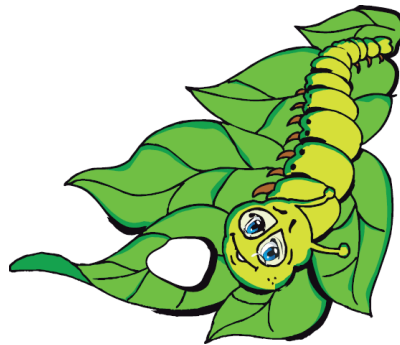


Learning and Evaluation Situation

You Are What You Eat!

Combined Elementary 2 and 3 ESL Class

Teacher's Guide - Booklet A Pedagogical Planning



References, Copyrights and Credits

Storybook

- Carle, Eric: 1987. *The Very Hungry Caterpillar*. Philomel Books. ISBN 978-0-399-24745-3

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

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

PowerPoint for Key Elements (TT4a and TT4b)

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

Websites of Eric Carle and The Very Hungry Caterpillar

- Dramatization of the story, storytelling and pictures in animation: <http://www.youtube.com/watch?v=HpISHA8Fs4w/>
- Eric Carle explains how he illustrates his story: <http://www.youtube.com/watch?v=fvRcCKP5v6Q/>
- Eric Carle reads his story: http://www.eric-carle.com/ec_reads_vhc.html/

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/>

Caterpillar Template for the Personalized Version

- <http://www.motion-design.ca/motion-design/>

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- Lisa Vachon, ESL pedagogical advisor, and Tina Rioux, ESL teacher, from the Commission scolaire des Appalaches
- Emilie Lassire-Lagrange, help with graphic design

N.B. Permissions granted for the documents related to the LES, *You Are What You Eat!*, are intended strictly for educational use.

You Are What You Eat!

Elementary Cycles 1 and 2

Multi-level: Elementary 2 and 3

Duration: 6-7 periods of 60 minutes

Pedagogical intention

Students are introduced to an authentic English text created by author and illustrator Eric Carle. All students will communicate/interact orally in English throughout the LES. Elementary 2 students will use a provided planning tool (CCC5) to create a shape book (personalized version of a story for C1) that demonstrates their understanding of a story and shows their ability to choose food for a balanced diet (BAL). Elementary 3 students will use a provided planning tool (CCC5) to create a shape book in order to demonstrate and reinvest their understanding (personalized product for C2) and show their ability to choose food for a healthy diet (BAL). Elementary 3 students also apply a writing process (C3) to their personalized version to learn about targeted language conventions and characteristics of the written text. Students are invited to share their final product with peers (audience) for entertainment (purpose).

Broad Area of Learning: Health and Well-Being

Educational Aim: To ensure that students develop a self-monitoring procedure concerning the development of good living habits related to health

Focus of Development:
Awareness of the impact of his/her choices on health and well-being: diet

Cross-Curricular Competency: 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 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 <u>Repertoire of words and short expressions:</u> - Describes people/characters, objects <u>Routines:</u> - Uses common inquiries and statements - Responds to instructions <u>Repertoire of words and short expressions:</u> - Uses expressions during pair work	→ → → → →	A. Useful Expressions <u>Classroom routines:</u> - Participates in classroom routines <u>Identification:</u> - Identifies people, animals, objects, places <u>Instructions:</u> - Gives instructions <u>Expressions promoting harmonious exchanges and teamwork:</u> - Contributes to teamwork	→ → → → →
<u>Repertoire of words and short expressions:</u> - Uses vocabulary related to objects - Uses vocabulary related to people <u>Language related to songs, rhymes and stories:</u> - Builds personal repertoire by joining in recurrent passages of stories: <i>On Monday he ate through one apple. But he was still hungry. Etc.</i>	→ → →	B. Vocabulary <u>Theme-related</u> - Uses targeted vocabulary to carry out tasks: food, fruits and vegetables, healthy food, bad food - Animals: caterpillar (egg, caterpillar, cocoon, butterfly) <u>Numbers</u> - From 1 to 10 <u>Colours and shapes</u> - Red, blue, brown, black, white, green, yellow, purple, orange, pink <u>Expressions of time frequently encountered in class:</u> - On Monday, on Tuesday, etc. - Day and night	→ → → → → → →
STRATEGIES		STRATEGIES	
A. Compensatory strategies • Asking for help	→	A. Compensatory strategies • Asking for help: <i>How do you say?</i> - Request assistance: <i>How do you say...?</i>	→

B. Learning strategies		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 Practice 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 (story builder), template (shape book), teacher model of the shape book, class story builder, story, key elements posters (flashcards), resource chart (good food, bad food), strategy posters</i> 	→	<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 Practice Resourcing <ul style="list-style-type: none"> Makes use of human and material resources targeted for the task: <i>teacher and peers, planning tool (story builder), template (draft and shape book), teacher model of the shape book, class story builder, story, key elements posters (flashcards), resource chart (good food, bad food), writing process checklist, strategy posters, functional language posters</i> 	→
<ul style="list-style-type: none"> Risk taking 	→	<ul style="list-style-type: none"> Risk taking 	→
LANGUAGE CONVENTIONS			
		A. Grammar	
		Word order	
		<ul style="list-style-type: none"> Forms simple sentences Places adjectives before noun 	→
		Plurals	
		<ul style="list-style-type: none"> Writes an “s” at the end of nouns for regular plurals 	→
		B. Phonology	
		<ul style="list-style-type: none"> Uses intonation and pronunciation that can be understood by an English speaker Pronounces the “s” at the end of the words 	→
		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	
		Contextual cues	
		<ul style="list-style-type: none"> Uses contextual cues (title, key sentences, illustrations) to construct meaning 	→
		Overall meaning	
		<ul style="list-style-type: none"> Identifies general ideas stated explicitly 	→
Key elements	→	Key elements	→
<ul style="list-style-type: none"> Orally identifies characters, actions, objects and places 		<ul style="list-style-type: none"> Identifies and briefly describes characters, animals, objects, place 	

Events <ul style="list-style-type: none"> Orally identify main events 	→	and setting <ul style="list-style-type: none"> Briefly describes story line, plot Sequences events 	→ →
Discovers CULTURAL ELEMENTS through:		Explores CULTURAL PRODUCTS through:	
Stories <ul style="list-style-type: none"> The story book, <i>The Very Hungry Caterpillar</i>, by Eric Carle, Philomel Books ISBN 978-0-399-24745-3 	→	Texts <ul style="list-style-type: none"> The story book, <i>The Very Hungry Caterpillar</i>, by Eric Carle, Philomel Books ISBN 978-0-399-24745-3 	→

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 name them 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>On Monday, he ate... but he was still hungry.</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 texts with classmates 	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	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"> Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks: <i>Directed attention, Predicting, Using resources, Use of prior knowledge</i> 	<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, Use of prior knowledge</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: <ul style="list-style-type: none"> <i>adjective before the noun</i> <i>word order</i> <i>regular plural "s"</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
	2. Characteristics of the written text <ul style="list-style-type: none"> That respects the requirements That is creative
	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 final product <ul style="list-style-type: none"> Use of the appropriate resources to complete the task
2. Perseverance in carrying out the final product <ul style="list-style-type: none"> Satisfaction of presenting a personalized product

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 tools for the student	<ul style="list-style-type: none"> Student Handout SH1: Ongoing and Final Self Reflection Tool

Materials needed: Elementary 2 and 3

For the teacher

- The story book, *The Very Hungry Caterpillar*, by Eric Carle, Philomel Books, ISBN 978-0-399-24745-3
- Competency posters for Elementary 2: *Demonstrating understanding* and *Using English*: <http://eslinsight.qc.ca/>: Resources, Handbooks, Act on Understanding, EvalFLASHCARDSyear2
- Strategy posters: *Directed Attention, Predicting, Practice, Use of prior knowledge, Risk Taking, Asking for help, 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 TT4t: Flashcards of the key elements - PowerPoint versions with and without labelling (TT4a&TT4b): <http://eslinsight.qc.ca/>
- Teacher Tool 5: Activating prior knowledge of life cycles – Answer Key
- Teacher Tools TT6a and TT6b: Key elements - Answer keys
- Teacher Tools TT7a and TT7b: Board game sections
- Teacher Tool TT8a-TT8j: Flashcards on numbers 1 to 10
- Teacher Tool TT10: Instructions to play the board game
- Teacher Tool TT11a-TT11j: Flashcards on colours
- Teacher Tool TT13: Sequencing the story - Answer key
- Teacher Tools TT18a and TT18b: Headings for building class resources
- Teacher Tools TT22 and TT23: Extra activities - Answer keys

For the students

- Student Handout SH2: Activating prior knowledge activity
- Student Handouts SH3a and SH3b : Key elements (labelling)
- Student Handout SH5: Winding down moment for Elementary 3
- Student Handout SH6: Sequencing Timeline
- Student Handout SH7: Common story builder
- Students Handouts SH11 and SH12: Extra activities
- Scissors, colouring pencils, dice, glue, envelopes

Elementary 2

For the teacher

- Teacher Tool TT9: Contextual language to play the board game
- Teacher Tool TT12: Winding down moment for Elementary 2 – Answer Key
- Teacher Tool TT14: Teacher model of the personalized version
- Teacher Tool TT15: Completed story 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.*
 - 23. *Do you want to work with me? Would you like to be my partner?*
- Teacher Tool TT16: Teacher model of the personalized product
- Teacher Tool TT17: Completed story builder for deconstructing teacher model of the personalized product
- Teacher Tools TT19 & TT20: Checklist and Draft (**make enlarged copies**)

<p>For students</p> <ul style="list-style-type: none"> • Student Handout SH4: Winding down moment for Elementary 2 • Student Handout SH8: Template for creating a personalized version • One plastic or paper envelope for each students to keep cut-out parts of the caterpillar 	<p>For students</p> <ul style="list-style-type: none"> • Student Handout SH9: C3 checklist and draft copy • Student Handout SH10: Template for creating a personalized product
<p style="text-align: center;">Tips for Teachers</p>	
<p><u>Evaluation: Checklists to Support Learning (Teacher Tools TT1a and TT1b, TT2a and TT2b and TT3)</u> The purpose of the checklists is the regulation of the development of the ESL competencies through teacher feedback. Teachers have numerous opportunities to record observations of students in action so as not to observe all students during the same task. These checklists offer suggested descriptors to assist teachers in recording their feedback.</p> <p><u>Reflection: Handout SH1</u></p> <ul style="list-style-type: none"> - Students can glue Handout SH1 (self-monitoring and self-evaluation tool) at the beginning of their scrapbook/notebook 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. <p><u>Resources: Posters</u></p> <ul style="list-style-type: none"> - As a timesaver, teachers can print the posters, tape them together to create a scroll that can be unrolled and displayed on the classroom walls as needed. - If possible, project the posters on screen to avoid photocopying and to make visuals easier for students to see. <p><u>Students with Special Needs</u></p> <ul style="list-style-type: none"> - Teachers may want to have students with special needs closeby, in order to provide extra guidance/support and also enable them to have a greater access to the classroom resources (e.g. <i>flashcards, posters</i>). - 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 (SH3a, SH3b) (e.g. <i>words are cut and pasted, instead of being written by hand</i>). - Teachers can also find suggestions in students’ individualized education plan (IEP) or “plan d’intervention” (PI). <p><u>Advanced Students</u> 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. You may also visit <i>Québec Reading Connection</i> (quebecreadingconnection.ca) for a list of companion books and suggested activities.</p>	