | bananas |
| sun | fish | flowers |
| baby | no smoking sign | telephone |
| cat | cow | Canadian flag |
| airplane | snow | bathtub |
| doctor | birthday cake | money |
| bird | envelopes | guitar |
| soccer ball | house | |

2. Find a picture of the word.  Put the pictures beside the words.
3. Make the pictures small.
4. Save on your disk as 'pictures'.
5. Close.

### ☼ Activity #2

1. Type sentences about your country.
2. Change the sentences to size 18.
3. Add 2 pictures beside the sentences.
4. Use tight wrapping.
5. Centre the document.
6. Add a page border.
7. Save as 'wrap'.
8. Close.

# Lines
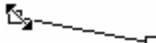
You can draw lines and change them.
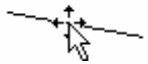
**How do I make a line?**

1. Click ＼ .
2. Put the mouse where you want the line to begin.
3. Hold down the left mouse button and move the mouse to where you want the line to finish.
4. Lift up your finger.


**How do I make to line longer or shorter?**

1. Click on the line.
2. You see little boxes at the ends of the line.
3. Put your mouse on one of the boxes.  Move the mouse until you see a double arrow.  You see this:
4. When you see the double arrow, hold down the left mouse button.
5. Move the mouse to make the line longer or shorter.
6. Lift up your finger.


**How do I move the line?**

1. Put the mouse on the line.  You see this: .
2. Hold down the left mouse button.
3. Move the mouse to where you want to put the line.
4. Lift up your finger.


**How do I change the style of the line?**

1. Click on the line.
2. Click .
3. Click a style.

# Practice Activity
## Lines

### ☀ Activity #1

1. Draw a long line.
2. Change the line style to a 6 pt line.
3. Make the line shorter.
4. Draw another line.
5. Change the line style to a $\frac{1}{4}$ pt line.
6. Save on your disk as 'line'.
7. Close.

### ☀ Activity #2

1. Type these words in size 16 in two columns:

| | |
|---|---|
| happy | cold |
| easy | expensive |
| big | sad |
| cheap | difficult |
| wet | dirty |
| long | late |
| new | small |
| clean | short |
| hot | old |
| early | dry |

2. Draw a line from a word on the left to the opposite word on the right.
3. Save on your disk as 'more lines'.
4. Close.

# Autoshapes

**AutoShapes ▾**

The computer can help you make different shapes.

↓

**Draw ▾**  ✎  |  **AutoShapes ▾**  ╲  ╲  □  ○  🄰  ◢  ☼  🄰  🄰  |  🖌 ▾  ✎ ▾  **A** ▾  ▬  ▦  ⇅  ▢  ▣  ⌐

## How do I draw a picture?

1. Click ▾ beside **AutoShapes ▾** .
2. Click **Lines**.
3. Click ⬠ .
4. Hold down the left mouse button and move the mouse to draw a picture.
5. To cut the line, double-click.

## How do I make an arrow?

1. Click ▾ beside **AutoShapes ▾** .
2. Click **Block Arrows**.
3. Click an arrow.
4. Click.

## How do I put fill in the arrow?

1. Click in the center of the arrow.
2. Click ▾ beside 🖌 ▾ .
3. Click a color.

## How do I make a star

1. Click ▾ beside **AutoShapes ▾** .
2. Click **Stars and Banners**.
3. Click a star.
4. Click.

# Practice Activity
## Autoshapes

## ☀ Activity #1

1. Make a block arrow.
2. Add yellow fill to the arrow.
3. Make a star.
4. Add green fill to the star.
5. Make the arrow bigger.
6. Make the star smaller.
7. Save on your disk as 'arrow and star'.
8. Close.

## ☀ Activity #2
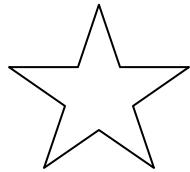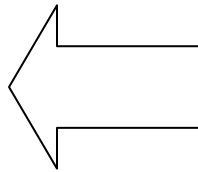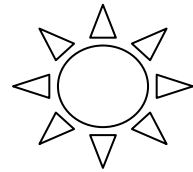
| **star** | **arrow** | **sun** |

1. Make a star.
2. Make an arrow.  Put it beside the star.
3. Make a sun.  Put it beside the arrow.
4. Add pink fill to the star.
5. Add blue fill to the arrow.
6. Add yellow fill to the sun.

# Page Numbers

Page numbers are good for long documents.
You can put the page number at the top or bottom of the page.
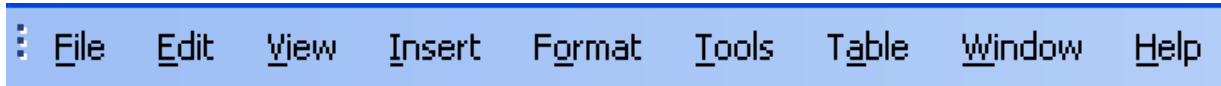


**How do I add page numbers?**

1. Click **Insert**.
2. Click **Page Numbers**.
3. You see this:
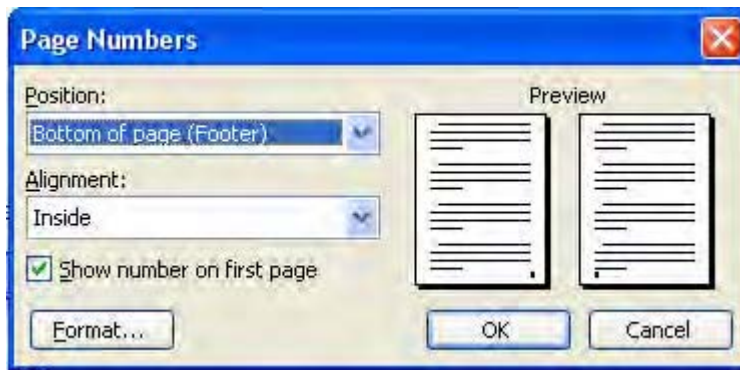


4. Click ⌄ in the **Position** box.
5. Where do you want to put the page number?
   - Click **Bottom of page** or
   - Click **Top of page**
6. Click ⌄ in the **Alignment** box.
7. Where do you want to put the page number?
   - Click **Right** or
   - Click **Centre** or
   - Click **Left**
8. Look in the **Preview** box.
9. Click **OK**.

# Practice Activity
## Page Numbers

### ⚙ Activity #1

1. Open all the documents on your disk.
2. Add page numbers.
3. Save each document.
4. Close each document.

### ⚙ Activity #2

1. Open a new document.
2. Add page numbers at the top of the page.
3. In size 36, type yesterday's date at the top of page 1.
4. Type a sentence about yesterday on page 1.
5. In size 36, type today's date at the top of page 2.
6. Type a sentence about today on page 2.
7. In size 36, type tomorrow's date at the top of page 3.
8. Type a sentence about tomorrow on page 3.
9. Save on your disk as 'page numbers'.
10. Close.

# Labels

We usually put address labels on envelopes.
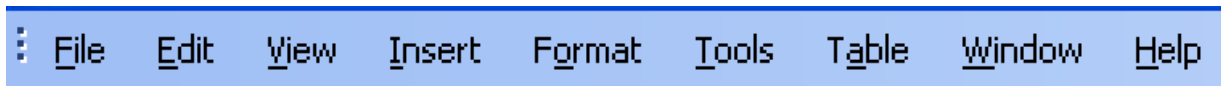


**This is a label:**

Halifax Immigrant Learning
Centre
Suite 201 - 7105 Chebucto Rd
Halifax, NS
B3L 4W8

**How do I print labels?**

1. Click **Tools**.
2. Click **Letters and Mailings**.
3. Click **Envelopes and Labels**.
4. Click **Labels**.
5. Find the word **Address**.
6. Under **Address** click and type the address you want to put on the label.
7. Do you want one label or many labels?

   - To make many labels, click here. ⟶  ⊙ Full page of the same label
   - To make one label, click here. ⟶  ○ Single label

8. Find the word Label in the bottom right corner.
9. You see this:

   Label
   Avery standard, 5923
   Shipping
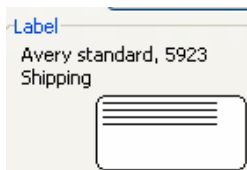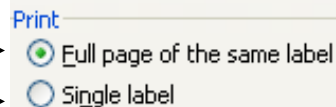
10. Click the picture of the label.
11. Find the word **Product number**.
12. Under **Product number** you see many numbers.
13. Look on your package of labels to find a product number.
14. Click ⌄ to find your product number.
15. Click your product number.
16. Click **OK**.
17. Put a sheet of labels in the printer.
18. Click **Print**.

# Practice Activity
## Labels

## Activity #1

1. Type your name and address.

2. Put it on a full page of labels.

3. Print.

4. Save on your disk as 'labels'.

5. Close.

# Envelopes

You can print addresses directly on the envelope.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |
|------|------|------|--------|--------|-------|-------|--------|------|

↑
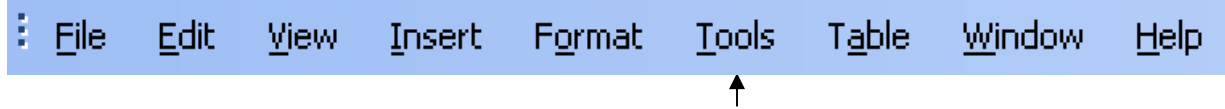
**How do I print an address on an envelope?**

1.  Click **Tools**.
2.  Click **Letters and Mailings**.
3.  Click **Envelopes and Labels**.
4.  Click **Envelopes**.
5.  You see this:

6.  Find the words **Delivery Address**.
7.  Click in the box under **Delivery Address**.
8.  Type the address where you want to send the letter.
9.  Find the words **Return Address**.
10. Click in the box under **Return Address**.
11. Type your address there.
12. Put an envelope in the printer.
13. Click **Print**.

# Practice Activity
## Envelopes

## Activity #1

1. You want to send a letter to the Halifax Immigrant Learning Centre.
2. This is the address.

> Halifax Immigrant Learning Centre
> Suite 201   7105 Chebucto Rd
> Halifax, NS
> B3L 4W8

3. Type your address for the return address.
4. Put an envelope in the printer.
5. Print.
6. Close.

## Activity #2

1. You want to send a letter to MISA.
2. This is the address.

> MISA
>   Suite 201   7105 Chebucto Rd
>   Halifax, NS
>   B3L 4W8

3. Type your address for the return address.
4. Put an envelope in the printer.
5. Print.
6. Close.

# Line Spacing

You can change the space between the lines.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |

↑
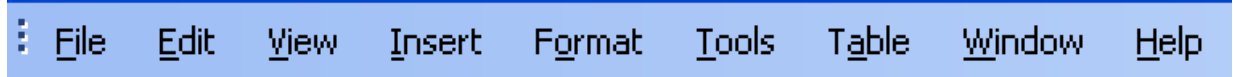
**Single space**
Nova Scotia is a small province in Canada.
The capital city is Halifax.  It is on the
Atlantic Ocean.

**1.5 space**

Nova Scotia is a small province in Canada.

The capital city is Halifax.  It is on the

Atlantic Ocean.

**Double space**

Nova Scotia is a small province in Canada.

The capital city is Halifax.  It is on the

Atlantic Ocean.

**How do I change the line spacing?**

1. Select the sentences you want to line space.
2. Click **Format**.
3. Click **Paragraph**.
4. Find the words **Line** s**pacing**.
5. Click ⌄ in the **Line spacing** box.
6. Click a line spacing.
7. Click **OK**.

# Practice Activity
## Line Spacing

## Activity #1

1. Type about your first day in Canada.
2. Change the font to size 16.
3. Change the line spacing to 1.5.
4. Check the spelling.
5. Add a border and shading.
6. Add a picture.
7. Save as 'first day'.
8. Close.

## Activity #2

1. Open the file named 'asthma' on your disk.
2. Change the line spacing to double.
3. Save.
4. Close.

# Headers and Footers

A header is at the top of every page of a document.
A footer is at the bottom of every page of a document.
For example, look at the footer at the bottom of this page.

| File | Edit | View | Insert | Format | Tools | Table | Window | Help |

↑
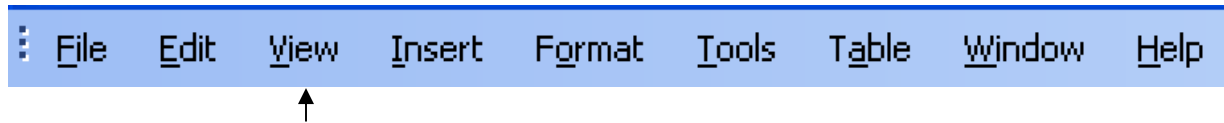
## How do I make a header?

1. Click **View**.

2. Click **Header and Footer**.

3. You see the header and footer toolbar:

   Header and Footer
   Insert AutoText ▾     Close

4. Type the words you want to put in the header.

5. Click Close .

## How do I make a footer?

1. Click **View**.

2. Click **Header and Footer**.

3. You see the header and footer toolbar:

   Header and Footer
   Insert AutoText ▾     Close

4. Click .

5. Type the words you want to put in the footer.

6. Click Close .

# Practice Activity
## Headers and Footers

## Activity #1

1. Open the file named 'first day' on your disk.
2. Add a footer.
3. In the footer, type your name on the left.
4. In the footer, type today's date on the right.
5. Save.
6. Close.

## Activity #2

1. Open 5 documents on your disk.
2. Add a header and a footer to each file.
3. Type the date today in the header.
4. Type your name in the footer.
5. Save each document.
6. Close each document.

1. Copy this page.
2. Add a page border.
3. Save on your disk as 'culture shock'.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

# Culture Shock

- Culture shock is normal
- Culture shock happens when a person moves to a new place
- Language, food, culture, weather and people are different
- Everybody has culture shock

When you first come to Canada, you may be happy and excited. After a while, you may be homesick. Many people stop feeling happy and excited and start to feel sad, angry and lonely. This is normal. After a while, people usually begin to feel more comfortable.

| 7 Stages of Culture Shock | |
|---|---|
| Stage 1 | I am worried about going to a different country. |
| Stage 2 | I am excited. Everything is new and interesting. I feel like a tourist. |
| Stage 3 | I am unhappy. Everything is different. I miss my friends and family. I am lonely. |
| Stage 4 | I feel ok. I am getting used to my new culture. |
| Stage 5 | I am unhappy. It is not easy. I feel uncomfortable. I don't understand anything. English is very difficult. |
| Stage 6 | I am more self-confident. I am beginning to understand English and Canadian culture. I don't feel as lonely as before. I see that other people have problems too. |
| Stage 7 | I feel accepted by people in Halifax. I accept my new culture. |

## How can you look after yourself?

- relax
- go dancing
- write
- find a hobby

- go window shopping
- listen to music
- paint
- talk to a friend

- eat good food
- go for a walk
- go jogging
- go to a movie

# Shortcut Keys

You can make changes to your document when you click the toolbars.  You can also make changes to your document using the keyboard.  Put the cursor where you want to make a change.  Hold the keys at the same time.

| | |
|---|---|
| Ctrl + Backspace | delete one word to the left |
| Ctrl + Delete | delete one word to the right |
| Ctrl + X | cut selected text |
| Ctrl + Z | undo |
| Ctrl + C | copy |
| Ctrl + V | paste |
| Ctrl + left arrow | moves cursor one word to the left |
| Ctrl + right arrow | moves cursor one word to the right |
| Ctrl + end | moves cursor to the end of the document |
| Ctrl + home | moves cursor to the beginning of the document |
| Ctrl + B | bold |
| Ctrl + U | underline |
| Ctrl + I | italics |
| Ctrl + S | save |
| Ctrl + O | open |
| Ctrl + P | print |
| Ctrl + E | centre |
| Ctrl + A | select all |
| Ctrl + shift + > | increase font size |
| Ctrl + shift + < | reduce font size |
| Ctrl + shift + D | double underline |
| Ctrl + shift + W | underline single words |
| Ctrl + 1 | single-space lines |
| Ctrl + 2 | double-space lines |
| Ctrl + 5 | 1.5 line-spacing |
| Shift + arrow keys | to select |
| Up arrow | up one line |
| Down arrow | down one line |
| End | move cursor to the end of a line |
| Home | move cursor to the beginning of a line |

# Check up!

What can you do on the computer?
Put a check beside the things you can do.

## ✓ I can...

| | | | |
|---|---|---|---|
| ____ | use the mouse | ____ | open a new document |
| ____ | save on a disk | ____ | save in the computer |
| ____ | open a file from a disk | ____ | change the font |
| ____ | open a file from the computer | ____ | change the font size |
| ____ | change the font color | ____ | change the font style |
| ____ | undo | ____ | print |
| ____ | put words in the centre | ____ | cut, copy and paste |
| ____ | change the paper orientation | ____ | change the margins |
| ____ | check the spelling | ____ | check the grammar |
| ____ | use the Thesaurus | ____ | count the words |
| ____ | add bullets | ____ | add numbers |
| ____ | add columns | ____ | add borders and shading |
| ____ | add a page border | ____ | make tables |
| ____ | add pictures | ____ | add toolbars |
| ____ | make a text box | ____ | do Word Art |
| ____ | add symbols | ____ | make lines |
| ____ | add autoshapes | ____ | add page numbers |
| ____ | put addresses on labels | ____ | add headers and footers |
| ____ | put addresses on envelopes | ____ | change the line spacing |
| ____ | put words in alphabetical order | | |

**Why Parents Need to Help**
3 simple reasons why parents should take an active role in their child's career exploration process:

## ❖ Parents will benefit in the long run.

It's your home that your child will return to at age 25 or 35 if he is unable to pay his bills or find the motivation to keep a steady job. If you help your child make smart educational and career decisions when he is young, you'll be able to share your child's future successes and won't have to share your home, expenses or debt.

## ❖ The school counselor can't do it all.

Public school counselors in Minnesota are swamped with many students, rarely able to provide individualized career exploration assistance. In Minnesota, the ratio is: 1 counselor to 750 students — three times the recommended national ratio.

## ❖ Your child can't do it alone.

To many youth (and adults), the career exploration process seems overwhelming and often gets ignored as a result. Parents can help break the process into manageable tasks, providing support, guidance and perspective. It's difficult for youth to perceive life beyond age 25. If left to their own devices, many choose **not** to choose and limit their future options by focusing on the present, not the future.

Adapted from
***Starting the Conversation: Career Exploration Guide for Parents & Children***
[by Texas Workforce Commission]

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