

**Title: Lonely in Canada**

**Course:** Anglais de base (English 101)

**Key Language Elements:** Reading comprehension strategies – inferencing, predicting, and connecting; vocabulary learning strategies - cognates & guessing meaning from context; paragraph structure; intercultural education.

**Pedagogical Intentions:**

- Understand the challenges faced by people who experience dislocation and migration (e.g., immigrants, refugees, etc.) and foster a sense of compassion for these people.
- Promote use and mastery of comprehension strategies and links with other languages.

**Objectives:**

- Promote vocabulary knowledge and skills: use of cognates and guessing meaning from context.
- Promote students' use of predicting, inferencing, and connecting in reading.
- Promote reciprocal language development – use of transferable comprehension and vocabulary strategies.

**Learning Task**

- Read the article [Lonely in Canada? Find support before you fall into isolation.](#)

**Form:** Pair/Group/Class Work.

**Context:** In class (in a laboratory) or online for distance learning.




**Lesson 1**

**Lesson Description:**

This lesson aims to prepare the students with the key vocabulary and tools to read the article 'Lonely in Canada?'.  
**Key Language Elements:**

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Reading comprehension strategies – inferencing, predicting, and connecting; vocabulary learning strategies - cognates & guessing meaning from context.

Time	Procedure	
10 min.	<p>1. Lead-in: Invite students to share a prior experience of relocation (e.g., moving to a new town/province/country or changing to a new school, etc.) and how this experience has impacted them. Teacher might share their own first-hand experience and explain what they did or are doing to cope with these changes.</p> <p>2. Explain to the class that they are going to read: <a href="#">Lonely in Canada? Find support before you fall into isolation.</a></p> <ul style="list-style-type: none"> <li>• Invite students to <b>make predictions</b> based on the title and illustration: <b>a.</b> what they see/notice; <b>b.</b> what they think the title and illustration mean.</li> </ul>	<p> Making connections and predictions is an important comprehension strategy to help activate students' prior knowledge, connect with the topic, and for teachers to have a quick diagnostic assessment to see what students already know. Using text components such as illustrations, the title, and subheadings are good tools to elicit predictions.</p>
5 min.	<p>3. <a href="#">Student – Lonely in Canada – Worksheet with Answers</a></p> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> Beginning with reading the cover image, invite students to share what they see and what it could symbolize, i.e., <b>notice and note</b>. Invite students to share with the whole class and write on the board.</li> </ul>	<p> <b>Notice and note</b> focuses students' reading and engages them in thinking about the meaning behind the use of certain features (linguistic, visual, textual, etc.). It also helps them create text dependent questions.</p>
20 min.	<ul style="list-style-type: none"> <li>• <b>Task 2:</b> Using dictionaries, students individually complete the vocabulary table, noting definition and parts of speech of the target vocabulary. Encourage students to reflect on interlinguistic links between the word in English and a similar word in another language or other languages.</li> </ul>	
20 min.	<ul style="list-style-type: none"> <li>• <b>Task 3:</b> Have students guess meaning from context independently or in pairs based on text excerpts. Once completed, invite students to share their thinking processes with one another.</li> <li>• Teacher checks the answers with the class while reminding them of the importance of using cognates and context to help them determine the word meaning.</li> </ul>	<p> Building students' vocabulary strategies is a way of expanding their vocabulary knowledge. Using cognates and guessing meaning from contexts can help build vocabulary knowledge so that they do not feel intimidated by new words they encounter in reading.</p>

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## Lonely in Canada? Find support before you fall into isolation

MARCH 14TH, 2016

SOPHIA KIM

COMMUNITY, FEATURED

0 COMMENTS



Illustration by Hemeterio.


For Tania Sharma, 27, her immigration experience from India was a lonely one. Although she came to Canada in 2014 as a new bride following her marriage to a Canadian immigrant from India, the 27-year-old didn't expect the first year of life in Canada to be such an isolating experience.


In the beginning, Sharma found herself alone with no one to talk to while her husband went to work. "No one was there. Not even my landlady," recalls Sharma. "I had nobody here to talk to. I just waited for my husband and stayed home all day."

According to Marc Valade, a PhD candidate and lead researcher of the *Integration Trajectories of Immigrant Families* study at Ryerson Centre

for Immigration and Settlement, Sharma's experience is common among many new immigrants.

In his research, Valade and his team interviewed 23 immigrant families from 13 countries in the Greater Toronto Area regarding their experience when they arrived. His research has found a common theme of isolation for immigrants,

<b>Lesson 2</b>	<p><b>Lesson Description:</b> This lesson focuses on reading the article ‘Lonely in Canada?’. <b>Key Language Elements:</b> Reading comprehension strategies – inferencing, predicting, and connecting; paragraph structure.</p>	
<p><b>Time</b></p> <p>10 min.</p> <p>15 min.</p> <p>20 min.</p>	<p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Ask students to read <a href="#">Lonely in Canada? Find support before you fall into isolation</a>, and complete <a href="#">Student – Lonely in Canada - Worksheet</a> Task 4.</li> <li>2. Remind students to highlight passages from where they find the answers -- highlight challenges and coping strategies in two different colours while reading. It’s important to train students to base their answers on textual evidence.</li> <li>3. When they are done, ask groups to send one representative to write down on the board either the challenges or the coping strategies they have found in the text.</li> <li>4. Go over the findings with the class. Invite students to share connections they make to their own experiences. Encourage them to use the vocab learned from the text to share their personal experience related to relocation, immigration or other transition experiences. Use the time here to help them talk and think through their ideas as a way to prepare them for their upcoming writing task.</li> <li>5. Synthesize student examples and refine and expand the lists of ideas on challenges and coping strategies.</li> </ol>	<p> <b>Reading-writing connections:</b> Often writing is considered a private matter, one in which we sit down alone to write down what is already in our head. However, learning experience is always sociocultural and collaborative. Spending time on brainstorming, generating and refining ideas can significantly facilitate writing.</p>
<b>Lesson 3</b>	<p><b>Lesson Description:</b> This lesson aims to guide the students through writing two paragraphs about the article they previously read. <b>Key Language Elements:</b> Paragraph structure; vocabulary learning strategies - cognates &amp; guessing meaning from context.</p>	

Time	Procedure	
10 min.	<p>1. A quick review on academic paragraph structure. If students have not yet been introduced to this content, refer to <a href="#">Lesson Plan - English Paragraph Structure</a></p> <p style="text-align: center;">Structure of a paragraph</p> <p>Topic sentence</p> <ul style="list-style-type: none"> <li>• Supporting idea 1: example from a text + elaboration/ explanation</li> <li>• Supporting idea 2: example from a text + elaboration/ explanation</li> </ul> <p>Closure: Concluding sentence restates topic idea &amp; summarizes two supporting ideas</p>	<p>☪ If possible, harmonize the terms (e.g., topic sentence in English and idée principale in French) and/or make students aware how they are similar to the terms in another language.</p>
10 min.	<p>4. Explain to students that they are going to write two paragraphs, one about the challenges for people relocating to a new environment and the other about coping strategies that might help support their adjustment.</p> <p>5. Encourage referral to <a href="#">Student – Lonely in Canada - Worksheet</a> for vocabulary and Tasks 1 and 2 as well as the table in Task 3 to organize their ideas.</p>	<p> <b>Collaborative writing</b> – The idea is to write with students on the board/screen to make the writing process visible to the class. It is particularly important to revise and refine the topic sentences with the class so that they understand writing is not a formula --- a change in word choice or sentence structure can change its meaning and/or highly improve its clarity.</p>
35 min.	<p>6. Using <b>collaborative writing</b> on the board, teacher might show class how to come up with a topic sentence using the notes on the board to start off their writing.</p> <p>7. Students individually work on their paragraphs.</p>	



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