

Survival 101: Notes for the Teacher

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, C 2. A, B, C, D, E	1. A, B, C 2. A (optional) 2. B, C, D, E	<ul style="list-style-type: none"> • “Will These Objects Save Your Life” PPT of pictures for Activity 1 • Quizlet¹ for Activity 2
Period 2	3. A, B, C	3. A, B, C	<ul style="list-style-type: none"> • Edible Plants in Canada Text² • Toxic Plants in Canada Text³
Period 3	4. A, B, C (fewer situations)	4. A, B, C (all situations)	<ul style="list-style-type: none"> • Weather Hazards Text⁴ • Bear Safety Text⁵ • Camping Safety Text⁶
Period 4	5. A, B, C 6. A, B, C 7. Optional enrichment	5. Optional 6. A, B, C 7. A, B, C	<ul style="list-style-type: none"> • Book: <i>When the Worst Happens</i> by Tanya Lloyd Kyi (ISBN: 978-1-55451-683-4)
Period 5	8. A, B, C 8. D (optional enrichment) 9. A, B, C, D	8. A, B, C, D 9. A, B, C, D	<ul style="list-style-type: none"> • “Tip Sheet Model” PPT for Activity 9B/C • Websites with tip sheets⁷ to prepare for Activity 9D
Period 6	10, 11, 12. With less knowledge reinvested	10, 11, 12. With more knowledge reinvested	
Throughout	Appendix 1, 2, 3		
	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. d. Label pictures to facilitate use of English.	a. government sites, picture book, glossary, etc. b. activities: 4, 7 c. activities: 4, 5, 6, 7 d. activity: 1
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: 1 to 6 b. activities: 1 to 6 c. activities: 9, 10
Process	a. Let students read the text multiple times with a specific reading 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. d. Break down tasks into steps using strategies.	a. activity: 7 b. throughout c. throughout d. throughout
Product	a. Let students choose what their final product will look like.	a. activity: 10 (e.g. poster, infographic, etc.)

* These are suggested texts. Other texts may be used.

** This is a general guideline. Periods are approximately 75 minutes.

¹ https://quizlet.com/_924fjr?x=1qqt&i=24pwnw

² <http://www.outdoorcanada.ca/15-wild-plants-you-can-eat>

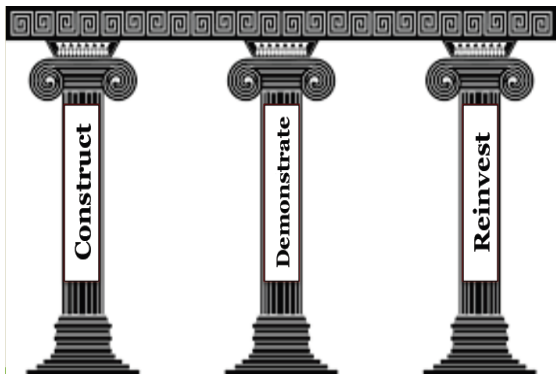
³ <https://www.theweathernetwork.com/news/articles/toxic-plants-found-in-canada/52042>

⁴ <https://www.canada.ca/en/environment-climate-change/services/sky-watchers/publications/guide/chapter-4.html>

⁵ <http://www.pc.gc.ca/en/pn-np/mtn/ours-bears/securite-safety/ours-humains-bears-people>

⁶ <https://www.campinginontario.ca/besafewhilecamping>

⁷ <https://bit.ly/39IEMrC>

The Competency 2 Pillars			Characteristics of a Solid Reinvestment Task		
			Meaningful/ Authentic	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Inform• Convince
			Intended audience	<ul style="list-style-type: none">• Peers• Pen pals	<ul style="list-style-type: none">• Teachers• Parents
Text Types			Clear Task Requirements	<ul style="list-style-type: none">• Short, simply stated instructions• Available resources• Models of the final product	
POPULAR	LITERARY	INFO-BASED	Evaluation Criterion	<ul style="list-style-type: none">• Must target “Use of knowledge from texts in a reinvestment task”	
<ul style="list-style-type: none">• advice column• commercial• email• eulogy• postcard• rant• riddle• song• survey• TV show• music video	<ul style="list-style-type: none">• adventure• stories• biography• diary• fairy tale• legend• novel• play• poem• sci-fi• short story	<ul style="list-style-type: none">• artist statement• brief• essay• “how to” book• infographic• map• news podcast• recipe• magazine article• tutorial• weather report	When reinvesting, students:	<ul style="list-style-type: none">• . . . 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	<ul style="list-style-type: none">• A reinvestment task can only be carried out using the texts provided (i.e. does not rely heavily on students’ prior knowledge).	
			Final Product	<ul style="list-style-type: none">• Each student delivers a personalized final product individually.	
Distinctions on how Core and EESL students develop C2					
Characteristics of Core Students			Characteristics of EESL Students		
To develop C2, Cycle One students: <ul style="list-style-type: none">• Need more guidance on how to use strategies• 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, 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 information from texts in a reinvestment task			To develop C2, Cycle One students: <ul style="list-style-type: none">• 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 information from texts in a reinvestment task with increased efficiency• Become aware of personal development as listeners / readers / viewers		