

Planning Foundational Learning Lessons



#1

Check in with learners

5 MINUTES

See how the learners are doing.

Help them feel at ease.

Show an interest in their life as a whole.

**Some
questions
CALP staff
ask:**

- What did you do today?
- What did you make for supper?
- How was your week?
- How are you today?
- Have you ever....?
- Tell me about your week.



#2 Check on previous lesson

10 MINUTES

Review what was learned in previous lesson.

Ask how the learner practiced between lessons.

**Some
questions
CALP staff
ask:**

- How did you practice your skills this week?
- How were you able to apply what you learned last week?
- Should we review what we did last week or move on?



#3

Access learners' prior knowledge

5 MINUTES

Finding out what a learner already knows gets them in the right frame of mind for what's next.

Draw on the adult's lifetime of experience.

**Some
questions
CALP staff
ask:**

- How have you used the skill OR what do you already know about the topic?
- What questions do you have about the skill or topic?
- What has confused you in the past about this topic or skill?



4 Skill development or Explicit Teaching 30 MINUTES WITH #5

Steps to teach skill OR
practice skill learned last
lesson.

Use real life tasks and
materials.

Scaffold learning with
guided practice: I do, we
do, you do.

**Some real life
materials
CALP staff
have used:**



- Government letters
- recipes
- student forms
- EI forms
- budget
- maps
- school registration
- manuals
- game instruction sheets

#5 Practice activities

30 MINUTES WITH #4

Right after instruction, have 1 - 3 practice activities.

These should include things for the learner to say, see, hear, touch, and do.

**Some ideas to
change it up
from
CALP staff:**



- manipulatives
- fidgets
- dance
- exercise or stretch
- walk and talk
- doodle pages
- role plays
- field trips
- act it out

#6

Review the lesson

5 MINUTES

Check in to see what needs to be reviewed or clarified.

This may take longer than 5 minutes, but practice improves skills, so it's a good use of time.

**Some
questions
CALP staff
ask:**

- What should I repeat?
- What parts seemed confusing?
- Can you teach this back to me?
- If you were to teach this to someone else, how would you do it?



#7

Practice between lessons

5 MINUTES

With the learner, come up with ways they can use this skill in their everyday lives between lessons.

Help learners think of how to transfer learning from CALP to their life.

**Some ways
learners can
practice their
skills:**



Home:

- Practice work sheets or online/digital tasks
- Teach a family member

Work:

- Use skill for a work task
- Teach a coworker

Community:

- Volunteering
- Board work

Engaging ways to practice reading

Say:

Paired or duet reading

Hear:

Read selection aloud

Touch:

Collect objects that relate to the reading

Do:

Act out stories



Engaging ways to practice writing

See:

Find a picture or make pictures that relate to the topic of the writing

Say:

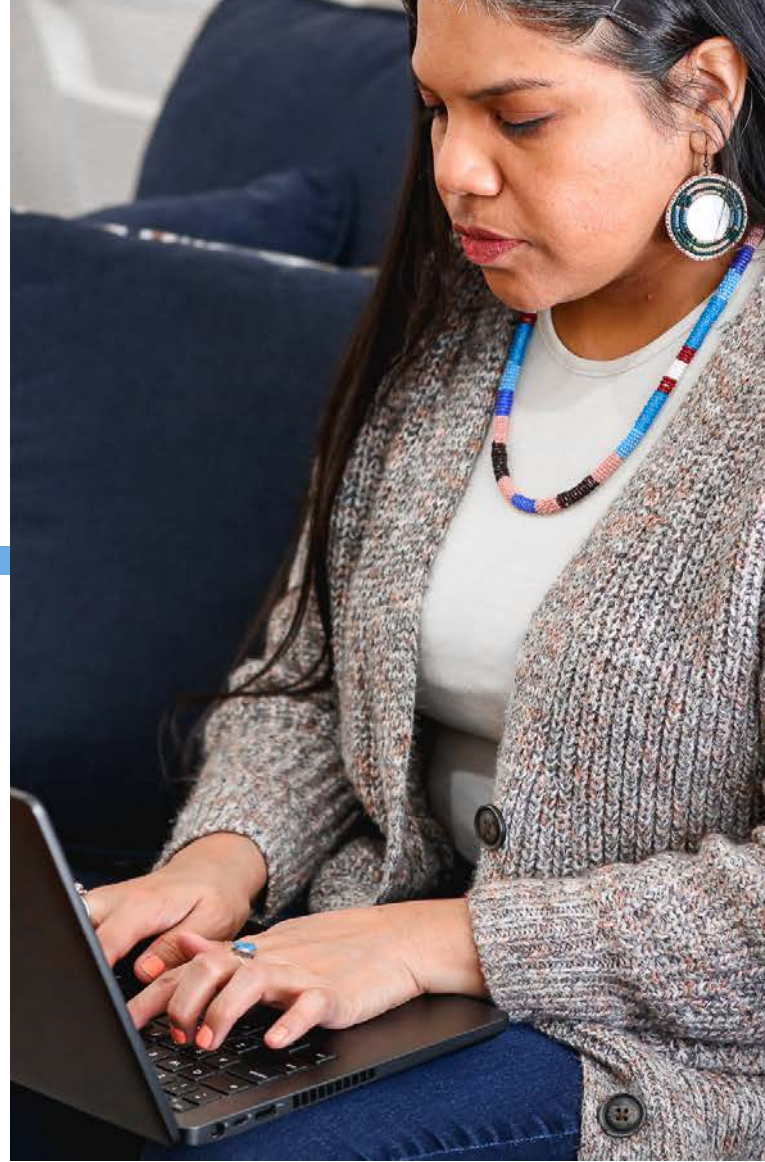
Discuss what you're writing before you write

Hear:

Record the writing - use the voice record app on cell phones or a screen capture software

Do:

Edit by walking as you read aloud the text to yourself, stop to make changes when wanted



Engaging ways to practice speaking

See:

Make a diagram of your ideas on a piece of paper

Hear:

Listen to a podcast about the topic you want to speak about

Touch:

Make flash cards about the topic you're speaking about

Do:

Close your eyes and speak, write what you're saying in the air



Engaging ways to practice listening

See:

Use different coloured pens to take notes on what you hear

Say:

Repeat what you've heard in your own words

Touch:

Tap the table or your hand every time you hear the speaker transition to a new idea

Do:

Adopt the same pose when you want to listen and remember - usually by sitting forward and putting feet flat on the ground

