

Learning and Evaluation Situation

What Season Is It? Perhaps You Know.
Combined Elementary 2 and 3 ESL Class

Teacher's Guide - Booklet A Pedagogical Planning



References, Copyrights and Credits

Storybook

- Colandro, Lucille and Lee, Jared D: 2003. *There Was a Cold Lady Who Swallowed Some Snow*. Scholastic: ISBN 0-439-47109

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

- Short videos of the story *There Was an Old Lady Who Swallowed Some Snow* 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>
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Special Thanks to the following people for their precious collaboration in this project:

- Manon Jetté, ESL teacher and responsible for ESL, and Chantal Bouchard, ESL teacher, from the Commission scolaire de l'Or et des Bois

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What Season Is It? Perhaps You Know.

Elementary Cycles One and Two

Multi-level: Elementary 2 and 3

Duration: 7-8 periods of 60 minutes

Pedagogical Intention

Students are introduced to the cumulative story, *There Was a Cold Lady Who Swallowed Some Snow* by Lucille Colandro. This authentic English text is modeled on the predictable pattern from the original story *There Was an Old Lady Who Swallowed a Fly*. In order for students to adopt effective work methods (CCC5), they will use resources such as a planning tool (riddle builder) and a template (flap book), to modify the original story and create an individual final product that demonstrates their awareness of the seasons (BAL: Environmental Awareness). Students will communicate/interact orally in English throughout the LES. Students will create a riddle in the form of a flap book. Elementary 2 students will collaborate to create a personalized version of the story, while Elementary 3 students will create a personalized product to have peers guess which season is being described. Elementary 3 students will also apply a writing process to their personalized product to learn about targeted language conventions and characteristics of the written text. At the end of the LES, all students will share their flap book (final product) with peers (audience) for entertainment (purpose).

Broad Area of Learning: Environmental Awareness

Educational Aim: To encourage students to develop an active relationship with their environment

Focus of Development:

Awareness of his/her environment: Identification of connections between elements characteristic of the local or regional environment or a season

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

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	
Routines <ul style="list-style-type: none"> Joins in during playful choral responses 	→	A. Useful Expressions Classroom routines <ul style="list-style-type: none"> Participates in classroom routines 	→
Repertoire of words and short expressions <ul style="list-style-type: none"> Describes people/characters, objects 	→	Identification <ul style="list-style-type: none"> Identifies people, animals, objects, places 	→
Routines <ul style="list-style-type: none"> Responds to instructions Uses common inquiries and statements 	→ →	Instructions <ul style="list-style-type: none"> Gives instructions 	→
Repertoire of words and short expressions <ul style="list-style-type: none"> Uses expressions during pair work (e.g. <i>My turn./Your turn.</i>) 	→	Agreement, disagreement <ul style="list-style-type: none"> Expresses agreement/disagreement (e.g. <i>I agree./I disagree.</i>) Inquires about agreement/disagreement 	→ →
		Expressions to make rejoinders: <ul style="list-style-type: none"> Maintains exchanges (e.g. <i>It's my turn./It's your turn.</i>) 	→
Repertoire of words and short expressions <ul style="list-style-type: none"> Uses vocabulary related to objects Uses vocabulary related to people 	→ →	B. Vocabulary Theme-related <ul style="list-style-type: none"> Uses targeted vocabulary to carry out tasks: clothing and seasons 	→
Language related to songs, rhymes and stories <ul style="list-style-type: none"> Builds personal repertoire by joining in recurrent passages of stories: <i>I don't know why she swallowed. . . Perhaps you know.</i> 	→	Colours and shapes <ul style="list-style-type: none"> Uses the names of colours and shapes frequently encountered in class: <i>black, long, brown, etc.</i> 	→
STRATEGIES		STRATEGIES	
A. Compensatory strategies <ul style="list-style-type: none"> Asking for help or clarification: Request assistance 	→	A. Compensatory strategies <ul style="list-style-type: none"> Asking for help or clarification: <i>How do you say...?</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 Predicting Using resources <ul style="list-style-type: none"> Makes use of human and material resources targeted for the task: <i>flashcards, riddle builder, template, models, class</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 Attention Predicting Resourcing <ul style="list-style-type: none"> Makes use of human and material resources targeted for the task: <i>flashcards, riddle builder, template, models, class</i> 	→ → → → →

resources, storybook, teacher and peers		resources, storybook, teacher and peers, functional language posters, C3 checklist and draft	
• Risk-taking	→	• Risk-taking	→
		LANGUAGE CONVENTIONS	
		A. Grammar Word order <ul style="list-style-type: none"> • Uses knowledge of word order in simple sentences to construct meaning • Forms simple sentences • Places adjectives before nouns: <i>a black-brimmed hat; a long, brown branch; a long, striped scarf</i> 	→ → →
		B. Phonology <ul style="list-style-type: none"> • Uses intonation and pronunciation that can be understood by an English speaker for frequently used expressions and targeted vocabulary 	→
		C. Punctuation <ul style="list-style-type: none"> • Writes a sentence with a capital letter at the beginning and a period at the end • Writes commas between items in an enumeration 	→ →
		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	
Key elements <ul style="list-style-type: none"> • Orally identifies characters, actions, objects and places Events <ul style="list-style-type: none"> • Orally identifies main events • Orally sequences events 	→ →	Contextual cues <ul style="list-style-type: none"> • Uses contextual cues to construct meaning <ul style="list-style-type: none"> - title: <i>There Was a Cold Lady Who Swallowed Some Snow</i> - Illustrations on the cover page and in the book: <i>snow, scarf...</i> - key sentences: <i>I don't know why...Perhaps you know...</i> Overall meaning <ul style="list-style-type: none"> • Identifies general ideas stated explicitly: <i>The old lady swallowed...</i> Key elements <ul style="list-style-type: none"> • Identifies and briefly describes characters, people, animals, objects, place and setting • Briefly describes storyline, plot • Sequences events 	→ → → →
Discovers CULTURAL ELEMENTS through:		Explores CULTURAL PRODUCTS through:	
Stories <ul style="list-style-type: none"> • <i>There Was a Cold Lady Who Swallowed Some Snow</i> by Lucille Colandro ISBN 0-439-47109 	→	Texts <ul style="list-style-type: none"> • <i>There Was a Cold Lady Who Swallowed Some Snow</i> by Lucille Colandro ISBN 0-439-47109 	→

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
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>There was a cold lady who swallowed a ..., I don't know why she swallowed some snow. Perhaps you know. Etc.</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 version of the text. 	1. Evidence of understanding of texts <ul style="list-style-type: none"> Demonstration of understanding of overall meaning of texts
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, Using resources</i> 	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 3. Use of strategies <ul style="list-style-type: none"> Use of strategies to: <ul style="list-style-type: none"> construct meaning of texts: <i>Attention, Predicting</i> plan and carry out reinvestment tasks: <i>Attention, Resourcing</i>

Elementary 2	Elementary 3
	C3: To Write Texts
	1. Application of targeted language conventions <ul style="list-style-type: none"> • Use of grammar targeted for the task: <i>adjectives before nouns</i> • Use of punctuation targeted for the final task: <ul style="list-style-type: none"> - <i>Capital letter at the beginning and a period at the end</i> - <i>Commas between items in an enumeration</i> • Spelling of words from provided models and available resources
	2. Characteristics of the written text <ul style="list-style-type: none"> • Writing a text to be shared with peers (audience) for entertainment (purpose): <ul style="list-style-type: none"> - <i>the clues and answer to the riddle correspond to the season selected</i> - <i>the main character corresponds to the season selected</i>
	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**
 - Use of the appropriate resources to complete the task
- 2. Perseverance in performing the task**
 - Satisfaction of sharing a personalized product

Regulation tools for the teacher	Elementary 2 <ul style="list-style-type: none"> • Teacher Tool TT1a: Elementary 2 - C1 Checklist to Support Learning • Teacher Tool TT2a: Elementary 2 - C2 Checklist to Support Learning Elementary 3 <ul style="list-style-type: none"> • Teacher Tool TT1b: Elementary 3 - 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
Regulation tools for the student	<ul style="list-style-type: none"> • Student Handout SH1: Reflection Tool

MATERIALS NEEDED: ELEMENTARY 2 AND 3

For the teacher

- The story book, *There Was a Cold Lady Who Swallowed Some Snow*, by Lucille Colandro ISBN 0-439-47109
- Competency posters for Elementary 2: *Demonstrating understanding* and *Using English* (Available at <http://eslinsight.qc.ca/> under the following path: Resources, Handbooks, Act on Understanding, EvalFLASHCARDSyear2)
- Strategy posters: *Directed Attention*, *Predicting*, *Risk-taking*, *Asking for help or clarification*, *Using resources/Resourcing*, *Self-monitoring*, *Self-evaluation* (Available at <http://eslinsight.qc.ca/> under the following path: Resources, Handbooks, Strategies posters (Cycle One) and Strategies Posters (Cycle Two and Three))
- Teacher Tools TT4a to TT4l: Flashcards of the Key Elements
- Teacher Tools TT4m & TT4n: Multimedia Presentation of the Key Elements with Labels (TT4m) and without Labels (TT4n)
- Teacher Tool TT5: Key Elements (labelling) - Answer Key
- Teacher Tools TT6 and TT8: Focus on Form (position of adjectives and commas in an enumeration) - Answer Keys
- Teacher Tools TT7a to TT7d: Flashcards (four seasons for building class resources)
- Teacher Tool TT13a to TT13e: Headings (categories for building class resources)
- Teacher Tool TT14: Mini-Flashcards (four seasons for building class resources)
- Teacher Tool TT17 to TT20: Season Mystery Words (four versions: spring, summer, autumn, winter) - Answer Keys

For the students

- Notebooks/scrapbooks/binders/duotangs, colouring pencils/markers, scissors, glue
- Student Handout SH2: Key Elements (labelling)
- Student Handout SH3: Focus on Form (position of adjectives in English)
- Student Handout SH4: Focus on Form (commas between adjectives in an enumeration)
- Student Handout SH5: Riddle Builder
- Student Handouts SH9 to SH12: Season Mystery Words (four versions: spring, summer, autumn, winter)

Elementary 2

For the teacher

- Teacher Tool TT9: Teacher Model of the Personalized Version (template)
- Teacher Tool TT10: Completed Riddle Builder for Deconstructing Teacher Model of the Personalized Version

Elementary 3

For the teacher

- Functional Language Posters:
 - 14. *I ask for help or clarification*
 - 18. *It's my turn, It's your turn*
 - 6. *Do you agree?*
 - 20. *I agree.*
 - 21. *I'm not sure.*
 - 22. *I don't agree.*
- Teacher Tool TT11: Teacher Model of the Personalized Product (template)
- Teacher Tool TT12: Completed Riddle Builder for Deconstructing Teacher Model of the Personalized Product
- Teacher Tools TT15: C3 Checklist
- TT16: Blank Draft for Modelling
- TT16a: Teacher's Model of a Completed Draft

For the students

- Student Handout SH7: Template for Creating a Personalized Version

For the students

- Student Handout SH6: C3 Checklist and Draft
- Student Handout SH8: Template for Creating a Personalized Product

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 choose to 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 also 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) (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 Quebec 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 and TT1b, TT2a and TT2b and 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.