

Learning and Evaluation Situation

Can't Fall Asleep?

Combined Elementary 2 and 3 ESL Class



Teacher's Guide - Booklet A Pedagogical Planning



References, Copyrights and Credits

Storybook

- Munsch, Robert: 1985. *Mortimer*. Annick Press: ISBN 0-920303-12-9 (bound), ISBN 0-920303-11-0 (pbk)

Cycle One and Cycle Two Strategy Posters and Cycle Two Functional Language Posters

- <http://eslinsight.qc.ca/>

PowerPoint for Key Elements

- <http://eslinsight.qc.ca/>

The Official Website of Robert Munsch

- <http://robertmunsch.com/mortimer/#>

Pictures and Images

- Images on cover pages of Teacher's Guide, Booklets A to D: <http://www.motion-design.ca/motion-design/>
- Student Handouts and Teacher Tools:
 - Images: <http://www.motion-design.ca/motion-design/>
 - Copyright free images from the Commission scolaire de Laval: <http://www.cslaval.qc.ca/apo/albumOOo/index.html>
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Handouts SH2a and SH2b, TT5 and TT5a: Predicting

- Adapted from: The Big Book of Reproducible Graphic Organizers: <http://teacher.scholastic.com>

Mini-Book Template for the Personalized Version and Product

- Commission scolaire des Chic-Chocs, Multi-level Cycle One LES, *Aaaarrgghh, Spider!*
<http://eslinsight.qc.ca/> SPEAQ Workshops, Activities for Multi-level Groups (Elementary Cycle One), SPEAQ 2008

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Can't Fall Asleep?

Elementary Cycles One and Two **Multi-level:** Elementary 2 and 3 **Duration:** 8 periods of 45 minutes each

Broad Area of Learning: Health and Well-Being

Educational Aim: To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health and well-being

Focus of Development:
Awareness of his/her basic needs: physical needs

Cross-Curricular Competency: CCC5 - To adopt effective work methods

Elementary ESL Competencies and Key Features

CYCLE ONE	CYCLE TWO
C2: To communicate orally in English	C1: To interact orally in English
<ul style="list-style-type: none"> ➤ Listens to messages ➤ Transmits simple messages ➤ Monitors own learning 	<ul style="list-style-type: none"> ➤ The student reacts to messages using strategies. ➤ The student takes the initiative to transmit oral messages using strategies. ➤ The student maintains oral interaction using strategies.
C1: To act on understanding of texts	C2: To reinvest understanding of oral and written texts
<ul style="list-style-type: none"> ➤ Explores authentic texts orally ➤ Uses knowledge from texts ➤ Monitors own learning 	<ul style="list-style-type: none"> ➤ The student prepares to listen to and read texts using strategies. ➤ The student demonstrates understanding of oral and written texts using strategies. ➤ The student carries out meaningful tasks using strategies.
	C3: To write texts
	<ul style="list-style-type: none"> ➤ The student prepares to write texts using strategies. ➤ The student composes texts using strategies. ➤ The student revises his/her texts using strategies.

Pedagogical Intention

Students are introduced to the Canadian children's author, Robert Munsch, using his story *Mortimer*. Students will communicate/interact orally in English throughout the LES. In order for students to adopt effective work methods (CCC5), they will use resources, such as a planning tool, to modify a story and create a final product and thereby demonstrate their awareness of healthy sleep habits (BAL: Health and Well-Being). Elementary 2 students will create a personalized version of the story, while Elementary 3 students will create a personalized product. Elementary 3 students will also apply a writing process to their personalized product, in order to learn about characteristics of the written text and targeted language conventions. In their written text, Elementary 3 students will provide tips to help a child fall asleep. Students will be invited to share their final product with peers (audience) for entertainment (purpose).

Essential Knowledge: The symbols used below refer to the Progression of Learning document and show, for each element of learning, what is expected by the end of the school year.			
The Cycle One student: → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements		The Cycle Two student: → constructs knowledge with teacher guidance * applies knowledge by the end of the school year ■ reinvests knowledge	
CYCLE ONE	2	CYCLE TWO	3
CONTEXTUAL LANGUAGE		FUNCTIONAL LANGUAGE	
<u>Routines:</u> - Joins in during playful choral responses <u>Repertoire of words and short expressions:</u> - Describes people/characters, objects <u>Routines:</u> - Uses common inquiries and statements - Responds to instructions <u>Repertoire of words and short expressions:</u> - Uses expressions during pair work	→ → → → →	<u>A. Useful Expressions</u> <u>Classroom routines:</u> - Participates in classroom routines <u>Identification:</u> - Identifies people, animals, objects, places <u>Instructions:</u> - Gives instructions <u>Agreement, disagreement:</u> - Expresses agreement/disagreement - Inquires about agreement/disagreement <u>Expressions to make rejoinders:</u> - Maintains exchanges (<i>My turn; your turn</i>)	→ → → → → →
<u>Repertoire of words and short expressions</u> - Uses vocabulary related to objects: <i>house</i> - Uses vocabulary related to people: <i>family</i> <u>Language related to songs, rhymes and stories:</u> - Builds personal repertoire by joining in recurrent passages of stories: <i>Mortimer, be quiet. Up the stairs...down the stairs...</i>	→ → →	<u>B. Vocabulary</u> <u>Theme-related</u> - Uses targeted vocabulary to carry out tasks: <i>family members, names, rooms in a house, falling asleep (noise, quiet)</i> <u>Numbers</u> - From 1 to 10 or as needed for the task	→ →
STRATEGIES		STRATEGIES	
A. Compensatory strategies • Asking for help or clarification: request assistance	→	A. Compensatory strategies • Asking for help or clarification: <i>How do you say...?</i>	→
B. Learning strategies		B. Learning strategies	
• Self-monitoring - Checks and adjusts ongoing performance • Self-evaluation • Directed attention • Predicting • Practice • Using resources	→ → → → → →	• Self-monitoring - Checks and adjusts ongoing performance • Self-evaluation • Attention • Predicting • Practice • Resourcing	→ → → → → →

<ul style="list-style-type: none"> - Makes use of human and material resources targeted for the task: <i>teacher, peers, planning tool, template, model, class resource, story, key elements posters</i> • Risk-taking 	→	<ul style="list-style-type: none"> - Makes use of human and material resources: <i>teacher, peers, template (story builder), model, class resource, story, functional language posters, key element posters (flashcards)</i> • Risk-taking 	→
LANGUAGE CONVENTIONS			
		A. Grammar <u>Verb tenses</u> <ul style="list-style-type: none"> • Uses knowledge of verb tenses to construct meaning: <i>the imperative</i> • Uses verb tenses targeted for tasks: <i>the imperative</i> 	→ →
		B. Phonology <ul style="list-style-type: none"> • Uses intonation and pronunciation that can be understood by an English speaker for the frequently used expressions and targeted vocabulary • Pronounces the “s” at the end of words 	→ →
		C. Punctuation <ul style="list-style-type: none"> • Writes a sentence with a capital letter at the beginning and a period at the end 	→
		D. Spelling <ul style="list-style-type: none"> • Spells words as found in explicit models and resources targeted for carrying out tasks 	→
CONTEXTUAL LANGUAGE		TEXT COMPONENTS	
<u>Key elements</u> <ul style="list-style-type: none"> • Orally identifies characters, actions, objects and places 	→	<u>Contextual cues</u> <ul style="list-style-type: none"> • Uses contextual cues to construct meaning: <ul style="list-style-type: none"> - title: <i>Mortimer</i> - key sentences: <i>Mortimer, be quiet; Mortimer shook his head, yes;</i> - illustrations on the cover page and in the book: <i>Mortimer, family members, bedroom, teddy bear, etc.</i> 	→
<u>Events</u> <ul style="list-style-type: none"> • Orally identify main events 	→	<u>Overall meaning</u> <ul style="list-style-type: none"> • Identifies general ideas stated explicitly: <i>Mortimer can't fall asleep.</i> 	→
		<u>Key elements</u> <ul style="list-style-type: none"> • Identifies and briefly describes characters, animals, objects, place and setting • Briefly describes story line, plot • Sequences events 	→ →
Discovers CULTURAL ELEMENTS through:		Explores CULTURAL PRODUCTS through:	
<u>Stories</u> <ul style="list-style-type: none"> • <i>Mortimer</i> by Robert Munsch: Annick Press Ltd. 	→	<u>Texts</u> <ul style="list-style-type: none"> • <i>Mortimer</i> by Robert Munsch: Annick Press Ltd. 	→

Elementary 2 Targeted Evaluation Criteria	Elementary 3 Targeted Evaluation Criteria
C2: To communicate orally in English	C1: To interact orally in English
1. Evidence of understanding of oral messages <ul style="list-style-type: none"> Reaction to messages using verbal or nonverbal responses 	1. Participation in exchanges <ul style="list-style-type: none"> Participation in classroom routines Reaction to oral messages
2. Use of words and expressions to transmit oral messages <ul style="list-style-type: none"> Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions 	<ul style="list-style-type: none"> Initiation and maintenance of oral exchanges
3. Use of strategies <ul style="list-style-type: none"> Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks: <i>asking for help or clarification, risk-taking</i> 	2. Use of functional language <ul style="list-style-type: none"> Use of targeted useful expressions and vocabulary Pronunciation of frequently used expressions and targeted vocabulary 3. Use of strategies <ul style="list-style-type: none"> Use of compensatory (communication) strategies to keep interaction going: <i>Asking for help or clarification</i> Use of learning strategies to communicate in English: <i>risk-taking</i>
C1: To act on understanding of texts	C2: To reinvest understanding of oral and written texts
1. Evidence of understanding of texts <ul style="list-style-type: none"> Use of words and expressions from recurrent passages in order to join in during storytelling: <i>"MORTIMER, BE QUIET."</i> Use of words and expressions from recurrent passages for retelling. Use of words and expressions from texts and resources provided to create a personalized version of texts 	1. Evidence of understanding of texts <ul style="list-style-type: none"> Demonstration of understanding of overall meaning of texts
	2. Use of knowledge from texts in a reinvestment task <ul style="list-style-type: none"> Use of words and expressions from texts Delivery of a personalized product by combining information/ideas from texts with own ideas and language
2. Use of learning strategies <ul style="list-style-type: none"> Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks: <i>directed attention, predicting, practice, using resources</i> 	3. Use of strategies <ul style="list-style-type: none"> Use of strategies to: <ul style="list-style-type: none"> construct meanings of texts: <i>attention, predicting, practice</i> plan and carry out reinvestment tasks: <i>attention, resourcing</i>

Elementary 2 Targeted Evaluation Criteria	Elementary 3 Targeted Evaluation Criteria
	C3: To write texts
	1. Application of targeted language conventions <ul style="list-style-type: none"> • Use of grammar targeted for the final task: <i>the imperative</i> • Use of punctuation targeted for the final task: <i>Use of the capital letter at the beginning of a sentence and a period at the end</i> • Spelling of words from models provided and available resources
	2. Characteristics of the written text <ul style="list-style-type: none"> • Respects the task requirements • Is creative
	3. Use of strategies <ul style="list-style-type: none"> • Use of strategies to: <ul style="list-style-type: none"> - prepare to write, compose and revise a text: <i>resourcing</i>

CCC5: To Adopt Effective Work Methods Elementary 2 and Elementary 3 Targeted Evaluation Criteria for Feedback Purposes
1. Completion of the task <ul style="list-style-type: none"> • Use of the appropriate resources to complete the task
2. Perseverance in performing the task <ul style="list-style-type: none"> • Satisfaction of sharing a personalized product with peers

Regulation tools for the teacher	Elementary 2: <ul style="list-style-type: none"> • Teacher Tool TT1a: C1 Checklist to support learning • Teacher Tool TT2a: C2 Checklist to support learning Elementary 3: <ul style="list-style-type: none"> • Teacher Tool TT2b: C1 Checklist to support learning • Teacher Tool TT1b: C2 Checklist to support learning • Teacher Tool TT3: C3 Checklist to support learning
Regulation tool for the student	<ul style="list-style-type: none"> • Student Handout SH1: Ongoing and Final Self-Reflection Tool

Materials Needed: Elementary 2 and 3

For the teacher

- The story book, *Mortimer* by Robert Munsch, Annick Press Ltd. ISBN 0-920303-11-0
- A teddy bear or other stuffed animal to help a child fall asleep
- Competency posters for Elementary 2: *Demonstrating understanding* and *Using English*: <http://eslinsight.qc.ca/>
- Strategy posters: *Asking for help or clarification*, *Directed attention*, *Predicting*, *Practice*, *Risk Taking*, *Using resources/Resourcing*, *Self-monitoring*, *Self-evaluation*: <http://eslinsight.qc.ca/>
- Teacher Tool TT4a to TT4n: Flashcards of the key elements of the story – PowerPoint versions with and without labelling: <http://eslinsight.qc.ca/>
- Teacher Tools TT5 & TT5a: Teacher copy for modelling predicting and answer key (**make an enlarged copy**)
- Teacher Tool TT6: Key elements - Answer key (**make an enlarged copy**)
- Teacher Tool TT7a: Memory game (pictures)
- Teacher Tool TT7b: Memory game (labels)
- Teacher Tool TT8: Sequencing the story - Answer Key
- Teacher Tool TT10: Story builder for teacher modelling of personalized version and personalized product
- Teacher Tool TT12a to TT12c: Headings for building class resources
- Teacher Tool TT14: Key elements crossword – Answer Key
- Magnets or push pins (flashcards)
- Coloured construction paper (Activity 8)

For the students

- Student Handout SH3: Key elements (labelling)
- Student Handout SH4: Sequencing map
- Student Handout SH5: Series of events
- Student Handout SH6: Story builder
- Scrapbook/notebook/binder, glue, scissors, colouring pencils

Elementary 2

For the teacher

- Teacher Tool TT9: Teacher model of the personalized version
- Teacher Tool TT10a: Completed story builder (deconstructing teacher model of the personalized version)

Elementary 3

For the teacher

- Teacher Tools - Functional language posters: <http://eslinsight.qc.ca/>
 - 6. *Do you agree?*
 - 20. *I agree. OK.*
 - 21. *I'm not sure.*
 - 22. *I don't agree.*
 - 14. *How do you say...? What's ... in English?*
 - 18. *It's my turn, It's your turn*
- Teacher Tool TT10b: Completed story builder (deconstructing teacher model of the personalized product)
- Teacher Tool TT11: Teacher model of the personalized product

For the students

- Student Handout SH2a: Predicting (**make an enlarged copy**)
- Student Handout SH10: Key elements crossword
- Student Handout SH8aBOY/SH8bGIRL: Template for creating a personalized version

- Teacher Tool TT13: C3 checklist and draft (**make an enlarged copy**)

For the students

- Student Handout SH2b: Predicting (**make an enlarged copy**)
- Student Handout SH7: C3 checklist and draft
- Student Handout SH9aBOY/SH9bGIRL: Template for creating a personalized product

Tips for Teachers

Resources: Posters

- As a timesaver, teachers can print the posters, tape them together to create a scroll that can be unrolled and displayed on the classroom walls as needed.
- If possible, project the posters onscreen to avoid photocopying and to make visuals easier for students to see.

Students with Special Needs

- Teachers may want to have students with special needs close by, in order to provide extra guidance/support and facilitate greater access to the classroom resources (e.g. *flashcards, posters*).
- Students can also be paired with a “buddy” to help them carry out the tasks and the winding down activities.
- Some students may be provided with a word bank to help them carry out some activities (SH3) (e.g. *words are cut and pasted, instead of being written by hand*).
- Teachers can also find suggestions in students’ individualized education plan (IEP) or “plan d’intervention” (PI).

Advanced Students

Students who complete a task before their peers can be invited to consult other books (similar subjects, themes or patterns of language), visit related websites or carry out additional activities (see QRC for a list of companion books and suggested activities).

My Teacher’s Feedback: Checklists to Support Learning (Teacher Tools TT1a and TT1b, TT2a and TT2b and TT3)

Throughout the LES, the Checklists to Support Learning offer teachers multiple opportunities to observe students in action for feedback purposes. Although there are multiple opportunities for teachers to observe students, teachers can choose when to use these tools, since it may be challenging to observe all students during a single task.

Reflection: Handout SH1

- Students can glue Handout SH1 (self-monitoring and self-evaluation tool) at the beginning of their scrapbook/notebook for easy access.
- It is important to have students reflect on their learning throughout the LES and not only at the very end. Although there are multiple opportunities for students to reflect, teachers can choose when to use Handout SH1.