



How do I plan a trip?

① Broad areas of learning

➤ health and well-being	<input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities	<input type="checkbox"/>
➤ personal and career planning	<input checked="" type="checkbox"/>	➤ citizenship and community life	<input type="checkbox"/>
➤ media literacy	<input type="checkbox"/>		

Focus of development: Adoption of strategies related to a plan or project

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information	<input checked="" type="checkbox"/>	➤ To adopt effective work methods	<input type="checkbox"/>
➤ To solve problems	<input type="checkbox"/>	➤ To use information and communication technologies	<input type="checkbox"/>
➤ To exercise critical judgment	<input type="checkbox"/>	➤ To construct his/her identity	<input type="checkbox"/>
➤ To use creativity	<input type="checkbox"/>	➤ To cooperate with others	<input type="checkbox"/>

③ ESL competencies

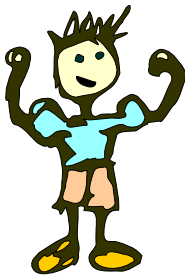
TO INTERACT ORALLY IN ENGLISH		TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS		TO WRITE TEXTS	
➤ The student reacts to messages using strategies	<input checked="" type="checkbox"/>	➤ The student prepares to listen to and read texts using strategies	<input checked="" type="checkbox"/>	➤ The student prepares to write texts using strategies	<input checked="" type="checkbox"/>
➤ The student takes the initiative to transmit oral messages using	<input checked="" type="checkbox"/>	➤ The student demonstrates understanding of oral and written texts using	<input checked="" type="checkbox"/>	➤ The student composes texts using strategies	<input checked="" type="checkbox"/>
➤ The student maintains oral interaction using strategies	<input type="checkbox"/>	➤ The student carries out meaningful tasks using strategies	<input checked="" type="checkbox"/>	➤ The student revises his/her texts using strategies	<input checked="" type="checkbox"/>

④ **TITLE:** How Do I Plan a Trip?

Description: Students will develop strategies related to different aspects of carrying out a plan or project. They will consult various sources, find pertinent information, and make choices, in order to plan a future trip. They will share the information gathered with their peers then discuss how they can transfer the strategies learnt to their immediate needs.

Cycle: 2nd cycle

Duration : 8 periods

<p>⑥</p> <p>Evaluation criteria</p> 	<p>Cross-curricular competencies</p> <ul style="list-style-type: none"> ➤ Consultation of various sources ➤ Appropriate selection of information 	<p>ESL competencies</p> <p>Competency 1: To interact orally in English</p> <ul style="list-style-type: none"> ➤ Use of functional language ➤ Participation in exchanges ➤ Use of strategies (for regulation only) <p>Competency 2: To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> ➤ Evidence of understanding of texts ➤ Use of knowledge from texts in a reinvestment task ➤ Use of strategies (for regulation only) <p>Competency 3 : To write texts</p> <ul style="list-style-type: none"> ➤ Application of targeted language conventions ➤ Characteristics of the written text ➤ Use of strategies (for regulation only)
<p>Evaluation means</p>	<p>Teacher observation and evaluation grids</p> <p>Self and peer evaluation</p> <p>Handouts #1, 1b, 2, 3 (for C2)</p> <p>Post card (for C3)</p> <p>Presentation of trip (reinvestment task, C2)</p>	

Essential Knowledge (The symbols¹ used below refer to the Progression of Learning document and show for each element of learning what is expected at the end of elementary 3 and at the end of elementary 4. If this situation is done at the beginning of elementary 4, most students should meet the expectation for end of elementary 3. The teacher will keep in mind the expectations for end of elementary 4).

	Elementary	3	4
<p>Functional language</p>	<p>Useful expressions</p> <ul style="list-style-type: none"> • Asking for help or clarification • Suggestions, invitations • Requests for information 	<p>→</p> <p>→</p> <p>→</p>	<p>*</p> <p>→</p> <p>→</p>
	<ul style="list-style-type: none"> • Agreement, disagreement (Expresses agreement/disagreement) (Inquires about agreement/disagreement) 	<p>→</p> <p>→</p>	<p>*</p> <p>→</p>

1 → Student constructs knowledge with teacher guidance

* Student applies knowledge by the end of the school year

□ Student reinvest knowledge

	<ul style="list-style-type: none"> Expressions to make rejoinders → → Expressions promoting harmonious exchanges and teamwork (Contributes in creating harmonious exchanges) → *
	Vocabulary <ul style="list-style-type: none"> Theme-related vocabulary → → Expressions of time → → Question words (Responds to question words used in context) → →
	Compensatory Strategies <ul style="list-style-type: none"> Asking for help or clarification → *
	Learning Strategies <ul style="list-style-type: none"> Self-evaluation → → Planning → → Attention (Decides to concentrate on the right things) → → Use of prior knowledge → → Predicting → → Inferencing → → Resourcing → → Note-taking → → Risk taking (Dares to use functional language to speak only English) → *
Strategies	
Language conventions	Grammar <ul style="list-style-type: none"> Word order (Forms simple sentences) → * Verb tenses (Uses verb tenses targeted for tasks) → →
	Punctuation <ul style="list-style-type: none"> Writes a sentence with a capital letter at the beginning and a period or question mark at the end → *
	Spelling <ul style="list-style-type: none"> Spells words as found in explicit models and resources targeted for carrying out tasks → *
Text components	<ul style="list-style-type: none"> Contextual cues → → Overall meaning (Identifies general ideas stated explicitly) → * Key elements (Identifies and briefly describes characters, people, animals, objects, place and setting) → *
Cultural product	<ul style="list-style-type: none"> Text, media → → Landmarks → →

⑤

**Materials
needed**

- Storybook and reference material (see bibliography)
- Oral Interaction Posters, #6, 7, 8, 13, 14, 16, 19, 20, 21, 22, 25, 30, 31, 32, 33
- “I Interact Orally in English”, “I Listen to Texts” and “I Write Texts” checklists
- Chart paper
- Interactive Grammar Activity 3 (if necessary): available at <http://eslinsight.qc.ca/>

Tools for the teacher:

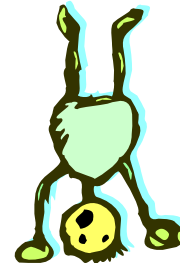
- An example of a poster
- Teacher observation grids
- Handout #2 answer sheet
- “Toot and Puddle’s trip around the World” sheet and transparency
- Flashcards providing additional support to story and task

Handouts for the student:


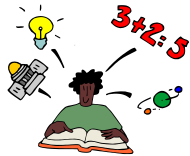


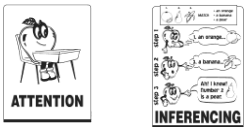
- Handouts #1a, 1b, 2, 3, 4

CLASSROOM ACTIVITY

Step 1: Preparing the task



Role of the students	Role of the teacher
<div data-bbox="159 436 253 558"></div> <div data-bbox="289 436 383 558"></div> <div data-bbox="418 436 513 558"></div> <div data-bbox="729 369 961 491">1st period Activity 1</div> <ul style="list-style-type: none"> Refer to the “I Interact Orally in English” checklist. 	<ul style="list-style-type: none"> Reminds students of the suggestions on the “I Interact Orally in English” checklist.
<ul style="list-style-type: none"> Listen to the teacher. 	<ul style="list-style-type: none"> Tells the students the subject of the learning/evaluation situation: planning a trip. Tells students the places he/she has already visited and writes them on the board. Example: <i>I went to Ontario, Trois-Rivières, France.</i>
<ul style="list-style-type: none"> Use the sentence on the board to participate in the discussion. <div data-bbox="110 1171 293 1325"></div> <div data-bbox="318 1161 764 1234">(developing the verbal/linguistic intelligence)</div>	<ul style="list-style-type: none"> Asks students if they have ever been on a trip. Asks students to express themselves in a complete sentence using the example on the board. Writes their answers on the board.
<ul style="list-style-type: none"> Say whether the places on the board are cities, provinces/states or countries. 	<ul style="list-style-type: none"> Asks students if the places on the board are cities, provinces/states or countries. Gives examples of each with the example above. <i>Ontario is a province. Trois-Rivières is a city. France is a country.</i> Asks students to answer with sentences.
<div data-bbox="745 1640 919 1707">Activity 2</div> <ul style="list-style-type: none"> Go through the pre-listening section of the “I Listen to Texts” checklist with the students. 	<ul style="list-style-type: none"> Tells students that they are now going to listen to a story called “Toot & Puddle”. Goes through the pre-listening section of the “I Listen to Texts” checklist with the students.

<ul style="list-style-type: none"> Predict, with a partner, what will happen in the story. Try to use the functional language that is displayed to carry out this prediction activity in English. Write their answers each on their handout. <div data-bbox="115 260 440 384">  </div> <div data-bbox="94 457 282 611">  </div> <p>(developing the logical/mathematical intelligence)</p> <div data-bbox="94 667 282 800">  </div> <p>(developing the visual/spatial intelligence)</p> <div data-bbox="94 884 282 1052">  </div> <p>(developing the interpersonal intelligence)</p>	<ul style="list-style-type: none"> Shows students the cover pages of the book. Uses handout 1a and focuses on one box at a time. Asks students, in teams, to predict what will happen in the story. Posts and presents oral interaction posters useful for the task (e.g. oral interaction posters #6, 14, 20, 21, 22). Asks them to each write their answers on their handout.
<ul style="list-style-type: none"> Share their prediction with the class. (developing the verbal linguistic intelligence) 	<ul style="list-style-type: none"> Invites students to share their prediction. Writes them in the appropriate box on chart paper.
<ul style="list-style-type: none"> Go through the listening section of the “I Listen to Texts” checklist. Listen to the story. 	<ul style="list-style-type: none"> Goes through the listening section of the “I Listen to Texts” checklist.
<ul style="list-style-type: none"> Listen to the story. <div data-bbox="87 1444 329 1570">  </div>	<ul style="list-style-type: none"> Reads the story to the students, making use of the pictures in the book and the flashcards: home, missed his friend, and pancakes.
<ul style="list-style-type: none"> React to the story (laugh when it's funny, join in recurring passages, anticipate what is coming next ...) 	<ul style="list-style-type: none"> Observes students' spontaneous reactions during reading (laughing at appropriate moments: joining in recurring passages, pointing to elements on pictures, anticipating what is coming next as demonstrations of understanding.

2nd period
Activity 3

- Go through the after-listening section of the listening checklist with the teacher. Discuss the end of the story with their partner then share their answers with the whole group. Try to use the functional language that is displayed to carry out this activity in English.



(developing the verbal/linguistic intelligence)

- Reads the after-listening section of the listening checklist with the students. Asks students, in teams, to discuss the end of the story then asks spokespersons to share their answers with the whole group. Posts and presents oral interaction posters useful for the task (e.g. oral interaction posters #6, 14, 20, 21, 22, 30).

- Look at the world map and identify the places Toot visited as cities, regions, countries or continents. Try to remember when Toot visited these places.

- Shows, with the transparency of the world map, the different places Toot visited and asks them if they are cities, regions, countries or continents. Also reviews when Toot visited each of these places (in which month).

- Reread their predictions and circle those that were correct.

- Tells students to reread their predictions and to circle those that were correct.

- Write their names on handout 1b and answer the questions individually.








- Distributes handout 1b and asks students, to answer the questions individually. Picks up the handouts when students have finished.

(developing the intrapersonal intelligence)



Step 2: Carrying out the task

Role of the students	Role of the teacher
<div data-bbox="722 216 927 306" data-label="Text"> <p>3rd period Activity 4</p> </div> <ul style="list-style-type: none"> Listen to the purpose of the learning situation. <div data-bbox="99 386 185 499" data-label="Image"> </div>	<ul style="list-style-type: none"> Gives students more details about the learning/evaluation situation. <i>Students, in pairs, will choose a destination they would like to visit or that they will visit shortly with their parents. They will plan their trip by finding appropriate information about their destination. They will make a poster and share the information gathered with some of their peers.</i>
<ul style="list-style-type: none"> Brainstorm ideas about preparing a trip. <div data-bbox="90 768 177 884" data-label="Image"> </div> <div data-bbox="120 907 305 1062" data-label="Image"> </div> <p>(developing the verbal/linguistic intelligence)</p>	<ul style="list-style-type: none"> Asks students how to plan a trip: <i>What information do you need when you want to go on a trip? What do you have to do?</i>
<ul style="list-style-type: none"> Take notes on handout 2. <div data-bbox="99 1115 185 1236" data-label="Image"> </div> <div data-bbox="120 1283 305 1591" data-label="Image"> </div> <p>(developing the logical/mathematical and the visual/spatial intelligences)</p>	<ul style="list-style-type: none"> Uses a graphic organizer (a transparency of handout 2 or a large replica on chart paper) to write the students' ideas. Refers back to the story "Toot & Puddle" when necessary.

<ul style="list-style-type: none"> Pay attention to the explanations and asks questions if needed. <div>    </div>	<ul style="list-style-type: none"> Shows some of the resources available for their task and asks students to bring to class any material they might think useful. Presents an example of a poster showing some of the planning necessary for a trip. Explains what is on the poster and refers to the graphic organizer when needed.
<div>4th period Activity 5</div>	
<ul style="list-style-type: none"> Listen to the teacher reading the postcards in the story “Toot and Puddle”. 	<ul style="list-style-type: none"> Goes back to the story, “Toot and Puddle”, and reads or rereads the postcards to the students.
<ul style="list-style-type: none"> Answer. 	<ul style="list-style-type: none"> Asks them which elements come back in each postcard (salutation, body, and signature).
<ul style="list-style-type: none"> Brainstorm ideas with the teacher. 	<ul style="list-style-type: none"> Brainstorms with the students: <ul style="list-style-type: none"> ways to make a salutation, things to write in the body complimentary closings that accompany the signature. <p>Uses Toot’s postcards as models. Writes this on chart paper so that students can refer to it anytime.</p>
<ul style="list-style-type: none"> Use their writing checklist and participate in the modeling. 	<ul style="list-style-type: none"> Refers to the writing checklist to model with the students how to write a postcard. Writes the example on another chart paper. If students have problems writing short sentences, it is suggested to do interactive grammar activity 3.
<div>5th – 6th periods Activity 6</div>	
<ul style="list-style-type: none"> Listen attentively. Ask questions if necessary. <div>   </div>	<ul style="list-style-type: none"> Presents the planning tool, handout 3 (4 pages), that the students will use to prepare their poster. Reads the instructions on the first page with the students and answers questions if necessary. Specifies the deadline.

- Fill in their planning tool (one each). Prepare their poster. Try to use the functional language that is displayed to carry out this activity in English.



(developing the interpersonal intelligence)



(developing the visual/spatial intelligence)

- Posts and presents oral interaction posters useful for the task (e.g. oral interaction posters #6, 7, 13, 20, 21, 22, 29, 30, 31, 32, 33).
- Offers help and support when needed. Reminds students that the poster is done with a partner but that each partner must write a postcard. Observes the use of English.

Step 3: Assimilation-transfer of learning

7th period
Activity 7

- Listen to the instructions.



- Tells students that they will present what they have done, at random, to two or three other teams. Tells them to use their posters as reference to facilitate interaction. This presentation must not be learned by heart but must be natural and interactive.

- Participate in the modeling.



(developing the verbal/linguistic intelligence)

- Models what is expected of students by using the sample poster. Asks students to propose ways of communicating to others their plans.
We planned a trip to Scotland, in the summer, in July. The climate is warm and sunny. Here is Scotland. (Shows on a map.) Scotland is in Europe. In our suitcase, there is a pair of jeans, a cap, walking boots, a t-shirt and a raincoat.
-This is my postcard. I want to write to my best friend.
-This is my postcard. I want to write to my cousin.
- Writes the model on the board or on chart paper. Reminds students that they may ask each other questions during the presentations or make comments.

- Present their plans for a future trip. Use the model and any other resources to help interaction. Asks for help if needed.







- Offers help and support as the students are presenting. Observes the use of English.

- Share their discoveries with the class. Try to use the functional language displayed to carry out this activity in English.



- Asks students what they found interesting in their classmates' presentations. Posts and presents oral interaction posters useful for the task (e.g. oral interaction poster #14, 35 and 36).

Transfer of learning in similar context		8 th period Activity 8
<ul style="list-style-type: none"> Review with the teacher how to ask a question for each of the characteristics on the game sheet. Take notes if necessary. 	<ul style="list-style-type: none"> Prepares a “Find Someone Who” game with information from students’ planning (see example included, handout 4). Looks at each of the characteristics on the game sheet and asks students how they would ask a question about it. 	
<ul style="list-style-type: none"> Participate in the modeling.  <ul style="list-style-type: none"> (developing the verbal/linguistic intelligence) 	<ul style="list-style-type: none"> Models how to play the game with two or three students. The students will have to circulate in the classroom to find classmates who correspond to the characteristic. They cannot ask the same person more than one question in a row. They should also try to enter a student’s name only once on their card. 	
<ul style="list-style-type: none"> Play “Find Someone Who”. Use their notes to ask questions. 	<ul style="list-style-type: none"> Observes the use of English. 	
<ul style="list-style-type: none"> Place a piece of blue gum on their destination on a big world map on the board. Compare their destination with that of others. 	<ul style="list-style-type: none"> Posts a big map of the world on the board and asks spokespersons from each team to place a piece of blue gum on their destination. This gives the class an idea of where the others would like to go and the destinations most students would like to visit. 	
<ul style="list-style-type: none"> Fill in their self and peer evaluations.  <ul style="list-style-type: none"> (developing the intrapersonal intelligence) 	<ul style="list-style-type: none"> Asks students to fill in their self and peer evaluations, last page of the planning tool, handout 3. 	
Transfer of learning in different contexts		
<p>Ask students how they can transfer the strategies learnt to plan a trip to their immediate projects. Suggest the game “Carmen Santiago” on cd-rom to help students further their knowledge of countries around the world. Read the story <i>Toot and Puddle: Top of the World</i> to the students and discuss it with them.</p>		

Analysis of what took place (Please write your notes here: questions, solutions, modifications, links with next pedagogical planning ...)



Template by Marilyn Lassire, Commission scolaire des Affluents and Anne Millette, Commission scolaire de Sorel-Tracy

Bibliography

Storybook

Hobbie, Holly (1997). *Toot & Puddle*. New York: Scholastic.

Hobbie, Holly (2002). *Toot & Puddle: Top of the World*. New York: Scholastic.

Cd-rom

Eyewitness (1998). *World Atlas*. New York: DK Interactive Learning.

Reference books

Farndon, John (1999). *Concise Encyclopedia*. Ontario: Firefly Books.
Scholastic Student Desk Atlas. New York: Scholastic.

Steele, Philip (2000). *Children's Atlas of the World*. New York: Franklin Watts.

Wright, Nicola, Tony Potter, Christine Wilson, Dee Turner and Chris Leishman (2000). *Kids' Canadian Atlas*. British Columbia: Whitecap Books Ltd.

Internet sites

For maps:

<http://www.nationalgeographic.com>

For flags:

<http://www.sparklebox.co.uk/topic/world-around-us/places/countries/world-flags.html>

<http://www.enchantedlearning.com/geography/flags/>

For information on countries, in which continent, climate, flags:

<http://kids.yahoo.com/reference/world-factbook>