

Adapting to Canadian Culture Unit

Appendix A Pairs Interview

You will be working in pairs. Ask your partner the following questions and record his/her answers on the sheet below. You will be introducing your partner to the class so be sure to record all answers carefully.

<ol style="list-style-type: none">1. What is your name? 2. What country are you from? 3. How long have you been in Canada? 4. Who did you come to Canada with? 5. What do you miss most about your country? 6. What do you like the most about Canada? 7. What do you like the least about Canada? 8. What was the hardest thing for you about coming to Canada?	
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Appendix B Graphic Organizer – Essay

You will be writing a three-paragraph essay about your experiences adapting to Canada and your feelings about coming to Canada. Use point form to fill in your answers to the following questions. Feel free to add other ideas as well.

Introduction

Topic Sentence –

What country did you come from?

How long have you been in Canada?

Who did you come with?

Body

What problems did you face when you came to Canada?

What was the hardest thing you faced?

Were there any disappointments or surprises about Canada or its culture?

Conclusion

Are you glad you came to Canada? Explain why or why not.

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Appendix C Editing Sheet for Essay

You will be working with a partner to edit each other's essays. Take one essay and work on it together then work on your partner's essay together. Make notes and comments in the column below.

	Notes and comments
Is there a good introduction with an effective topic sentence?	
Are there adequate details in the body to support the topic sentence?	
Is there an effective conclusion?	
Are there transition words to link ideas?	
Is the essay written primarily in the past tense? (Feelings about Canada now will be in present tense.)	
Is each sentence complete with a capital and period?	
Are there any other grammar or spelling mistakes?	

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Appendix D Group Work Evaluation (Lesson 2 & 3)

	Self-Evaluation	Teacher Evaluation
I contributed ideas and suggestions to our group	1 2 3 4 5	1 2 3 4 5
I listened carefully to other's ideas	1 2 3 4 5	1 2 3 4 5
I asked others in the group for their opinion	1 2 3 4 5	1 2 3 4 5
I was polite and respectful (I did not argue with others)	1 2 3 4 5	1 2 3 4 5
I did my share of the work	1 2 3 4 5	1 2 3 4 5
I feel good about my participation and contribution to this group	1 2 3 4 5	

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Appendix E Group Presentation Skills (Lesson 2 & 3)

	Self-Evaluation	Teacher Evaluation
I did my share of the presentation	1 2 3 4 5	1 2 3 4 5
I answered questions carefully and fully	1 2 3 4 5	1 2 3 4 5
I spoke clearly and loudly	1 2 3 4 5	1 2 3 4 5
I made eye contact with the audience	1 2 3 4 5	1 2 3 4 5
I used lots of expression in my voice	1 2 3 4 5	1 2 3 4 5
I really acted out the part I was playing	1 2 3 4 5	1 2 3 4 5

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Appendix F Rubric for Essay

	Level 1	Level 2	Level 3	Level 4
Content	-no real theme -almost no supporting evidence	-some theme development -some supporting evidence	-good theme development -good supporting evidence	-theme clearly developed -relevant evidence
Organization	-little organization -no topic sentence or conclusion -little use of transition words	-some organization -topic sentence and conclusion -some use of transition words	-good organization -good topic sentence and conclusion -good use of transition words	-excellent organization -excellent topic sentence and conclusion -excellent use of transitions
Vocabulary	-limited/incorrect word choice -words directly translated	-adequate word choice -meaning is sometimes clear	-good use of vocabulary -meaning is usually clear	-varied and appropriate word choice -meaning is clear
Language Skills and Mechanics	-poor sentence structure -many errors in grammar, spelling and punctuation	-simple sentence construction -frequent errors in grammar, spelling and punctuation	-some complex sentences -some errors in grammar, spelling and punctuation	-complex sentence structure -few errors in grammar, spelling and punctuation