Notes for the Teacher
Edible Insects: Coming Soon to a Table Near You!

Pedagogical Intention
To support Secondary Cycle One ESL students (Core and EESL) as they develop Competency 2 *Reinvests understanding of texts*

Planning and Resources			
	Suggested planning (Core)	**Suggested planning (EESL)**	**Resources needed***
Period 1**	1. A, B 2. A, B, C 3. A, B, C with support	1. A, B 2. A, B, C 3. A, B, C	• Activity 1 picture PPT • Activity 2 text[1]
Period 2	4. A, B, C, D, E, F	4. A, B, C, D, E, F	• Activity 4 text[2]
Period 3	5. A, B, C, D, E with support 6. A, B, C	5. A, B, C, D, E 6. A, B, C (enrichment)	• Activity 5 text[3] • Activity 6 text[4]
Period 4	7. Optional 8. Complete chart OR 9. A, B (f and g with support), C	7. A, B 8. Complete chart OR 9. A, B, C	• Activity 7 texts[5] • Activity 8 texts[6] • Activity 9 text[7]
Period 5	10. A, B, C (with support), D (optional)	10. A, B, C, D (enrichment)	• Activity 10 texts[8]
Period 6/7	11. Less knowledge is reinvested 12. A, B, C	11. More knowledge is reinvested 12. A, B, C	• Activity 11 PSA examples[9]
Throughout	13. As a whole group	13. Individually	• Generic Rubrics

Differentiating Instruction		
	Suggestions for differentiation	**Activity numbers**
Content	a. Offer a variety of text types on the topic. b. Let students choose which texts they will read. c. Allow students to work on parts of the text instead of the entire text.	a. government site, infographics, videos, recipes, etc. b. activities: 5, 7, 9, 10 c. activities: 4, 7, 9
Learning environment	a. Let students choose if they want to work alone or with others. b. Vary between heterogeneous and homogeneous groups. c. Allow students to select, organize and adapt knowledge from texts using ICT tools.	a. activities: 1B to 4, 7, 10 b. activities: 1B to 4, 7, 10 c. activities: 11, 12
Process	a. Let students read the text multiple times with a specific reading/viewing intention each time. b. Offer resources (e.g. prompts, examples, multiple answers to choose from, note taking tools, glossary, targeted strategies posters). c. Let advanced students decide which resources they will use. a. Break down tasks into steps using strategies.	a. activities: 6, 10 b. throughout c. throughout a. throughout
Product	a. Let students choose what their final product will look like.	a. activities 11, 12: (e.g.: video, stop motion, podcast)

* These are suggested texts. Other texts may be used.
** This is a general guideline. Periods are approximately 75 minutes.
[1] https://www.canada.ca/en/health-canada/services/nutrients.html
[2] http://bugsonthemenu.com/
[3] https://espacepourlavie.ca/en/raising-insects
[4] http://bugsonthemenu.com/
[5] http://bugsonthemenu.com/ and https://artifactsjournal.missouri.edu/2015/04/insects-its-whats-for-dinner/
[6] https://artifactsjournal.missouri.edu/2015/04/insects-its-whats-for-dinner/ and http://www.bugsfeed.com/are_they_dangerous and https://willowhavenoutdoor.com/featured-wilderness-survival-blog-entries/the-truth-about-eating-insects-can-you-eat-bugs-to-survive/
[7] http://bugsonthemenu.com/
[8] https://www.govtech.com/education/news/How-to-Create-the-Perfect-Public-Service-Announcement.html and https://www.youtube.com/watch?v=eywBa0xfQFw
[9] https://www.youtube.com/watch?v=IHbceX9aP6I, https://www.youtube.com/watch?v=omCt66arJl8, https://www.youtube.com/watch?v=R-6CuEGxAd8, https://www.youtube.com/watch?v=ronWuJsTWX0

The Competency 2 Pillars

Characteristics of a Solid Reinvestment Task

Meaningful/ Authentic	• Appropriate to students' level of language development and cognitive maturity • Related to students' age, interests and needs • Connected to a real-life situation • Challenging	
Clear purpose	• Inform • Convince	• Entertain • Express
Intended audience	• Peers • Pen pals	• Teachers • Parents
Clear Task Requirements	• Short, simply stated instructions • Available resources • Models of the final product	
Evaluation Criterion	• Must target "Use of knowledge from texts in a reinvestment task"	
When reinvesting, students:	• . . . select relevant knowledge (i.e. information/ideas, language) from the texts provided. • . . . organize this knowledge in a coherent manner. • . . . adapt it by combining knowledge from texts with own ideas in light of purpose and audience.	
Texts	• A reinvestment task can only be carried out using the texts provided (i.e. does not rely heavily on students' prior knowledge).	
Final Product	• Each student delivers a personalized final product individually.	

Text Types

POPULAR	LITERARY	INFO-BASED
• advice column • commercial • email • eulogy • postcard • rant • riddle • song • survey • TV show • music video	• adventure • stories • biography • diary • fairy tale • legend • novel • play • poem • sci-fi • short story	• artist statement • brief • essay • "how to" book • infographic • map • news podcast • recipe • science magazine • tutorial • weather report

Distinctions on how Core and EESL students develop C2

Characteristics of Core Students

To develop C2, Cycle One students:

- Need more strategy instruction
- Listen to, read and view a variety of texts that deal mainly with their experiences, concerns and interests
- Construct meaning of texts with peer support and teacher guidance
- Identify important details and determine overall message of texts and use text components with teacher guidance
- Take more time to explore the literal meaning of texts and underlying meaning with teacher guidance
- Need guidance when they select, organize and adapt knowledge from texts in a reinvestment task

Characteristics of EESL Students

To develop C2, Cycle One students:

- Use strategies more autonomously
- Listen to, read and view a broader range of texts and text types that deal with topics that are increasingly complex and abstract
- Participate more actively when constructing meaning with peers and with less teacher guidance
- Identify important details and determine overall message of texts and use text components with increasing autonomy
- Explore the literal meaning of texts with increased ease and start focusing more on underlying meaning
- Select, organize and adapt knowledge from texts in a reinvestment task with increased efficiency
- Become aware of personal development as listeners / readers / viewers