Appendix A

**Listening Exercise**

*Listen to the conversation between Burgu and the Family Reception Centre receptionist. Underline the correct words.*

Receptionist : Family Reception Centre. How can I help you?

Burgu : I am new to Canada. I want my son to go to school.

Receptionist: What is your name, please?

Burgu : Burgu Olmez. O-L-M-E-Z. My son’s name is Tolga.

Receptionist: How old is your son, Mrs. Olmez?

Burgu : He’s **(six, seven, sixteen).**

Receptionist: Good. He’s just the right age to begin school in Canada.

Burgu : When does school begin?

Receptionist: On September **(2nd, 22nd, 23rd).** First, you must book a **(two- hour, 20-minute,**

**2-minute)** appointment with us so we can assess him.

Burgu : Sorry?

Receptionist : Oh, am I speaking too fast? We need to make an appointment so we can test your

son. Tell me when you can come, okay? The time and the day, alright?

Burgu : Okay. Thank you.

Receptionist : We want to assess your son to find out your son’s English level. The

appointment will be about twenty minutes. Now, is Thursday, August

**(29th, 19th, 9th**), at 1 o’clock alright with you for the appointment?

Burgu : Yes, Thursday, August 19th at **(12, 1, 3)** o’clock is good.

Receptionist : Great. Please bring your immigration papers, your son’s immunization papers –

that’s his medical records of vaccination injections -- and any school records he

may have.

Burgu : Immunization records. Immigration papers. Okay. He doesn’t have school records

though. He hasn’t been to school yet.

Receptionist : No problem. Now, if for any reason you can’t get here at that time, call us at

**(713-329-7214, 713-329-7521, 713-329-7241)**.

Burgu : 713-329 -7241. Thank you. Goodbye.

Receptionist : Goodbye. See you soon.

*Appendix B*

*Listen to the conversation and underline the correct answer.*

Receptionist : Family Reception Centre. How can I help you?

Burgu : I am new to Canada. I want my (*daughter / son / grandson*) to go to school.

Receptionist : What is your name, please?

Burgu : Burgu Olmez. (*O-L-M-E-S / O-L-M-A-Z / O-L-M-E-Z*). My son’s name is

Tolga.

Receptionist : How old is (*you / your / yours*) son, Mrs.Olmez?

Burgu : He’s (*six / seven / sixteen*).

Receptionist : Good. He’s just the right age to begin school in Canada.

Burgu : When does school begin?

Receptionist : On September (*2nd/ 22nd / 23rd*). First, you must book a (*two-hour* / *20-*

*minute /2-minute*) appointment with us so we can assess him.

Burgu : Sorry?

Receptionist : Oh, am I speaking too fast? We need to make an appointment so we can

test your son. Tell me when you can come, okay? The time and (*day* /

*date/ days*), alright?

Burgu : Okay. Thank you.

Receptionist : We want to assess your son to find out your son’s English level. The

appointment will be about twenty minutes. Now, is Thursday, August (*9th /*

*19th / 29th*), at 1 o’clock alright with you for the appointment?

Burgu : Yes, Thursday, August 19th at (*12 / 1 / 3*) o’clock is good.

Receptionist : Great. Please bring your immigration papers, your son’s immunization

papers – that’s his medical records of vaccination injections – and any

school records (*he / his / him*) may have.

Burgu : Immunization records. Immigration papers. Okay. He doesn’t have school

records though. He hasn’t been to school yet.

Receptionist : No problem. Now, if for any reason you can’t get here at that time, call us

at (*713-329-7214 / 713-329-7521 / 713-329-7241*).

Burgu : 713-329-7241. Thank you. Goodbye.

Receptionist : Goodbye. See you soon.

Appendix C

*Listen to the conversation and fill in the missing words.*

Receptionist : Family Reception Centre. How can I help you?

Burgu : I am new to Canada. I want my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to go to school.

Receptionist : What is your name, please?

Burgu : Burgu Olmez. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My son’s name is Tolga.

Receptionist : How old is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ son, Mrs.Olmez?

Burgu : He’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Receptionist : Good. He’s just the right age to begin school in Canada.

Burgu : When does school begin?

Receptionist : On September \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. First, you must book a

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minute appointment with us so we can assess him.

Burgu : Sorry?

Receptionist : Oh, am I speaking too fast? We need to make an appointment so we can

test your son. Tell me when you can come, okay? The time and the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, alright?

Burgu : Okay. Thank you.

Receptionist : We want to assess your son to find out your son’s English level. The

appointment will be about twenty minutes. Now, is Thursday, August

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at 1 o’clock alright with you for the

appointment?

Burgu : Yes, Thursday, August 19th at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ o’clock is good.

Receptionist : Great. Please bring your immigration papers, your son’s immunization

papers – that’s his medical records of vaccination injections – and any

school records \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may have.

Burgu : Immunization records. Immigration papers. Okay. He doesn’t have school

records though. He hasn’t been to school yet.

Receptionist : No problem. Now, if for any reason you can’t get here at that time, call us

at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Burgu : 713-329-7241. Thank you. Goodbye.

Receptionist : Goodbye. See you soon.

Appendix D

**MOSAIC JUNIOR HIGH SCHOOL**

**SUPPLY LIST 2013-2014**

**GENERAL SUPPLY LIST**

The school does not provide general supplies or gym apparel. The following supplies should serve a student’s needs for most of the year. These are the supplies that the students are expected to have on a daily basis. Students should only bring in supplies as they are needed, rather than storing all the supplies in their locker. This should prevent loss and will improve the management of the locker space. **ALL SUPPLIES SHOULD BE INDIVIDUALLY LABELED.**

Pencil case

Blue pens

Red marking pen

Pencils - HB lead or mechanical

Eraser

Glue sticks

Highlighter

White-Out correction tape

Geometry set

Scientific Calculator (TI-30XA is recommended)

Metric ruler (clear plastic)

Pencil crayons

Loose leaf paper – minimum of 500 sheets

Graph paper

Binders

3-5 Duotangs

1-2 Packages of binder dividers

Small post-it notes

2 boxes of Kleenex to be left in classrooms

Memory Stick

3”x5” ruled index cards (100)

Small lined notebook (200 pages)

Headphones

*\*EAL students only are requested to purchase an English/Native Language dictionary*

Students may have a small list of additional supplies that they need for specific classes e.g. post-it notes, sheet protectors, etc. Teachers will inform students if any other supplies are required.

**PHYSICAL EDUCATION**

A change of clothing is required for Physical Education. These should include:

T shirt (no tank tops) or sweatshirt

Shorts or sweatpants

Runners (non marking and properly worn)

Mouth guard (optional)

Outdoor units require proper attire dependent on weather (i.e. toque, mitts, boots etc.)

**ART KIT**

Art students may be required to purchase an Art Kit from the school for $50.00. Students will be advised on the first day of school if an Art Kit is needed for their class.

\* Please note aerosol deodorants/cologne/perfumes are not to be used in the school. Stick deodorants are a great way for students to stay fresh throughout the day.

Appendix E

Read the description and name the item

|  |  |  |
| --- | --- | --- |
| 1 | This item is used to store or save information or work done on the computer. |  |
| 2 | This item is used to write short notes. |  |
| 3 | This item can be used to listen to music. |  |
| 4 | We normally keep pens, pencils, erasers and rulers in this item. |  |
| 5 | This item is used to write short messages or reminders. The messages or reminders are normally pasted somewhere where they can be seen. |  |
| 6 | We normally use this item to erase mistakes made when we write using a pencil. |  |
| 7 | This item helps us to draw straight lines. |  |
| 8 | We use this item to paste some paper that has been cut. |  |
| 9 | This item is used to help us with calculation. |  |
| 10 | We draw graphs on this item. |  |
| 11 | We normally use these items to keep our binders organized and neat. |  |
| 12 | These items are used for colouring. |  |

Appendix F

*Read the School Supply List and answer the following questions.*

1. Does the school provide general supplies or gym apparel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is another word for *apparel*?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who needs to purchase an English/Native Language dictionary?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is another word for *purchase*?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In North America, what is the common name for *toque*?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name the type clothes required for Physical Education classes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who is required to purchase an Art Kit?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How much is the Art Kit?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When will students know if they need to buy the Art Kit?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What kind of deodorant is recommended for students to use?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix G

Listening practice.

Last Monday was the worst day for Danny. He woke up and rushed to school. When he went to school he realized that he had left his pencil case at home.

He had to borrow a pencil and an eraser from his classmate. He used the pencil to take down notes in his notebook. When it was time for science class, he could not find his pencil. He looked for it everywhere but he could not find it at all. Then, he had to borrow a blue pen from another friend. This time he used the pen to write and draw graphs on the graph paper.

During lunch break, he had to stay in class to complete his EAL homework that he had forgotten to do at home. It was difficult for him to complete his homework because he did not bring his dictionary. He was very upset. The teacher gave him a dictionary so that he could finish his work.

Just before school ended, he dropped and broke his calculator because he was rushing to pack his school bag. He picked up his broken calculator, took his duotang and put them into his bag.

When he went back home, he decided that he will always complete his homework and pack his bag before going to bed at night.

Appendix H

Listening Practice.

*Listen to the teacher. As you listen, check (/) the items mentioned by the teacher.*

1. a red pen. \_\_\_\_\_\_
2. a pencil case \_\_\_\_\_\_
3. a pencil \_\_\_\_\_\_
4. an exercise book \_\_\_\_\_\_
5. an eraser \_\_\_\_\_
6. a notebook \_\_\_\_\_\_
7. index cards \_\_\_\_\_\_
8. a ruler \_\_\_\_\_\_
9. a blue pen \_\_\_\_\_\_
10. graph paper \_\_\_\_\_\_
11. a dictionary \_\_\_\_\_\_
12. loose leaf \_\_\_\_\_\_
13. a calculator \_\_\_\_\_\_
14. glue sticks \_\_\_\_\_\_
15. a duotang \_\_\_\_\_\_

Appendix I

Listening Practice.

*Listen to the teacher. As you listen, circle the correct answers.*

1. Last Monday Danny left his \_\_\_\_\_\_\_\_\_\_\_ at home.
2. pencil case B. glue sticks C. memory stick
3. He borrowed a pencil and eraser from his \_\_\_\_\_\_\_\_\_\_\_.
4. teacher B. neighbour C. classmate
5. During science class, he could not find his \_\_\_\_\_\_\_\_\_\_\_ anywhere.
6. pen B. pencil C. Science book
7. He used a \_\_\_\_\_\_\_\_\_\_\_ to draw graphs.
8. blue pen B. red pen C. highlighter
9. He stayed in class to complete his \_\_\_\_\_\_\_\_\_\_\_ homework.
10. Science B. EAL C. Math
11. He used a \_\_\_\_\_\_\_\_\_\_\_ to finish his homework.
12. geometry set B. calculator C. dictionary
13. Just before school ended, he broke his \_\_\_\_\_\_\_\_\_\_\_.
14. calculator B. pencil C. ruler

Appendix J

Listening practice.

*Listen to the teacher. As you listen, write TRUE or FALSE.*

1. Last Monday, Danny left his school bag at home. \_\_\_\_\_\_\_\_\_\_\_
2. He borrowed a pencil and eraser from his classmate. \_\_\_\_\_\_\_\_\_\_\_
3. During science class he could not find his pen. \_\_\_\_\_\_\_\_\_\_\_
4. He used a pencil to draw graphs. \_\_\_\_\_\_\_\_\_\_\_
5. He stayed in class to complete his EAL homework. \_\_\_\_\_\_\_\_\_\_\_
6. His teacher lent him a dictionary to do his work. \_\_\_\_\_\_\_\_\_\_\_
7. Just before school ended he tore his duotang. \_\_\_\_\_\_\_\_\_\_\_
8. He put his broken calculator and duotang in his bag. \_\_\_\_\_\_\_\_\_\_\_

Appendix K

**LISTENING TRANSCRIPT:**

Listen to Part 1 of the story about Aisha Hashimi and her mother.

*Aisha Hashimi is five years old. She is going to start kindergarten today. Aisha is an only child, so her mother always worries about her. Mrs. Hashimi is nervous about leaving her daughter at school for the first time.*

*Inside the kindergarten door, Mrs. Hashimi talks to the teacher, Miss*

*Vickers.*

In Part 2, you will hear the conversation between Mrs. Hashimi and the teacher, Miss Vickers.

*Mrs. Hashimi: Here’s my home phone number, Miss Vickers. And here’s*

*my cell phone number. Please call me if Aisha has any*

*problems.*

*Miss Vickers: Don’t worry about that, Mrs. Hashimi. The office has all that*

*information. Remember, you filled out all those forms.*

*Mrs. Hashimi: Oh, yes. That’s true. But maybe I should stay with Aisha this*

*morning just in case.*

*Miss Vickers: Don’t worry, Mrs. Hashimi. It’s better to leave the children*

*before the class starts. Please don’t cry! Aisha will make*

*friends and be happy in school.*

Now listen to Part 3, the story of Aisha’s first morning at kindergarten.

*Aisha had fun in school. She learned the names of the other children. She played with a new friend. She listened to her teacher read a story. She sang a funny song. She had an apple and a cookie at snack time. At noon, Mrs. Hashimi came to pick her up. Aisha was smiling. Mrs. Hashimi didn’t feel so nervous any more.*

Appendix L

*Listen to each part of the story. Circle the correct answer for each question.*

*Part 1*

1. How old is Aisha?
2. six B. five
3. How does Mrs. Hashimi feel on Aisha’s first day at school?
4. nervous B. excited
5. Whom does Mrs. Hashimi talk to?
6. her friend B. the teacher

*Part 2*

1. What does Mrs. Hashimi want to give to the teacher?
2. her phone numbers B. her address
3. What does Mrs. Hashimi want to do?
4. stay with Aisha B. go home
5. What does the teacher want Mrs. Hashimi to do?
6. sit beside Aisha all morning.
7. leave the school before class starts.

*Part 3*

1. What did Aisha learn on the first day?
2. the names of her classmates.
3. to read and write
4. What did Aisha eat at snack time?
5. a sandwich
6. an apple and a cookie

Appendix M

*Listen to each part of the story. Circle the correct answers for each question.*

*Part 1*

1. How old is Aisha?
2. five B. six C. seven
3. How many brothers and sisters does Aisha have?
4. one B. none C. two
5. How does Mrs. Hashimi feel on Aisha’s first day at school?
6. nervous B. excited C. happy

*Part 2*

1. What does Mrs. Hashimi want to give to the teacher?
2. her address B. some money C. her phone numbers
3. What does Mrs. Hashimi want to do?
4. stay with Aisha B. go home C. wait at the office
5. What does the teacher want Mrs. Hashimi to do?
6. Wait at the office
7. Sit beside Aisha all morning
8. Leave the school before class starts

*Part 3*

1. What did Aisha learn on her first day?
2. To read and write
3. The names of her classmates
4. The names of all the students in her school
5. What did Aisha and all the other children do?
6. They played all day long.
7. They learned to count and spell.
8. They listened to a story, sang and had a snack.

Appendix N

*Listen to each part of the story. Circle the correct answers for each question.*

***Part 1***

1. How old is Aisha?
2. four B. five C. six D. seven
3. How many brothers and sisters does Aisha have?
4. one B. two C. three D. none
5. How does Mrs. Hashimi feel on Aisha’s first day at school?
6. nervous B. excited C. happy D. sad

***Part 2***

1. What does Mrs. Hashimi want to give to the teacher?
2. her address B. her house number
3. her phone numbers D. her cell number
4. What does Mrs. Hashimi want to do?
5. Stay with Aisha C. go home
6. Wait at the office D. go to work
7. What does the teacher want Mrs. Hashimi to do?
8. Wait at the office. C. Sit beside Aisha all morning
9. Help her in the class. D. Leave the school before class starts
10. The teacher says, “Aisha will make friends and be happy in school.”

Why does she say this?

1. She wants Mrs. Hashimi to get excited.
2. She wants Mrs. Hashimi to feel better.
3. She wants Mrs. Hashimi to more worried.
4. She wants to make Mrs. Hashimi feel nervous.

***Part 3***

1. What did Aisha learn on her first day?
2. To read and write. C. The names of her classmates.
3. To read a story. D. The names of all the students in her school.
4. What did Aisha and all the other children do?
5. They played all day long. C. They learned to count and spell.
6. They made snack. D. They listened to a story, sang and had a snack.
7. At the end of the morning, how did Aisha and her mother feel?
8. happy C. sad
9. worried D. nervous

Appendix O

*Match the words to their meanings.*

1. helps a. chance
2. students b. to go
3. attend c. collect
4. participate d. pupils
5. opportunity e. informed
6. gather f. take part in
7. notified g. assists

*Fill in the blanks with the correct words.*

1. All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ must be in school by 8:45 a.m.
2. Schools \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ data about their students.
3. Swimming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to keep your body fit and healthy.
4. My son likes to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in many school activities.
5. I want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the *Meet the Teacher* event next week.
6. At the end of the event, you will have the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to ask questions.
7. By next week, you will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the *Parent-Teacher Meeting*.

Appendix P

|  |
| --- |
| **STRONG BEGINNINGS**  **2013 - 2014**  *What is Strong Beginnings?*  *Strong Beginnings* is a process that helps teachers to get to know their students. The teachers will also know how their students learn. *Strong Beginnings* activities are not tests.  *How will it work?*  On either Friday, September 20th or Monday, September 23rd, each student from Kindergarten to Grade 8 will attend school by appointment for 60 – 90 minutes to participate in activities in language arts and mathematics. During this time, students will meet individually or in small groups with their teacher. This is an opportunity for teachers to gather data about each student’s learning that may not be seen during the whole class assessment activities. This is also a chance to develop the teacher-student relationship.  *Note: On Friday, September 20th and Monday, September 23rd, there will be no regularly scheduled classes. Students will attend school by appointment. Parents will be notified about their child’s appointment during the first week of school.* |

Read the notice from school and complete the sentences.

1. The notice is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. *Strong Beginnings* is a ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that helps teachers to get

to know their students.

1. Students from Kindergarten to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will attend school

by appointment.

1. The appointment will be for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes.
2. On Friday, ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and Monday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

each student from Kindergarten to Grade 8 will attend school by appointment.

Appendix Q

|  |
| --- |
| STRONG BEGINNINGS  2013 - 2014  *What is Strong Beginnings?*  *Strong Beginnings* is a process that helps teachers to get to know their students. The teachers will also know how their students learn. *Strong Beginnings* activities are not tests.  *How will it work?*  On either Friday, September 20th or Monday, September 23rd, each student from Kindergarten to Grade 8 will attend school by appointment for 60 – 90 minutes to participate in activities in language arts and mathematics. During this time, students will meet individually or in small groups with their teacher. This is an opportunity for teachers to gather data about each student’s learning that may not be seen during the whole class assessment activities. This is also a chance to develop the teacher-student relationship.  *Note: On Friday, September 20th and Monday, September 23rd, there will be no regularly scheduled classes. Students will attend school by appointment. Parents will be notified about their child’s appointment during the first week of school.* |

Read the notice from school and complete the sentences.

1. The notice is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. *Strong Beginnings* is a ­process that helps teachers to get to know

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Students from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will attend school

for a 60 – 90 minute appointment.

1. Students will participate in activities in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. *Strong Beginnings* is a chance to develop the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. *Strong Beginnings* will be held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Parents will know about their child’s appointment during

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Appendix R

|  |
| --- |
| STRONG BEGINNINGS  2013 - 2014  *What is Strong Beginnings?*  *Strong Beginnings* is a process that helps teachers to get to know their students. The teachers will also know how their students learn. *Strong Beginnings* activities are not tests.  *How will it work?*  On either Friday, September 20th or Monday, September 23rd, each student from Kindergarten to Grade 8 will attend school by appointment for 60 – 90 minutes to participate in activities in language arts and mathematics. During this time, students will meet individually or in small groups with their teacher. This is an opportunity for teachers to gather data about each student’s learning that may not be seen during the whole class assessment activities. This is also a chance to develop the teacher-student relationship.  *Note: On Friday, September 20th and Monday, September 23rd, there will be no regularly scheduled classes. Students will attend school by appointment. Parents will be notified about their child’s appointment during the first week of school.* |

Read the notice from school and answer the questions.

1. What is the notice about?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How does *Strong Beginnings* help teachers?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who attends *Strong Beginnings*?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When is *Strong Beginnings* held?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long is each appointment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the activities the students will participate in?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When will parents know about their child’s appointment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is another word for *opportunity*?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix S

*Complete the Student Emergency Contact Form.*

STUDENT EMERGENCY CONTACT FORM

|  |
| --- |
| STUDENT’S INFORMATION |

Student’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Year/Month/Date)

Residence Address : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Number/Street) (Apt) (City) (Postal Code)

|  |
| --- |
| PARENT(S)/GUARDIAN(S) INFORMATION |

Father’s/Guardian’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s/Guardian’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s/Guardian’ Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) (cell number)

Mother’s/Guardian’ Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) (cell number)

|  |
| --- |
| STUDENT’S MEDICAL INFORMATION |

Manitoba Medical Numbers : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student’s Personal Health Number – 9 digits) (Family Health Number-6 digits)

Student’s Doctor : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone No. : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix T

*Complete the Student Emergency Contact Form.*

STUDENT EMERGENCY CONTACT FORM

|  |
| --- |
| STUDENT’S INFORMATION |

Student’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Year/Month/Date)

Residence Address : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Number/Street) (Apt) (City) (Postal Code)

|  |
| --- |
| PARENT(S)/GUARDIAN(S) INFORMATION |

Father’s/Guardian’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s/Guardian’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s/Guardian’ Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) (cell number)

Mother’s/Guardian’ Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) (cell number)

|  |
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| STUDENT’S MEDICAL INFORMATION |

Manitoba Medical Numbers : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student’s Personal Health Number – 9 digits) (Family Health Number-6 digits)

Student’s Doctor : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone No. : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| EMERGENCY CONTACT |

If above listed Parent(s)/Guardian(s) are unavailable during an emergency, the school should call:

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Home) (Cell) (Work)

Appendix U

*Complete the Student Emergency Contact Form.*

STUDENT EMERGENCY CONTACT FORM

|  |
| --- |
| STUDENT’S INFORMATION |

Student’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Year/Month/Date)

Country of Birth : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Residence Address : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Number/Street) (Apt) (City) (Postal Code)

Home Language(s) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| PARENT(S)/GUARDIAN(S) INFORMATION |

Father’s/Guardian’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s/Guardian’s Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s/Guardian’ Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) (cell number)

Mother’s/Guardian’ Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) (cell number)

|  |
| --- |
| STUDENT’S MEDICAL INFORMATION |

Manitoba Medical Numbers : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student’s Personal Health Number – 9 digits) (Family Health Number-6 digits)

Student’s Doctor : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone No. : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
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| EMERGENCY CONTACT |

If above listed Parent(s)/Guardian(s) are unavailable during an emergency, the school should call:

*Contact 1:*

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Home) (Cell) (Work)

*Contact 2:*

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Child : \_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Home) (Cell) (Work)