



A Learning and Evaluation Situation

English as a Second Language
Deuxième année du deuxième cycle du primaire
(4e année)



Hooked on Pirates

Teacher's Guide

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About This Learning and Evaluation Situation

This learning and evaluation situation was created for elementary Cycle Two students (grade 4) keeping in mind that such a topic would be interesting and challenging for young boys. In this LES, there are opportunities to evaluate all three competencies.

The students will be immersed in the world of piracy throughout the situation. For the final task, they will write a letter to submit their captain, ship and crew for a treasure hunt.

Please note that in this LES, the ship is qualified as a “she” as is common in the pirates’ world. Take some time with the students to make sure they understand why.

Duration: **six to seven 60-minute classes.** The time planned for each task is approximate. Expect an extra class to complete the word order and verb activity (SB p. 5) if your students have not already been taught these elements of the POL.

This learning and evaluation situation consists of the following:

- Teacher’s Guide (TG)
- Teacher’s Resource Booklet (TRB)
- Student Booklet (SB)
- Enrichment Booklet (EB)

(The Enrichment Booklet is optional, but it contains fun activities to help students build their vocabulary. It can fill in the gaps between the amount of time stronger and weaker students take to complete each task. It also helps shy students earn bonus pieces to complete their ship.)

Multi-Media

- “Redbeard, Bluebeard, Blackbeard” by Eric Herman
The clip is available on Youtube or you can buy the DVD on his website at this address: <http://www.erichermanmusic.com>.

Broad Area of Learning: Personal and Career Planning.

Educational Aim: To enable students to make and carry out plans designed to develop their potential and help them integrate into adult society.

Cross-curricular Competency Activated: to cooperate with others

ESL Competencies Evaluated:

Competency 1, *To interact orally in English*

Competency 2, *To reinvest understanding of oral and written texts*

Competency 3, *To write texts*

Progression of Learning:

Contextual Language and Functional Language

- Repertoire of words and short expressions
 - Describes basic characteristics of people, animals, objects, places
 - States own capabilities
 - Expresses personal needs and wants

Strategies

- Use of prior knowledge
 - Draws on own background knowledge as a source of information
- Resourcing
 - Makes use of material resources
- Risk-Taking
 - Dares to use functional language frequently used in class to speak only English, in spite of making errors

Language Conventions

- Word order
 - Places adjectives before nouns
- Verb tenses
 - Uses verb tenses targeted for the task

Cultural elements and Cultural Products

- Famous people (pirates, Bluebeard, the world of piracy)

Task and Evaluation Overview

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6 & 7
60 min.	60 min.	60 min.	60 min.	60 min.	60 min. +
<p>Introduction task (30 min.)</p> <p>“Redbeard, Bluebeard, Blackbeard” clip by Eric Herman (5 min.) Students watch the clip (or listen to the song) and receive the Student Booklet.</p> <p>Pirate’s Talk (15 min.) Students have to listen to the song again and check the words they hear in their Student Booklet. C2</p> <p>Presentation Presentation of the final task and Intro of the chant “Hey Ho, Captain Jack”</p> <p>Meet Your Captain (15 min) Students find their captain and their pirate team. C1</p> <p>Yo ho ho! (10 min.) The teacher distributes the ship piece and the extra bonus pieces.</p>	<p>Task 1 (50 min.)</p> <p>Dress Your Pirate Students negotiate clothes with their teammates. C1</p> <p>If time allows, they can work in the Enrichment Booklet. C2</p> <p>Yo ho ho! (10 min.) The teacher distributes the ship piece and the extra bonus pieces.</p>	<p>Task 2 (50 min.)</p> <p>Discover the Pirates Students read clues and identify the pirates that are described. C1 C2</p> <p>They write a description for the two pirates who don’t have a description (optional). C2 C3</p> <p>If time allows, they can work in the Enrichment Booklet. C2</p> <p>Yo ho ho! (10 min.) The teacher distributes the ship piece and the extra bonus pieces.</p>	<p>Task 1 continued (20 min.)</p> <p>Dress Your Pirate They fill in the descriptions of their pirate in the Student Booklet. C2 C3</p> <p>Task 3A (30 min.)</p> <p>Master the Jobs Students read the pirate’s jobs in their Student Booklet and they answer true or false questions. C2</p> <p>If time allows, they can work in their Enrichment Booklet. C2</p> <p>Make sure to correct the true or false before next class.</p> <p>Yo ho ho! (10 min.) The teacher distributes the ship piece and the extra bonus pieces.</p>	<p>Task 3B (50 min.)</p> <p>Meet Your Crew Students play a “Seven Families” type of game to earn their crew members.</p> <p>When the game is finished, they complete their crew chart and place their abilities points. C1</p> <p>If time allows, they can work in their Enrichment Booklet. C2</p> <p>Yo ho ho! (10 min.) The teacher distributes the ship piece and the extra bonus pieces.</p>	<p>Task 4 (60 min. +)</p> <p>Ahoy! Goldbeard Individually, students begin the reinvestment task. They write a draft copy of their letter.</p> <p>Task 4</p> <p>Ahoy! Goldbeard (cont.) Students revise their draft copy and write their final copy. C2 C3</p> <p>If time allows, they can work in their Enrichment Booklet. C2</p>

CLASS 1	Introduction Task	Time
	Watch the clip	5 min.
	Present the LES	15 min.
	Meet Your Captain	15 min.
	Introduction Task	15 min.
	Yo ho ho! (distribute the ship pieces and bonus pieces)	10 min.

Required material

- The clip “Redbeard, Bluebeard, Blackbeard” by Eric Herman available at www.erichermanmusic.com/clip.html You must follow the instructions to get to the clip. (Don’t worry, it’s easy ☺)
 - Student Booklets
 - Colouring pencils
 - TRB-1 Organising the Pirate Teams sheet (completed before class)
 - TRB-3 in sufficient numbers for your class and cut into strips
 - TRB-4 one hull for each students and a couple of extra accessories
-
- Watch the clip “ Redbeard, Bluebeard, Blackbeard” by Eric Herman together. Question students about what they think this LES will be about.
 - Explain the final task. Students will have to write a presentation letter to convince Goldbeard to choose their ship, captain and crew to look for a hidden treasure.
 - Explain the boat. Students will receive parts of their ship after each task. They can also earn bonus pieces and accessories by speaking only English, working in the Enrichment Booklet, cooperating and even behaving correctly.
 - It’s time to find their captain (form the teams); give the students a strip of paper (TRB-3). They go around the classroom to find their teammates using the prompts. Ask them to sit with their teammates.
 - Introduce the chant “**Hey Ho Captain Jack**” SB p. 2. It can be used as a transition between activities.
-
- Distribute the Student Booklet. Explain the intro task.
 - Watch the clip again and ask students to put a checkmark beside the words they hear in the song.
 - Watch the clip as many times as necessary.
 - When students have finished, ask them to read the lyrics at the end of the booklet and verify their answers.
 - **Yo Ho Ho!** Give them the hull. They have to glue it in the SB on page 4. **Make sure they glue it at the bottom of the page to leave space for the other parts.** You can give bonus pieces as you wish. If they have time they can colour their hull.
 - SUGGESTION: collect the booklets after each class.

CLASS 2	Task 1: Dress Your Pirate	Time
	Negotiation about pirates' clothes	50 min.
	Enrichment Booklet	...
	Yo ho ho!	10 min.

Required material

C1

- SB p. 6-7
- TRB-7 cut into pieces and placed in envelopes (one set per team)
- Colouring pencils, glue and scissors
- Enrichment Booklet
- TRB-4 one mast for each student and a couple of extra accessories

- **Make sure the students are sitting with their teams.**
- Introduce p. 6-7 in the SB. Explain that they will have to negotiate with teammates in order to dress their pirate.
- Distribute the envelopes and ask the students to place the pieces by category.
- Explain that if two students want the same piece, they need to give reasons why he/she should have it. The rest of the team votes on which student has the best reasons and should win the piece.
- It is possible that the weaker teams prefer to split the pieces without having to speak. If you expect that this might happen, add the rule that each time a piece is chosen, all the students must make a comment such as: good choice!, the boot is black, a hook is dangerous, what color is the shirt?, your pirate is lucky with two legs, etc.
- Each student's pirate needs to end up with:

Either:

- a hat / hair / bandana
- right leg / a peg leg / a boot
- left leg / a peg leg / a boot
- right hand / a hook
- left hand / a hook
- a shirt / a pirate coat
- shorts/ baggy pants
- a minimum of one accessory

- When they have finished, students have to glue the clothes on the pirate in the SB.
- **LONGER VERSION:** if you have more time, leave the TRB-7 uncut. Ask the teams to designate a student in charge of cutting out the pieces (TRB-7). It will take longer, but it might trigger discussions (not this piece! yes it's the right piece, hurry up! Be careful...)
- Enrichment Booklet: When students have completely finished, distribute the Enrichment Booklets.
- **Yo Ho Ho!** Give them a piece of the ship. They have to glue it in their SB on page 4. You can give bonus pieces as you wish. If students have time, they can colour their pirate and their ship.

CLASS 3	Task 2: Discover the Pirates	Time
	Match the pirate with the correct description	50 min.
	Enrichment Booklet	...
	Yo ho ho!	10 min.

Required material

C1

C2

- Student Booklet
- TRB-5 One set of cards per team
- TRB-6 One sheet per student
- Colouring pencils, glue and scissors
- Enrichment Booklet
- TRB-4 one set of sails for each student and a couple of extra accessories

- **Make sure students are sitting with their teams.**
- Introduce p. 8-9 in the SB. Tell them they have to cooperate in order to match the pirates with the correct descriptions.

How to play:

1. Each student receives a card. Make sure you gave cards STUDENT A to E to every team. (TRB-5)
 2. Students take turns reading one (or two) clue aloud, making sure they understand that they each have a part of the answer.
 3. Students discuss the possible pirates, by looking at the drawings in the SB.
 4. Students decide, as a team, on the correct answer and they write the number of the pirate in the little box in the SB.
 5. Validate answers.
 6. Give students the pirate descriptions (TRB-6). They cut out the descriptions and glue them in the SB.
- If teams finish early, ask them to write descriptions for the two extra pirates (can be worth bonus parts for their ship). C2-C3
 - Enrichment Booklet: When students have completely finished, distribute the Enrichment Booklets.
 - **Yo Ho Ho!** Give students a piece of the ship. They glue it in their SB on page 4. You can give bonus pieces as you wish. If they have time, students can colour their ship and the pirates in task 1.

CLASS 4	Task 1 (continued) - Task 3: Complete Your Crew	Time
	Write a description of the pirate	20 min.
	Read the texts; answer the true or false statements	30 min.
	Enrichment Booklet	...
	Yo ho ho!	10 min.

Required material

C2

C3

- SB p. 6
 - SB p. 10-11
 - Colouring pencils and glue
 - Enrichment Booklet
 - TRB-4 one captain's cabin for each student and a couple of extra accessories
-
- Students have to work individually.
 - Allow 20 min. for students to complete their pirate's description on p. 6 of the SB according to the pieces of clothing they ended up with during class 2.
 - After 20 min, use the pirate chant to get students' attention. Switch to Task 3.
 - Introduce p. 10 in the SB. Explain that students will read six short texts and answer true or false statements.
 - DO NOT CORRECT THE STATEMENTS WITH THE STUDENTS
 - Explain that students will earn crew ability points for each correct answer. Each point will allow them to add skills to their crew, later on.
(Make sure they understand the words CREW, ABILITY and SKILL)
 - Enrichment Booklet: When they have completely finished, distribute the Enrichment Booklets.
 - **Yo Ho Ho!** Give them a piece of the ship. They glue it in the SB on page 4. You can give bonus pieces as you wish. If students have time they can colour their ship.

BEFORE NEXT CLASS

- Correct the true or false statements.
- Add 5 to the result and write the number in the SB on p. 13. **They will need that information for the following class in order to complete their crew skills.**

CLASS 5	Task 3B Meet Your Crew	Time
	Play the seven families game	20 min.
	Complete the chart	30 min.
	Enrichment Booklet	...
	Yo ho ho!	10 min.

C1

Required material:

- TRB-8 The Game of Seven cards (print as many sheets as you have students)
- Prepare separate decks of cards according to the number of students in the team and shuffle them.
- SB p. 12
- Colouring pencils and glue
- Enrichment Booklet
- TRB-4 one set of rails for each student and a couple of extra accessories

You will need to print one complete crew per person. Students have to be able to collect all 7 different crew members. Because of time restrictions, they might not end up with a complete crew. Tell students not to worry if they end up with two captains, but no sailors.

- **Make sure students are sitting with their teams.**
- Introduce p. 12 in the SB
- Read the instructions for the game together.
- Review the functional language student will have to use.
- Give them 20 min. to play the game. THEY HAVE TO PLAY for 20 min. even if their crew is completed.
- When time is called students complete the section in SB p. 13 where they have to write the number of crew members they have earned.

For example: They have 7 cards, 4 of them are captains and 3 are sailors.

- Read the skills with the students; make sure they understand what they are. You can have fun by asking students to mime the different skills.
- Students choose the skills of their crew by placing the number of checkmarks that is written on their sheet, where they want. Specify that they should choose skills they understand (They will have to use them in their final task). It doesn't matter where they choose to put their checkmarks; there are no right or wrong answers.
- Enrichment Booklet: When they have completely finished, distribute the Enrichment Booklets.
- **Yo Ho Ho!** Give them a piece of the ship. They glue it in the SB on page 4. You can give bonus pieces as you wish. If students have time, they can colour their ship.

CLASS 6 & 7	Final Task “Ahoy, Goldbeard”	Time
	Instructions for the final task	15 min.
	Write the draft copy	...
	Write the final copy	...

Required material

C2

C3

- SB p. 14
 - TRB-9 Final copy
 - Enrichment Booklet
 - TRB-4 One wheel for each student and a couple of extra accessories
-
- Students work individually.
 - Introduce p. 14 In the SB.
 - Make sure students understand the checklist.
 - **Have them go through their SB since all the pieces of information they need are there.**
 - Read the models in the SB on p. 15 with the students.
 - Take time for them to grasp what they have to do.
 - Students write their draft copy.
 - Students edit their texts according to the checklist.
 - Distribute TRB-9. Students write their final copy.
 - Enrichment Booklet: When they have completely finished, distribute the Enrichment Booklets (they can keep them if they wish).
 - **Yo Ho Ho!** Give them a piece of the ship. They glue it in the SB on page 4. You can give bonus pieces as you wish. If students have time, they can colour their ship.

Competency 1 Rubric						
<i>I interact with my classmates.</i>						
	My teacher observes whether ...	A	B	C	D	E
Participation in Exchanges	<p>I discuss the clues, questions and answers with my classmates.</p> <p>For example:</p> <ul style="list-style-type: none"> • I express my ideas. • I react to others' ideas. 	Very often	regularly	Sometimes	Only when someone helps me	I do not participate.
Use of strategies (risk-taking)	I take risks when discussing with my classmates by speaking only English even if I make errors.	<p>I speak only English.</p> <p>I take a lot of risks.</p>	<p>I speak English most of the time.</p> <p>I often take risks.</p>	<p>I speak English sometimes.</p> <p>I take a few risks.</p>	<p>I rarely speak English.</p> <p>I speak English only when I read or repeat.</p>	<p>I do not speak English.</p> <p>I do not take risks.</p>

Competency 2 Rubric

To reinvest understanding of oral and written texts

	My teacher observes whether...	A	B	C	D	E
Demonstration of understanding of key elements and overall meaning.	<p>Master the jobs</p> <p>(true or false statements)</p> <p>/10</p> <p>Task 3</p>	9-10	8-7	6	5	Less than 5
Carrying out a reinvestment task	<p>I correctly use information and vocabulary from the texts to write my presentation letter.</p>	<p>I correctly use lots of information and vocabulary from the texts.</p>	<p>I correctly use adequate information and vocabulary from the texts.</p>	<p>I correctly use some information and vocabulary from the texts.</p>	<p>I correctly use very little information and vocabulary from the texts.</p>	<p>I mostly use information and vocabulary from the texts incorrectly.</p> <p style="text-align: center;">OR</p> <p>I mostly copy the models.</p>

Competency 3 Rubric

I write my pirate's presentation letter.

	My teacher observes whether...	A	B	C	D	E
Compliance with instructions	I follow the instructions on the checklist.	I follow all instructions.	I follow most instructions.	I follow some instructions.	I follow very few instructions.	I do not follow instructions.
Language conventions targeted for the task.	<p>I correctly:</p> <p>-place the adjective before the noun</p> <p>-add an "s" to the verb in the 3rd person.</p>	All of the time	Most of the time	Some of the time	Rarely	<p>I do not use adjectives or verbs.</p> <p>OR</p> <p>I use them incorrectly.</p>
Characteristics of final product.	I present myself (my pirate), my ship and my crew in a well-structure text.	My text is convincing, clear and well-structured .	My text is clear and well-structured .	My text is clear, but basic .	My text is difficult to understand .	I do not present myself, my ship and my crew in my text.



Services éducatifs jeunes

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