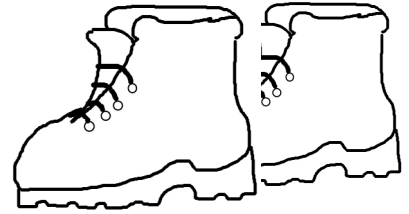


Name: _____ Date: _____

Match the word with the picture.

1) pants



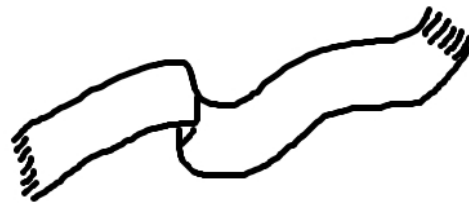
2) a scarf



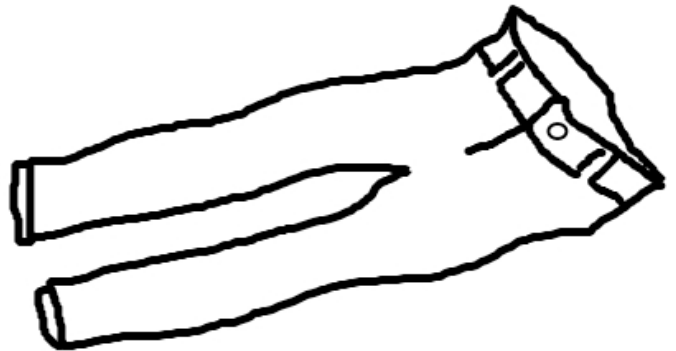
3) socks



4) boots

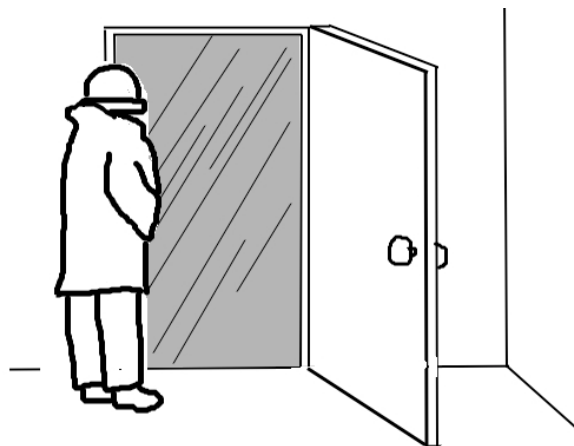


5) a sweater

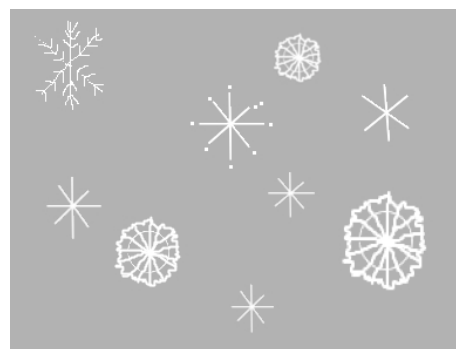


Name: _____ Date: _____

6) a jacket



7) a hat



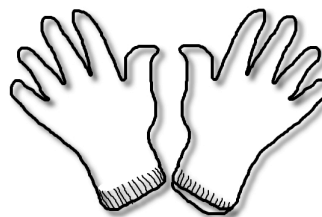
8) gloves



9) go outside



10) snow



Name: _____ Date: _____

Y D G A C E T I P W A R M N B
G C C I M D W U A X I I D S T
S S W V U S N C N A F I I S H
O U T S I D E W T W C O V N M
H A N N R P H W S A C Z T O S
L L E M C P Z X L W L W B W O
H G I J A C K E T V O E I I C
G L O V E S S W E A T E R N K
I A Y D C C O L D B H K R G S
N X F Q I A C D F Q E P V B R
O L N F H S B O O T S V B O K
S M N L Q Y V U U H L W D G O
H O I M V Y H D Q S C A R F O
V W Y J Z G A Y S I W I E N L
K F S J L R T D Q N T N H F U

pants

boots

snowing

socks

hat

warm

sweater

gloves

clothes

jacket

outside

scarf

cold

Name: _____ Date: _____

Unscramble the sentences.

1. Mo is This .

2. jacket a on puts He .

3. outside Mo goes .

4. It snowing is .

5. is Mo warm .

6. clothes good He has .

Name: _____ Date: _____

Let's talk to each other!

Question #1 -

A: _____?

B: _____.

Question #2 -

A: _____?

B: _____.

Name	Question 1	Question 2

Name: _____ Date: _____

He puts on a hat.

He puts on boots.

He puts on gloves.

He puts on a scarf.

Mo goes outside.

He puts on a jacket.

It is cold.

He puts on a sweater.

Name: _____ Date: _____

He puts on socks.

It is snowing.

Mo is warm.

Mo puts on pants.

This is Mo.

He has good clothes.

Mo stays warm.

Cut out and clip together one set per pair of students. Pairs can order the sentence strips while you play or read the literacy reader, match them to picture cards, etc.

Name: _____ Date: _____

Yes or no?

- | | | |
|---------------------------|-----|----|
| 1. Mo puts on socks. | YES | NO |
| 2. Mo puts on a dress. | YES | NO |
| 3. Mo puts on a sweater. | YES | NO |
| 4. Mo puts on red shoes. | YES | NO |
| 5. Mo gets sick. | YES | NO |
| 6. Mo goes to the clinic. | YES | NO |
| 7. Mo goes outside. | YES | NO |
| 8. Mo feels cold. | YES | NO |
| 9. Mo needs a scarf. | YES | NO |
| 10. Mo has 2 gloves. | YES | NO |

Talk about YOU.

I am / am not ready for the snow.

I have _____ and _____.

I need _____.

Name: _____ Date: _____

How many times can you find the hidden word?

stays	satysystaytstaysyysaysstoysstewsstayss
pants	antsqantsdantsbantspantspdbantspantsp
socks	sackszockssockkzsokksoccssockszackssz
boots	pootsqootsbootsqootsbootzbaatsbuutsbo
jacket	jocketgacketjakketjacketsweaterjacket
sweater	syeaterzweaterswaetersweeterssweaterr
scarf	scarvcscarfscorfzcarffscarffsscscarffs
outside	uoutsideoutsedioutzideowtsideoutsideeou
snowing	snoowingsnawingsmowingswomingssnowing
clothes	klothescloseclothingclothesllcolthescloth

Which words sound and look like SNOW?

blue show slow blow know
two shoe boots row mow

Name: _____ Date: _____

		FREE		

this

Mo

stays

warm

puts

on

pants

socks

boots

sweater

jacket

gloves

hat

scarf

goes

outside

it

is

cold

snowing

he

has

good

clothes

Name: _____ Date: _____

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Fonts (for MS Word version only; unnecessary for PDF)

You will need two fonts installed on the computers on which you wish to view and print the MS Word version: KG Primary Penmanship Lined and OpenDyslexic, both available from dafont.com. Consider donations to the creators if you install their fonts.

Use

Please note that this is not a lesson plan, simply a package of worksheets, any or all of which may be used throughout the week as you teach your own unit around Bow Valley College's ESL Literacy Reader found here on the ESL Literacy Network:

<http://www.esl-literacy.com/readers/phase1.html>.

Please review the guidelines for using the ESL Literacy Readers before employing these worksheets.

http://www.esl-literacy.com/readers/esl_literacy_readers_guide.pdf

I do not use these worksheets alone, rather they complement lessons in which vocabulary is personalized and the material has been connected to the students' needs as expressed by them through a needs assessment.

Ways I support literacy learners include:

- sticking to a limited repertoire of activities so that the students' entire cognitive burden is devoted to the content while the directions for the activity are on "auto-pilot" for them
- going over every worksheet orally and on the projector board together before expecting them to tackle it
- checking for comprehension and readiness before passing out a worksheet

To read more about how I use such materials in the classroom, go to kellymorrisey.com and click the "Kelly's Literacy Place" tab, then the "Hello, Teachers" tab. If you have any questions, suggestions, corrections or comments, please email me at kmorrisey@ymcawo.ca. Kelly