

## **Section 19: Review: Use resources from everyday life to create relevant lessons**

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### **Handout 15: Sample learning activities**

#### **C-Train Map**

Read the map with your learner. Start with where you are. Ask the learner to touch the map to point out where you are on the route (RAP and kinesthetic). Ask the learner if she takes a train (auditory). Ask her to show you where she starts. Read the name of the stop together (echo reading). Move on to the next stop, and the next, until she gets to the stop where she gets off. Ask your learner if she has taken trains to other locations. Ask her to track the route with her finger and read out the stops (kinesthetic and visual). Cover parts of the map and ask her to read the stops for different routes (chunking). Ask: where is the free fare zone? Ask her to trace the stops and read them (kinesthetic, auditory). Using the language experience approach, help your learner write a story about her trip on the C-Train beginning with: "I walk to the train station." Break down the sentence into single words and write these on index cards. Ask her to put the cards in the right order and read them together. Take words out and ask her to identify what is missing.

#### **Food Package**

Ask your learner to read the name of the food (auditory). Read with him if he needs help (echo reading). Ask him if he knows what this food is. Ask him to explain to you how to use this food (RAP). Keep reading the information on the front of the package using chunking and the RAP strategy. Together read the cooking instructions (echo reading). Break down the instructions into steps. Put the steps on index cards. Read them together. Ask the learner to read them alone. Mix them up. Ask the learner to put the steps in the right order (kinesthetic). Ask your learner if he has ever eaten this food (auditory). Does he like it? Together print some of the words on cards. Have your learner trace the letters of the words. Look at the nutrition information. Ask how many calories? How much salt? How much sugar? Look at the vitamins and minerals. Does he think this food is healthy? Talk about why or why not (auditory).

#### **Calendar**

Ask the learner if she knows what a calendar is (auditory). If needed, explain the purpose and how it works. Together, read over the days of the week (echo reading). Read over the months of the year. Write these on cards and put them in order. Read them together. Mix up the cards and have her put them back in order (days of the week, months of the year). Do the fly swatter exercise with the days of the week (fun and kinesthetic). Ask the learner what day today is. Ask what month is it. How many days are in this month? Ask if there are special days during this month. Talk about the special days – statutory holidays, religious holidays, etc. If there are birthdays, ask the learner to share a story about her birthday and write it down (language experience approach). If the learner has appointments she needs to remember, help her write them down on the calendar.