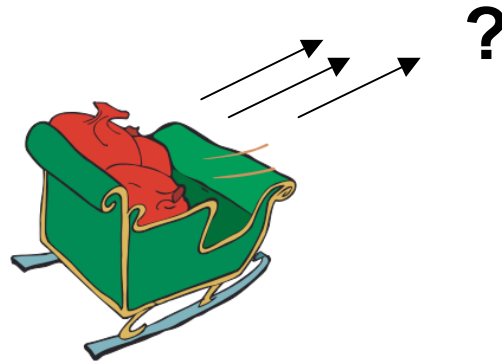


Learning and Evaluation Situation

Who Can Guide My Sleigh Tonight?

Combined Elementary 2 and 3 ESL Class

Teacher's Guide - Booklet A Pedagogical Planning



References, Copyrights and Credits

Storybook

- Pallotta, Jerry and Biedrzycki, David: 2005. *Who Will Guide My Sleigh Tonight?* Scholastic. ISBN 978-0-439-85369-9

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

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

Multimedia Presentation for Key Elements (TT4a and TT4b)

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

Online Resources

- Videos of the story *Who Will Guide My Sleigh Tonight?* being read are available online.

Pictures and Images

- Images on cover pages of Teacher's Guide, Booklets A to C: <http://www.motion-design.ca/motion-design/>
- Student Handouts and Teacher Tools:
 - Images: <http://www.motion-design.ca/motion-design/>
 - Free copyrighted images from the Commission scolaire de Laval: <http://www.cslaval.qc.ca/apo/albumOOo/index.html>
 - Free of copyright images from Open Clip Art Library: <http://www.openclipart.org/>
 - Free of copyright images from Picto: <http://www.picto.qc.ca/>

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Who Can Guide My Sleigh Tonight?

Elementary: Cycles One and Two **Multi-level:** Elementary 2 and 3

Duration: 8-10 periods of 60 minutes

Broad Area of Learning: Environmental awareness and consumer rights and responsibilities

Educational Aim: To encourage students to develop an active relationship with their environment while maintaining a critical attitude towards exploitation of the environment, technological development and consumer goods.

Focus of Development:

Awareness of his/her environment: understanding of certain characteristics and phenomena of his/her environment

Cross-Curricular Competency (CCC8): To cooperate with others

Pedagogical Intention

Students are introduced to the authentic English story book, *Who Will Guide My Sleigh Tonight?*, written by Jerry Pallotta and illustrated by David Biedrzyck. Students will develop their awareness of certain characteristics of their environment (BAL) when dealing with means of transportation to guide animals (suggesting another team of animals that can guide a sleigh). Students will develop their ability to cooperate with others (CCC8) as they carry out tasks.

All students will communicate/interact orally in English throughout the LES. Elementary 2 students will use a variety of resources, including a provided planning tool (comic strip builder), to create a comic strip (personalized version of the story) that demonstrates their understanding of the story. Elementary 3 students will use a variety of resources, including a provided planning tool (comic strip builder), to create a comic strip (personalized product) that demonstrates and reinvests their understanding of the story. Elementary 3 students will also apply a writing process to their personalized product to learn about the targeted language conventions and the characteristics of a written text. All students will be invited to share their final product with peers (audience) for entertainment (purpose).

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.

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		→	A. Useful Expressions <u>Classroom routines</u> - Participates in classroom routines		→
<u>Repertoire of words and short expressions</u> - Describes people/characters, objects		→	<u>Identification</u> - Identifies people, animals, objects, places		→
<u>Routines</u> - Uses common inquiries and statements - Responds to instructions		→	<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>Capability</u> - Can/Can't		→
<u>Repertoire of words and short expressions</u> - Uses expressions during pair work		→	<u>Expressions promoting harmonious exchanges and teamwork</u> - Contributes to teamwork		→
<u>Repertoire of words and short expressions</u> Uses vocabulary related to animals and actions		→	B. Vocabulary <u>Theme-related</u>		
<u>Language related to songs, rhymes and stories</u> Builds personal repertoire by joining in recurrent passages of stories: <i>I tried . . . but; too . . .</i>		→	- Uses targeted vocabulary to carry out tasks: animals, adjectives related to animals, actions, capability		→
STRATEGIES			STRATEGIES		
A. Compensatory strategies • Asking for help or clarification: <i>Help. Problem.</i>		→	A. Compensatory strategies • Asking for help or clarification: <i>How do you say . . . ? What's . . . in English?</i>		→

B. Learning strategies <ul style="list-style-type: none"> • Self-monitoring <ul style="list-style-type: none"> - Checks and adjusts ongoing performance • Self-evaluation • Directed attention • Use of prior knowledge • Predicting • Using resources <ul style="list-style-type: none"> - Makes use of human and material resources targeted for the task: <i>teacher and peers, planning tool (comic strip builder), template (comic strip), models, class resources, story, key element flashcards, strategy posters, competency posters.</i> • Cooperation • Risk-taking 	→ → → → → → → →	B. Learning strategies <ul style="list-style-type: none"> • Self-monitoring <ul style="list-style-type: none"> - Checks and adjusts ongoing performance • Self-evaluation • Attention • Use of prior knowledge • Predicting • Resourcing <ul style="list-style-type: none"> - Makes use of human and material resources: <i>teacher and peers, planning tool (comic strip builder), template (comic strip), models, class resources, story, key element flashcards, functional language posters, strategy posters, competency posters.</i> • Cooperation • Risk-taking 	→ → → → → → → →
		LANGUAGE CONVENTIONS	
		A. Grammar <u>Word order</u> Forms simple sentences <u>Verb tenses</u> <ul style="list-style-type: none"> • Uses verb tenses targeted for tasks: Modal auxiliary verb (<i>can/can't</i>) <u>Plurals</u> <ul style="list-style-type: none"> • Writes an “s” at the end of nouns for regular plurals: tiger/tigers • Uses irregular plurals frequently encountered in class: mouse/mice; reindeer/reindeer; rhinoceros/rhinoceroses; bunny/bunnies; butterfly/butterflies; husky/huskies; ox/oxen 	→ → → →
		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 the words i.e. plural noun of animals 	→ →
		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	
<div></div> <div><u>Key elements</u> Orally identifies characters, animals, actions</div>	→	<div><u>Contextual cues</u> • Uses contextual cues (eg.g <i>title, key sentences, illustrations</i>) to construct meaning</div> <div><u>Overall meaning</u> • Identifies general ideas stated explicitly</div> <div><u>Key elements</u> • Identifies and briefly describes characters, animals, actions</div>	<div>→</div> <div>→</div> <div>→</div>
<u>Discovers CULTURAL ELEMENTS through:</u>		<u>Explores CULTURAL PRODUCTS through:</u>	
<div><u>Stories:</u> • The story book, <i>Who Will Guide My Sleigh Tonight?</i>, by Jerry Pallotta. ISBN 978-0-439-85369-9</div>	→	<div><u>Texts:</u> • The story book, <i>Who Will Guide My Sleigh Tonight?</i>, by Jerry Pallotta, ISBN 978-0-439-85369-9</div>	→

TARGETED EVALUATION CRITERIA FOR FEEDBACK PURPOSES			
Elementary 2		Elementary 3	
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 Support of peers during interaction 	
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 	
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>I tried . . . ; too . . .</i> Use of words and expressions from recurrent passages for retelling Use of words and expressions from texts and provided resources to create a personalized versions of texts 		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> 	
		1. Evidence of understanding of texts <ul style="list-style-type: none"> Demonstration of understanding of overall meaning of texts 	

<p>2. Use of learning strategies</p> <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, Use of prior knowledge, Predicting, Using resources, Cooperation</i> 	<p>2. Use of knowledge from texts in a reinvestment task</p> <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 <p>3. Use of strategies</p> <ul style="list-style-type: none"> Use of strategies to: <ul style="list-style-type: none"> construct meaning of texts: <i>Attention, Predicting, Cooperation</i> plan and carry out reinvestment tasks: <i>Attention, Resourcing, Use of prior knowledge, Cooperation</i>
	<p>C3: To Write Texts</p> <p>1. Application of targeted language conventions</p> <ul style="list-style-type: none"> Use of grammar targeted for the task: <ul style="list-style-type: none"> <i>word order</i> <i>regular plural “s”</i> <i>irregular plurals</i> (for animals) <i>can and can’t</i> Use of punctuation targeted for the task: <i>Use of the capital letter at the beginning of a sentence and a period at the end</i> Spelling of words from provided models and available resources <p>2. Characteristics of the written text</p> <ul style="list-style-type: none"> The text is on topic. The text respects the requirements. <p>3. Use of strategies</p> <ul style="list-style-type: none"> Use of strategies to: <ul style="list-style-type: none"> <i>prepare to write, compose and revise a text: Cooperation, Resourcing</i>
<p>CCC8: To cooperate with others Elementary 2 and Elementary 3</p>	
<p>1. Appropriate attitudes and behaviours</p> <ul style="list-style-type: none"> Participates actively in classroom activities with a cooperative attitude: taking turns, encouraging partners, looking at and listening to partners 	

MATERIALS NEEDED: ELEMENTARY 2 AND 3

For the teacher

- The story book, *Who Will Guide My Sleigh Tonight?*, written by Jerry Pallotta and illustrated by David Biedrzycki ISBN 978-0-439-85369-9
- Competency posters for Elementary 2: *Demonstrating understanding* and *Using English*: <http://eslinsight.qc.ca/>: Resources, Handbooks, Act on Understanding, EvalFLASHCARDSyear2
- Strategy posters *Asking for help or clarification*, *Directed attention*, *Cooperation*, *Use of prior knowledge*, *Predicting*, *Risk-taking*, *Using resources/Resourcing*, *Self-monitoring*, *Self-evaluation*: <http://eslinsight.qc.ca/>: Resources, Handbooks, Strategies posters (Cycle One) **and** Strategies Posters (Cycle Two and Three)
- Teacher Tools TT4a to TT4l: Flashcards
- Teacher Tools TT4m and TT4n: Multimedia Presentations of the Key Elements with Labels (TT4m) **and** without Labels (TT4n)
- Teacher Tools TT5a to TT5m: Flashcards – Key Elements (Animals)
- Teacher Tools TT6a to TT6l: Flashcards – Key Elements (Actions)
- Teacher Tool TT7: Answer Key – Key Elements (Animals)
- Teacher Tool TT8: Answer Key – Demonstrating Understanding of the Story
- Teacher Tool TT9: Answer Key – Key Elements (Actions)
- Teacher Tools TT10: Teacher's Bingo Card **and** TT11: Master Calling Card (Bingo Game)
- Teacher Tool TT12a and TT12b: Answer Keys – Can and Can't
- Teacher Tool TT14: Blank Comic Strip Builder for Modelling
- Teacher Tools TT17 and TT18: Headings (Building Class Resources)
- Teacher Tool TT21: Extra Activity – Labelling – Answer Key
- Teacher Tool TT22: Winding Down Moment – Crossword Puzzle (Animals) – Answer Key
- Teacher Tool TT23: Winding Down Moment – Crossword Puzzle (Actions) – Answer Key
- Envelopes or plastic bags for the bingo game

For the students

- Student Handout SH2: Key Elements (Animals)
- Student Handout SH3: Demonstrating Understanding of the Story
- Student Handout SH4: Key Elements (Actions)
- Student Handout SH5a **and** SH5b: Blank Bingo Card and Bingo Pictures
- Student Handouts SH6 **and** SH7: Can and Can't (Elementary 2: Circle Pictures/Elementary 3: Write Words)
- Student Handout SH8: Common Comic Strip Builders (2 per page)
- Student Handout SH12: Extra Activity – Labelling
- Student Handout SH13: Winding Down Moment – Crossword Puzzle (Animals)
- Student Handout SH14: Winding Down Moment – Crossword Puzzle (Actions)
- Scrapbooks/notebooks/binders/duotangs, scissors, colouring pencils, glue

MATERIALS NEEDED	
Elementary 2	Elementary 3
<p><u>For the teacher</u></p> <ul style="list-style-type: none"> Teacher Tool TT13: Teacher Model/Personalized Version (Comic Strip) Teacher Tool TT15: Completed Comic Strip Builder for Deconstructing Teacher Model of the Personalized Version Teacher Tool TT24: Contextual Language Poster (<i>My turn. Your turn.</i>) <p><u>For the students</u></p> <ul style="list-style-type: none"> Student Handout SH10a: Template for Creating a Personalized Version (8.5 x 11) Student Handout SH10b: Template for Creating a Personalized Version (8.5 x 14) 	<p><u>For the teacher</u></p> <ul style="list-style-type: none"> Functional language posters (http://eslinsight.qc.ca/): <ul style="list-style-type: none"> 6. <i>What do you think? Do you agree?</i> 20. <i>I agree. Ok. That's a good idea!</i> 21. <i>I'm not sure. Maybe. Well, . . .</i> 22. <i>I don't agree. I disagree.</i> 14. <i>How do you say . . . ? What's . . . in English?</i> 18. <i>It's my turn. Ok. It's your turn.</i> 30. <i>Well done! Way to go! We're the best! Great work!</i> 40. <i>I can . . . I can't . . .</i> Teacher Tool TT15: Completed Comic Strip Builder for Deconstructing Teacher Model of the Personalized Product Teacher Tool TT16: Teacher Model/Personalized Product (Comic Strip) Teacher Tool TT19: C3 Checklist for Modelling (make enlarged copies) Teacher Tool TT20: Draft Copy for Modelling (make enlarged copies) <p><u>For the students</u></p> <ul style="list-style-type: none"> Student Handout SH9: C3 Checklist and Draft Student Handout SH11a: Template for Creating a Personalized Product (8.5 x 11) Student Handout SH11b: Template for Creating a Personalized Product (8.5 x 14)

FEEDBACK AND REFLECTION TOOLS	
Regulation tools for the teacher	<ul style="list-style-type: none"> Teacher Tool TT1a: Elementary 2 - C1 Checklist to Support Learning Teacher Tool TT1b: Elementary 3 - C2 Checklist to Support Learning Teacher Tool TT2a: Elementary 2 - C2 Checklist to Support Learning Teacher Tool TT2b: Elementary 3 - C1 Checklist to Support Learning Teacher Tool TT3: Elementary 3 - C3 Checklist to Support Learning
Reflection tool for the student	<ul style="list-style-type: none"> Student Handout SH1: Reflection Tool

TIPS FOR TEACHERS

Resources

- As a timesaver, teachers can print the posters/flashcards, tape them together to create a scroll that can be unrolled and displayed on the classroom walls as needed.
- Teachers can project the posters/flashcards on screen 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 to enable them to have a greater access to the classroom resources (e.g. *story book, flashcards, posters, models*).
- 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 (SH2, SH4, SH12) (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 Québec Reading Connection (QRC) for a list of companion books and suggested activities available at: <http://www.quebecreadingconnection.ca>

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

Throughout the LES, the Checklists to Support Learning provide teachers with multiple opportunities to observe students in action for feedback purposes. Teachers can determine when to use these tools, since it may be challenging to observe all students during a single task.

Reflection Tool (Student Handout SH1)

- Students can place Handout SH1 (self-monitoring and self-evaluation tool) at the beginning of their scrapbooks/notebooks/binders/duotangs 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.