APPENDIX A: SAMPLE TOOLS

CLB 0-2

for the About Me section of the PBLA process and the Language Companion

This package is a compilation of some of the sample activities at the CLB 0-2 range, for the About Me section of the Language Companion. The activities are samples only and have been collected from a variety of sources. Sources are listed at the bottom of each page.

Sample masters for:

- Learning Goals ................................................................. 2
- Pictorial Needs Assessment .............................................. 5
- Autobiography ................................................................. 11
- Learning Reflection .......................................................... 15
- Package for introducing the LC ......................................... 17

Need more information on PBLA or sample tools for the About Me section?

- Visit PBLA Emerging Practice Guidelines: pblaepg.language.ca (go to Part B, Portfolio Contents, locate the word “link” in red font, for sample activities related to About Me section.
- Visit Practical PBLA: practicalpbla.weebly.com
- Visit Quartz Toolbox: https://quartzon.ca
- Visit https://tutela.ca
- NOTE: Some of the samples provided on the above websites are compiled in this Appendix.
My learning goal

Start date: ________________  End date: ________________

At the doctor’s office

☐ My name is...

☐ The date of my appointment.

☐ The date of my appointment.

☐ My first and last name on a form.

Source: The CLB ESL for Adult Literacy Learners Support Kit
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4 Language Skills

Write 1 skill you need to work on:
My Learning Goals

Goal: ______________________________________________________

Activities:
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Check-in dates:
Date: ________________    Signature: ________________
Date: ________________    Signature: ________________
Date: ________________    Signature: ________________
Date: ________________    Signature: ________________

Source: The CLB ESL for Adult Literacy Learners Support Kit
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# Needs Assessment

## I Want to Learn English for...

<table>
<thead>
<tr>
<th>Canada and Citizenship</th>
<th>Community Services</th>
<th>Law</th>
<th>Family, Friends and Neighbours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes</td>
<td>Health and Safety</td>
<td>School</td>
<td>Fun and Travel</td>
</tr>
<tr>
<td>Looking for Work</td>
<td>On the Job</td>
<td>Shopping</td>
<td>Environment</td>
</tr>
</tbody>
</table>

Source: © 2015 Centre for Canadian Language Benchmarks. All rights reserved.
Why do you want to learn English? Circle the pictures that apply.

- To go to the bank
- To talk to neighbours
- To work or look for work
- To travel in the community
- To shop
- To talk to the doctor
- To find or manage my home
- To participate in recreation activities

Other: ____________________

## Learning English For----

<table>
<thead>
<tr>
<th>Banking</th>
<th>Shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Banking" /></td>
<td><img src="image2" alt="Shopping" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Food" /></td>
<td><img src="image4" alt="Home" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Transportation" /></td>
<td><img src="image6" alt="Health" /></td>
</tr>
</tbody>
</table>

**Source:** Fauzia Anis, Tutela, 2015
Check ✔ one 1 or 2

- Grocery shopping
- Buying medication
- Taking the bus
- Going to the bank
- Talking to friends
- Working

Source: Adapted from The CLB ESL for Adult Literacy Learners Support Kit; © 2017 Centre for Canadian Language Benchmarks. All rights reserved.
Check ✔ two 2

- Grocery shopping
- Buying medication
- Using the bus
- Using a bank card

Source: The CLB ESL for Adult Literacy Learners Support Kit
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Learning Strategies Needs Assessment

to be completed together with the instructor

Name: ________________   Date: __________

<table>
<thead>
<tr>
<th>Manage Learning <em>(Emerging stage of the Continuum)</em></th>
<th>Beginning</th>
<th>On my way</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set learning goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring learning materials to class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep a learning portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use first language for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: ESL Literacy learners would have difficulty reading this on their own and would require an explanation from the instructor.

Source: The CLB ESL for Adult Literacy Learners Support Kit
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Autobiography SAMPLE

My Story

What is your name?
My name is ________________________.

Where are you from?
I come from ________________________.

What languages do you speak?
I speak ____________________________.

What year did you come to Canada?
I came to Canada in ________________.

Who are your classmates?
My classmates are: ___________________  ___________________
________________          __________________
________________          __________________
________________          __________________

Autobiography Sample

My Autobiography

*Hang this page on the board so your classmates can learn about you.*

Draw a picture of yourself, or draw a picture of something you like.

Finish the sentences about yourself.

My name is ____________________ and I come from __________________ (country). I

moved to Canada in __________ (year). I like to ____________________ (hobby). Before

I came to Canada, ______________________________________________.

Now, ________________________________________________________________.

In the future, _________________________________________________________.

My favourite thing about Canada is ________________________________________.

Source: ASSIST Community Services Centre, Edmonton, AB, downloaded from Practical PBLA, at http://practicalpbla.weebly.com
Autobiography Sample

MY STORY (see next page)

Teacher Notes

Teachers may find the pictorial biography frame on the next page useful for EAL Literacy, CLB 1 and CLB 2 students to write their biographies for their portfolio. They can use the picture cues to complete the text and tell their own story.

Teachers would need to first develop the language needed to complete the biography activity and have students practise telling their stories orally.

The following indicates what goes into each blank:

- My name is: (student’s name).
- I come from (country).
- I came to Canada in (month) (year).
- It was (season) and the weather was (sunny or rainy or snowy). N.B. At this CLB level, it may be easier to use adjectives here than to introduce the past continuous.
- I came to Canada (alone or with family or with friends, etc.).
- In (name of first country) I was a (occupation, such as farmer, doctor/nurse, etc.; secretary/receptionist, etc.; child care worker/teacher/ homemaker, etc.; student, other).
- In Canada, I am a (occupation, see above).

Sample is continued on next page

Source: Joanne Pettis
MY STORY

My name is __________________________________.

I come from ________________________________.

I came to Canada in _________________.

It was ____________________ and the weather was ____________________.

I came to Canada ________________________________.

In ________________________, I was a ________________________________.

In Canada, I am a _________________________________.

Source: Joanne Pettis,
See instructions for use on previous page
Learning Reflection

EXIT TICKET TEMPLATE ✕ (copy and cut along the lines)

Today, the most useful thing I learned was ...

This lesson was:

- ☑️ Very useful
- ☑️ Useful
- ☐️ Not useful

I want to learn more about...

Source: Toronto Catholic District School Board
<table>
<thead>
<tr>
<th>Date: _________________</th>
<th>Today, I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _________________</td>
<td>Today, I learned:</td>
</tr>
<tr>
<td>Date: _________________</td>
<td>Today, I learned:</td>
</tr>
<tr>
<td>Date: _________________</td>
<td>Today, I learned:</td>
</tr>
<tr>
<td>Date: _________________</td>
<td>Today, I learned:</td>
</tr>
</tbody>
</table>

**Source**: Toronto Catholic District School Board
Introducing the Language Companion

NOTE on the next 5 pages

These pages were downloaded from Tutela; developed by Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015. Visuals taken from: Literacy Language Companion

The author (Jean Campbell) notes that the story on the following five pages may take several weeks to go through [one page at a time] and will need to be highly supported with visuals, and consistent use of each student’s actual PBLA binder as reinforcement. She outlines the following vocabulary that can be reinforced and practiced while (and after) the story is introduced.

Vocabulary

<table>
<thead>
<tr>
<th>PBLA-specific</th>
<th>Common words</th>
</tr>
</thead>
<tbody>
<tr>
<td>binder</td>
<td>month</td>
</tr>
<tr>
<td>dividers</td>
<td>school</td>
</tr>
<tr>
<td>Language Companion</td>
<td>every</td>
</tr>
<tr>
<td>English</td>
<td>happy</td>
</tr>
<tr>
<td>class papers</td>
<td>teacher</td>
</tr>
<tr>
<td>notes</td>
<td>in</td>
</tr>
<tr>
<td>task papers</td>
<td>new</td>
</tr>
<tr>
<td>portfolio</td>
<td>white</td>
</tr>
<tr>
<td>Reading</td>
<td>many</td>
</tr>
<tr>
<td>Writing</td>
<td>parts</td>
</tr>
<tr>
<td>Listening</td>
<td>words</td>
</tr>
<tr>
<td>Speaking</td>
<td>good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>looks at</td>
</tr>
<tr>
<td>has</td>
<td>keeps</td>
</tr>
<tr>
<td>talk about</td>
<td>helps</td>
</tr>
<tr>
<td>likes</td>
<td>shows</td>
</tr>
<tr>
<td>learn</td>
<td>helps</td>
</tr>
<tr>
<td>gets</td>
<td>brings</td>
</tr>
<tr>
<td>Jan</td>
<td>him</td>
</tr>
<tr>
<td>it</td>
<td>them</td>
</tr>
<tr>
<td>my</td>
<td>all</td>
</tr>
<tr>
<td>his</td>
<td></td>
</tr>
</tbody>
</table>

Source: Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015
Jan’s new binder

Jan has a new binder.
It is white.

It has many dividers.

Source: Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015
Jan’s binder has 3 parts.  
Part 1 is **the Language Companion**.  
It has good English words.  

Part 2 is **My Notes**.  
It has Jan’s class papers.  

Source: Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015
Part 3 is **Portfolio**.
It has Jan’s **task papers**.
The **task papers** show his English.

The Portfolio has his **task papers**.
It has his Listening **task papers**.
It has his Speaking **task papers**.
It has his Reading **task papers**.
It has his Writing **task papers**.

*Source: Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015*
Jan’s teacher looks at his task papers. They talk about his English. His teacher helps him learn English.

Jan likes his new binder. He brings it to school. He brings it every day. He keeps all his English task papers. He keeps them in his portfolio.

Source: Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015
Jan is happy.

The portfolio shows his English.
His English gets better every month.

Source: Jean Campbell, Saskatoon Open Door Society, Saskatoon, SK, 2015