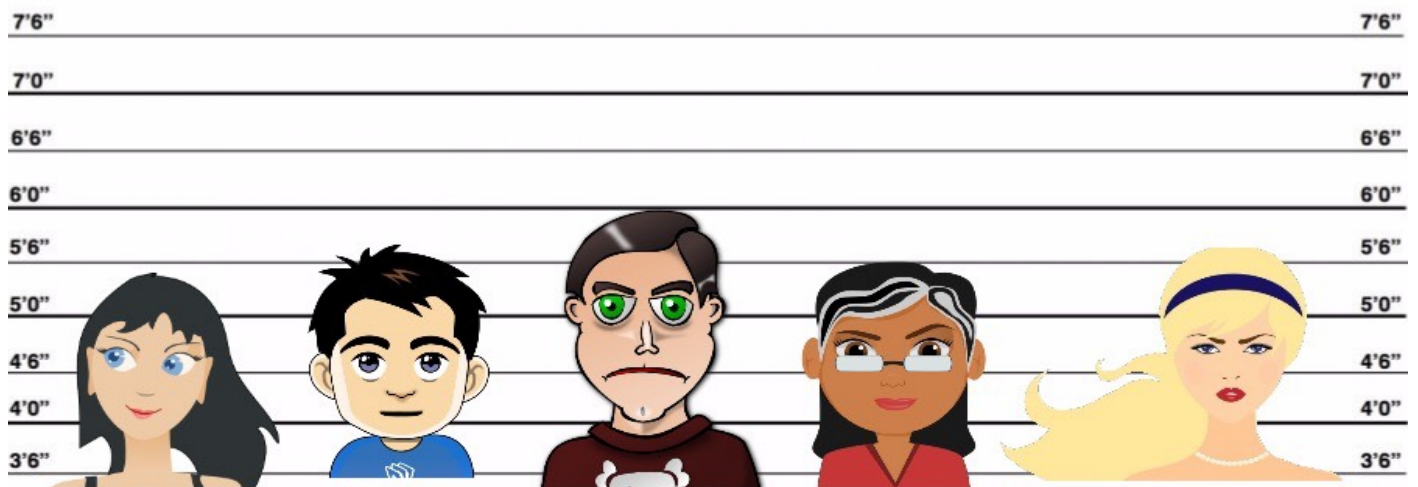


LES - ENGLISH AS A SECOND LANGUAGE

EESL - Secondary, Cycle I (sec, 2-3)



WHAT HAPPENED TO THE DRAMA TEACHER?

TEACHER'S GUIDE



Theme

Detective Story

Vocabulary related to the topic

deposition, crime scene, criminal, record or history, version, cross-examination, innocent, guilty, mobile, witness, accusation, truth, cooperate, false trail, evidence, enigma, accomplice, solve, proof, facts, assault, alibi, nature of the injuries, wound, victim profile, victim, connection to the suspect, possible cause, natural cause, accident, suspect's narrative

Purpose

In this scenario, students will reinvest information to write a narrative in order to produce a digital story.

Overview of the Learning Situation

English as a second language

Competencies	
Interacts orally in English	Participation in oral interaction
Reinvests understanding of texts	Evidence of comprehension of texts Use of knowledge from texts appropriate to the task
Writes and produces texts	Pertinence of the text Formulation of the text

Material and Classroom Organization

iOS



[Adobe Spark Video](#)
(also available online)



[30 Hands](#)



[Lensoo Create](#)



[WeVideo](#)



[QR Code Reader](#)



[Kahoot](#)



[QR Code Reader](#)



[Kahoot](#)

Android

Class organization

For the production of the digital story, if you have a few tablets available, form workshop stations (carousel). When teams are ready, they will have access to a tablet to produce their digital story. Plan a schedule. Plan other work for teams that are finished early.

The Scenario

The drama teacher, Mr. Ramirez, was discovered unconscious by the school's janitor backstage in the school auditorium. The janitor found him in this comatose state. No weapons were found on site.

The school's surveillance camera showed that only 5 people were in the auditorium that night. They were practicing for the school play. All of them were present when the police arrived at 8:15 PM, 15 minutes after Mr. Ramirez was found unconscious, by the janitor.

Each of the individuals had a private conversation with Mr. Ramirez that fateful night. This fact is confirmed by the surveillance camera in the auditorium. Note that Mr. Ramirez had been off-camera since 7:30 PM. These 5 individuals are now identified as the main suspects.

In addition to these facts, we were informed that all 5 of the suspects had a particular relationship with the victim.

What happened to the drama teacher?

Students will become a potential suspect in this investigation. They will personify the suspect and produce a statement about what happened to the drama teacher.

In teams of 2-3, students will brainstorm their version of the events that took place by using information given to them on a suspect card.

They will:

- Write a text (testimony) about the event.
- Plan a digital story with a storyboard.
- Produce a digital story with a tablet.
- Listen to the different testimonies.
- Decide who is guilty, and write down arguments to support their decision.

Classroom Activities

Period 1 - You are a Suspect		Material
1	Before class, put the posters provided with this LES on the wall.	<u>Posters</u>
2	Play the scenario video and present the intentions of this LES. The video can be listened to again if needed.	<u>Scenario video</u> Speakers Projector or IWB
3	<p>Invite students to look at the different characters posted on the wall of the classroom. Ask them to anticipate by participating in a survey on <u>Kahoot</u> using the tablet.</p> <p>Place students in teams of 3 or 4. Ask student to access this address: <u>kahoot.it</u> using the browser (Safari ,Chrome, etc.). Share the PIN number that appears when launching the survey. Students enter the PIN number and a team name. They have 120 seconds to discuss and come to consensus before answering each of the four questions.</p> <p>*You can create a shortcut to Kahoot to access the tool directly on the iPad. <u>Follow this procedure.</u></p>	<p><u>Access survey on Kahoot</u> (Click on Start then Play, the PIN number will appear). It needs to be projected on a screen for the students to see the questions and possible answers.</p> <p>One device (tablet, cellphone, computer) per team is needed for this activity.</p> <p>Opportunity for C1</p>
4	Ensure that students fully understand the scenario.	
5	Introduce the Student Booklet. Inform the students of the Final Task and the intentions of this LES before starting with the tasks.	<u>Student booklet</u>
6	Task 1 SB - Form teams of 2-3 students. Give each member of the team a suspect card. Inform students not to share the information that is on their suspect card with the other teams.	<u>Suspect cards</u>

Period 1 - You are a Suspect

Material

- 7 Task 1 SB - Individually, the students will identify the information that will be helpful to plan their text on the card they received. Ask student to look at the Summary of Events in their booklet (SB, p.4). They fill out the grid with keywords (SB, p.3). Support students during this task by circulating in the classroom.
- *Note that the problem should not be a copy/paste of what is on the character card. Students need to divert the police's attention to another suspect.

Classroom Activities

Period 2 - Analyse a Statement		Material
1	<p>Task 1 SB - Ask students to join their group and share the information found during task 1.</p> <p>Use the camera app or any other recorder app on the iPad to film/record the conversation in order to have traces of the students' interaction.</p>	<p>Student booklet</p> <p>One device per team to record the conversation (optional)</p>
2	Task 2 - Present the first example of a statement: Leila's Suspect Card (SB, p. 6). View the first Digital Story: Leila's Statement 1. Ask students to jot down what they think are the characteristics of a digital story.	
3	<p>Go through the elements of a digital story (SB, p.7), then view the two examples provided: Leila's statement 1 and 2. Invite students to complete the chart in their SB by asking pertinent questions related to the elements and comparing the two statements.</p> <ul style="list-style-type: none"> - Was the pace fast or slow? - Who was interviewing Leila, a male or female officer? - Was the statement true to the description on the suspect card? - Was the music effective? - Which statement was more believable? - Etc. 	<p>Testimony Videos (Download and test them before class.)</p> <p>Speakers Projector or IWB</p> <p>C2 Demonstration of Understanding</p>
4	Recap with the students by focusing on how Leila's statement has evolved from the information on her Suspect Card.	Leila Statement Correction Key p.9

Period 3 - Write a Statement		Material
1	Go back to the scenario and explain that they will have to reinvest information from the suspect card and the summary of events.	Student booklet
2	<p>Task 3a SB - Invite students to write a statement individually in their booklet by selecting information and combining ideas from the texts and their own in order to make a personal text. They should write double-spaced to allow for revisions.</p> <p>Use the following resources: SB, p. 3, 4, 5 and the suspect card. Redistribute the suspect card to each student. Remember that the problem should not be a copy/paste of what is on the character card. Students need to divert the police's attention to another suspect.</p> <p>Peer Feedback and revising - SB, p. 9-10 Students within the same team take turns reading their teammates' statements and complete a Peer Feedback Card for each text reviewed. They can then edit and revise their statements taking the feedback into account. You may want to allow students to ask for clarification about the feedback given if desired or necessary.</p>	<p>C3 - Writes texts C2, C3 Evaluation Rubric</p> <p>Peer Feedback cards in SB</p>

Period 4 - Plan a Storyboard		Material
1	<p>Task 4 - Once the text (statement) is finished, explain to students that they will need to plan a storyboard of their digital story before recording it. Students create 6-8 frames minimum.</p> <p>*The teacher decides if the students produce an individual digital story or a collective one. If you decide on a collective one, students decide the text that will be used for the storyboard.</p>	<p>Storyboard handout (extra)</p> <p>C3 Produces Texts Rubric</p>
2	<p>You can present the selected app to students before they plan their storyboard. They can explore the app in relation to its functionalities, i.e. backgrounds, music, templates, etc.</p> <p>* If you don't have tablets, the online tool Adobe Spark Video can be used. You will then need headsets to record student's voice.</p>	<p>Tablet adaptor (VGA) or Apple Tv or Reflector/ AirServer Projector</p> <p>Tablet + app (*computer and headsets)</p>

Period 5 - Record a Testimony		Material
	<p>Ask students to prepare the pictures needed for their digital story. They can look for some on the Internet (be careful about copyrights - Pixabay is a good resource for them), take their own photos or use the pictures available to them in this learning situation.</p> <p>*If you don't have a lot of time in class, students can search for, or take pictures at home.</p> <p>*If you are using Adobe Spark Video, note that you have access to an image search tool in the app.</p>	<p>Give this link to students: http://recit.org/ul/per or use the following QR Code</p>
1	<p>Task 5: Invite students to use one of the proposed apps to create their statement. Remind them to take into account the elements of a digital story.</p> <p>Ask students to send the productions to you using their email or another sharing product like DropBox. They will first need to save their production on the tablet. Or, teacher creates a classroom account, logs in on the iPads and students create their stories within the same account. This way all the stories are in the same place but all students can also access all the stories.</p>	<p>Tablets+ app Headsets (opt.)</p> <p>or</p> <p>*computer and headsets</p>

Period 6 - Who Will Be Accused?		Material
1	<p>Task 6 SB - Select five statements, one for each of the suspects. You can also decide to present all of them.</p> <p>Invite students to carefully listen to each statement. Ask students to write down who they think is the accused person, and the arguments to support their decision.</p> <p>Group students according to the nature of their accusation. Invite them to share their arguments. *C1 can be evaluated in this task.</p> <p>One student can represent the group. He will have the mandate to explain who is guilty and why.</p>	<p>Speakers Projector or IWB</p> <p>Student booklet</p> <p>C1 Evaluation Rubric</p>

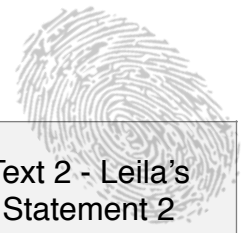
Period 6 - Who Will Be Accused?		Material
2	Final Task: Students vote for who they think is the accused person. The teacher can determine who is the accused person according to the student's productions. Reveal suspect to the class.	http://recit.org/ul/pur
3	Ask students to evaluate their team work.	Peer Evaluation Rubric

As an alternate task, students can prepare the suspects cards and then repeat the activity using these new suspect cards. The cards can be created with an app called Trading Cards.



[Trading Cards](#)

Characteristics of a Statement - Answer Key



Elements of a Digital Story	Explanation	Text 1 - Leila's Statement 1	Text 2 - Leila's Statement 2
Point of view/ Dramatic question	The main point the narrator tries to communicate, or key question that will be answered by the end of story.	<ul style="list-style-type: none"> • She is hiding something • Accuses Ms Dane 	
Emotional content (Written Language)	Writing that will take hold of audience's attention and engage them emotionally.	<ul style="list-style-type: none"> • Sarcastic • Fake • Jumping from an idea to the next 	<ul style="list-style-type: none"> • Inappropriate laughter • Hesitant • Insecure • Trembling voice
Voice (Spoken Language)	Emotion, intonation and inflection that the narrator uses to give greater meaning to the story.	<ul style="list-style-type: none"> • No emotion • Casual, flirty • Selfish • Manipulative 	<ul style="list-style-type: none"> • Shy • Scared • Nervous
Music	Thoughtfully selected sounds and music.	<ul style="list-style-type: none"> • Mysterious • Suspicious • A bit loud • Not effective 	<ul style="list-style-type: none"> • Ring tone • Softer • Calm
Visuals	Many stories can be illustrated effectively with a small number of images or video, and a fairly short text.	<ul style="list-style-type: none"> • Phone • 2 people • Ms Dane • Red 	<ul style="list-style-type: none"> • Different phone • Choppy entry of visuals • Yellow
Rythm of the story	The rhythm of a story and how slowly or quickly it moves.	<ul style="list-style-type: none"> • Slow then really fast 	<ul style="list-style-type: none"> • More detailed images • Less random • More creative
Believability and appreciation	Was the story believable? Was the story well-made? Was the story informative?	<ul style="list-style-type: none"> • No • Could be better • Yes 	<ul style="list-style-type: none"> • Yes • A bit better • Yes

Leila's Statement - Script

Hi, my name is Leila and I'm the hall monitor. I arrived around 5:50 PM. I forgot my keys and so had to come back for them. I dated Ramirez a few years ago that's why I call him Alejandro.

He came up to me! I definitely did not go up to him. He wants me back, he won't leave me alone. He has the hots for me. It's so annoying! I mean...I know I'm good looking but he's not my cup of tea. I told him to leave me alone and if he doesn't, I'm filing a complaint.

So you want to know where I was between 7:30 and 8:00? Well, to be quite frank, I received a personal phone call.

Who called me? This teacher from Awoutaouett's school. He's so...

Well, let's not get into that.

You want to know who I think did it? Ms. Dane was never pleased with his work. So, go figure.

Rubric for Competency 1, *Interacts orally in English—Secondary II Enriched ESL*

Allot 0 marks for the competency if the student does not carry out the task (e.g. does not speak at all or does not speak in English).

	A	B	C	D	E
Participation in oral interaction	Interacts throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words). 5 marks	Interacts throughout the discussion. 4 marks	Interacts sporadically or mostly when prompted. 3 marks	Rarely expresses ideas or responds to peers. OR Speaks but rarely interacts with peers, if at all. 2 marks	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated. Total of 4 marks for this level
Content of the message	Discusses the topics addressed in a detailed and relevant manner (e.g. gives details, asks questions, clarifies meaning). AND Brings up new ideas or aspects to enrich the discussion. 5 marks	Discusses the topics addressed in a detailed and relevant manner (e.g. gives details, asks questions, clarifies meaning). 4 marks	Discusses the topics addressed, but on a more superficial level (e.g. expresses basic or obvious ideas). 3 marks	Mostly expresses ideas that lack detail, are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; it's true</i>). OR Expresses ideas that are sometimes incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Expresses relevant ideas but does not interact with peers. 2 marks	
Articulation of the message	Speaks with ease and confidence when interacting. 5 marks	Speaks with relative ease when interacting. Hesitations do not hinder interaction. 4 marks	Speaks with some ease when interacting. Hesitations sometimes hinder interaction. 3 marks	Speaks with difficulty when interacting (e.g. messages are often choppy/incomplete or made up of isolated words, or pauses and hesitations often hinder interaction). OR Speaks with fluency but does not interact with peers. 2 marks	
	When interacting, expresses messages that are clear, using language that is mostly accurate and somewhat idiomatic. ² 5 marks	When interacting, expresses messages that are clear despite errors. 4 marks	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation. 3 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation. OR Speaks with accuracy but does not interact with peers. 2 marks	

¹ To interact, the student must do the following: react to / build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.

² Idiomatic language refers to expressions and sentence structures that are typical of the English language, e.g. use of gerunds, tag endings, two-word verbs.

Competencies 2 and 3 – Generic Evaluation Rubric

Criteria	Task requirements	A	B	C	D	E
C2 – Use of knowledge from texts in a reinvestment task	<ul style="list-style-type: none"> Student selects <i>vocabulary, ideas</i> and <i>information</i> from source material and combines them with own ideas in a coherent and accurate way. 	Student effectively reinvests significant amounts of vocabulary, ideas and information from source material. 20 points	Student appropriately reinvests significant amounts of vocabulary, ideas and information from source material. 16 points	Student reinvests some vocabulary, ideas and information from source material. 12 points	Student randomly inserts little vocabulary ideas and information from source material. 8 points	The text is mostly made up of parts copied from source material without a clear purpose . OR THE TEXT IS OFF-TOPIC 0-4 points
	<ul style="list-style-type: none"> Student writes a text that corresponds to the targeted text type. 	The text corresponds fully to the targeted text type. 5 points	The text corresponds fully to the targeted text type. 4 points	The text corresponds fully to the targeted text type. 3 points	The text includes little required elements of the task. 2 points	
C3 – Formulation of the message	Language Repertoire: <ul style="list-style-type: none"> Accurate use of mechanics* and grammatical structures**. 	The text contains hardly any or no errors. 25 points	The text contains a few errors that do not hinder comprehension. 20 points	The text contains errors that may hinder comprehension. 15 points	The text contains many errors that hinder comprehension. 10 points	Errors are so numerous that very little of the text is understood, even after multiple readings. 0-5 points

* Mechanics refers to capitalization, punctuation and spelling. ** Grammatical structures include parts of speech (e.g. verbs), sentence constructions (e.g. affirmative, negative), word forms (e.g. prefixes, suffixes) and agreement (e.g. subject-verb).

Competencies 3 – Digital Story Rubric – Peer Evaluation Rubric

Competencies 3 – Digital Story Rubric				Peer Evaluation Rubric	
Criteria	A Excellent	B Good	C Satisfactory	D Needs Improvement	
Content and Formulation of the Message	Elements of a Digital Story				
	POINT OF view/ Dramatic question	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the story.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the story.
	Emotional content	Audience is deeply and emotionally engaged.	Audience is emotionally engaged.	Audience lapses in emotional engagement.	Audience has little to no emotional engagement
	Speaking Voice (rhythm and voice punctuation)	Voice quality is clear and consistently audible throughout the story. The pace fits the story line and helps the audience really "get into" the story.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the story. Occasionally speaks too fast or too slowly for the story line. The pacing is relatively engaging for the audience.	Voice quality is clear and consistently audible through some (70-84%) of the story. Tries to use pacing, but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	Voice quality needs more attention. No attempt to match the pace of the storytelling to the story line or the audience.
	Music	Music matches the story line well.	Music somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
	Visuals	Images create a distinct atmosphere or tone that matches different parts of the story.	Images create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
	RYTHM OF THE STORY	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR it needs slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
Believability	The suspect statement is highly believable.	The suspect statement is believable.	The suspect statement is more or less believable.	The suspect statement is not believable.	

<p>Team 1 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 2 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 3 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 4 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Team 5 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 6 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 7 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 8 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Team 9 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 10 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 11 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Team 12 Title: _____</p> <p>Our evaluation: _____</p> <p>Two comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>