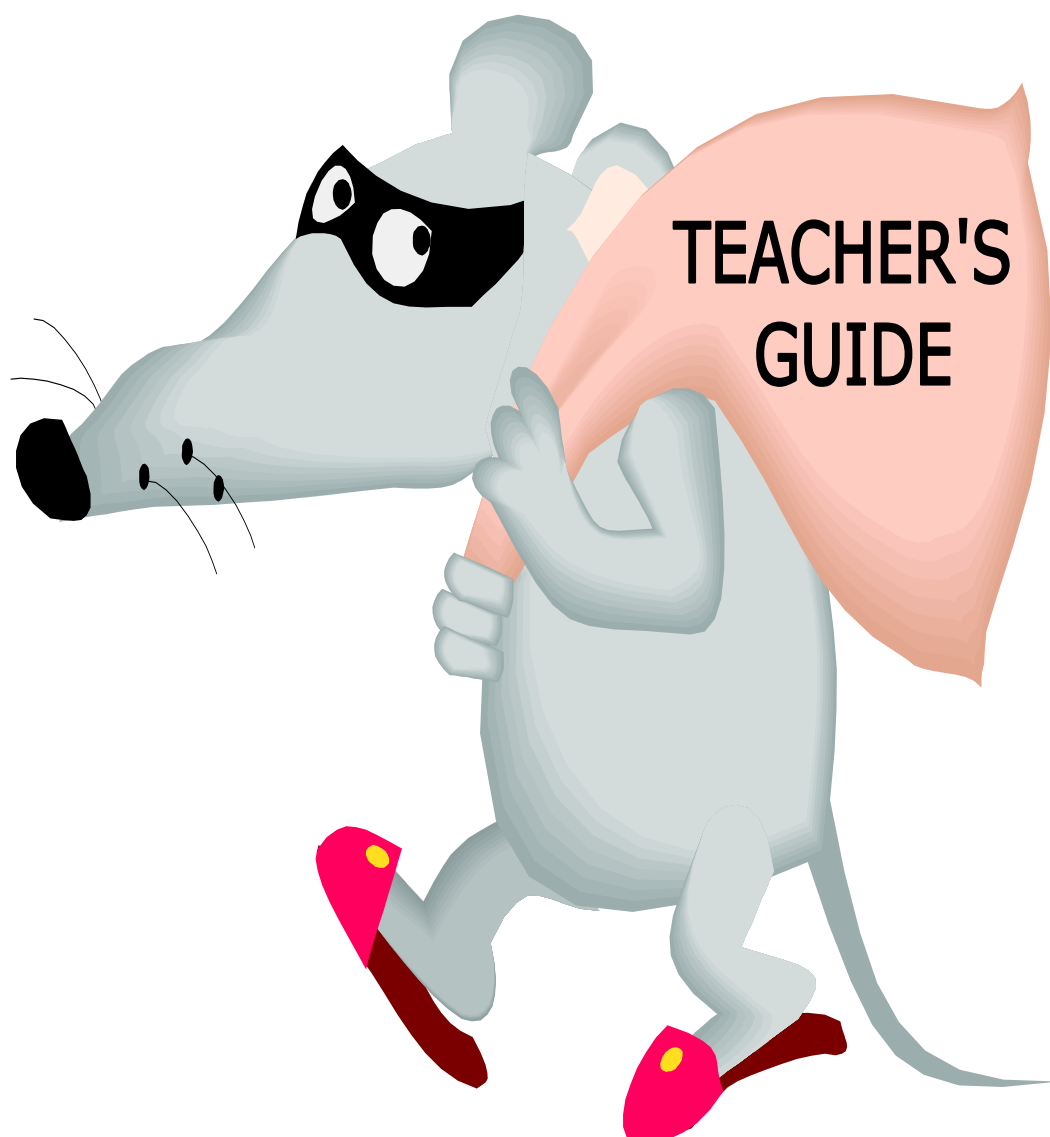


Super Detective!

A Learning and Evaluation Situation for a Cycle 2 Multi-level Class



Production Team: Sous-comité de la Montérégie, Anglais langue seconde



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Super Detective!

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① Broad areas of learning

➤ health and well-being	<input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities	<input type="checkbox"/>
➤ personal and career planning	<input type="checkbox"/>	➤ citizenship and community life	<input checked="" type="checkbox"/>
➤ media literacy	<input type="checkbox"/>		

Focus of development:
Students' involvement in action in a spirit of cooperation and solidarity

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information <input type="checkbox"/> ➤ To solve problems <input type="checkbox"/> ➤ To exercise critical judgment <input type="checkbox"/> ➤ To use creativity <input type="checkbox"/>	➤ To adopt effective work methods <input type="checkbox"/> ➤ To use information and communication technologies <input type="checkbox"/>	➤ To construct his/her identity <input type="checkbox"/> ➤ To cooperate with others <input checked="" type="checkbox"/>	➤ To communicate appropriately <input type="checkbox"/>

③	ESL Competencies
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C-1	TO INTERACT ORALLY IN ENGLISH	C-2	TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS	C-3	TO WRITE TEXTS
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➤ The student reacts to messages using strategies <input checked="" type="checkbox"/>	➤ The student prepares to listen to and read texts using strategies <input checked="" type="checkbox"/>	➤ The student prepares to write texts using strategies <input type="checkbox"/>
➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/>	➤ The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/>	➤ The student composes texts using strategies <input type="checkbox"/>
➤ The student maintains oral interaction using strategies <input checked="" type="checkbox"/>	➤ The student carries out meaningful tasks using strategies <input checked="" type="checkbox"/>	➤ The student revises his/her texts using strategies <input type="checkbox"/>

④	Cross-curricular competencies	ESL competencies
Key Feature	To Cooperate To contribute to team efforts. To participate actively in classroom and school activities with a cooperative attitude.	Competency 1 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.
Evaluation Criteria	Appropriate attitudes and behaviours: being responsive, taking and sharing turns	<ul style="list-style-type: none"> • Use of functional language • Participation in exchanges
Key Feature		Competency 2 The student prepares to listen to and reads texts using strategies. The student demonstrates understanding of oral and written texts using strategies. The student carries out meaningful tasks using strategies.
Evaluation Criteria		<ul style="list-style-type: none"> • Use of strategies • Demonstration of understanding of key elements
Evaluation Means	Group evaluation Informal group reflection	Self-evaluation Co-evaluation Teacher observation grid Informal group reflection

Task and Evaluation Calendar	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
	60 min.	60 min.	60 min.	60 min.	60 min.	60 min.
	<p>Activity 1 Warm-Up Activity: Ransom Note Class discussion</p> <p>My prediction 40 min.</p> <p>Student booklet p.1</p> <p>Activity 2: Picture Dictionary 20 min. (individual)</p> <p>Student booklet p. 2 and p. 3</p> <p>C2</p>	<p>Activity 3 Possible Suspects 10 min. (individual)</p> <p>Student booklet p. 3</p> <p>C2</p> <p>Activity 4: Places in the school</p> <p>Student booklet p. 4</p> <p>Battleship- like game. 50 min. (in pairs)</p> <p>C1</p>	<p>Activity 5: Where Are My Letters? 60 min (teams of 4) Cooperative game</p> <p>Activity in Teacher resource booklet pages 4 to 12</p> <p>C1</p>	<p>Activity 6: Location Words 60 min. (Teams)</p> <p>Teacher resource booklet pages 13 to 17</p> <p>C1</p> <p>C2</p> <p>Extension activity: Teacher resource booklet pages 18 to 21</p> <p>Location words practice (Tag questions) Teacher resource booklet page 26</p>	<p>Activity 7 : (Individual FINAL TASK) Wanted Poster</p> <p>Students create a WANTED poster.</p> <p>Student booklet p. 7</p> <p>Teacher resource booklet pages 22 to 25</p> <p>C2</p>	<p>Activity 8 Matching Game</p> <p>Students match drawing and texts.</p> <p>Student booklet p. 7 + Students' completed wanted posters</p> <p>Super Detective Badges</p> <p>Teacher resource booklet p. 27</p>

OVERVIEW

Teacher evaluation: Use the *Observation sheet* provided.

Student self-evaluation: Students complete page 8 of the Student booklet after certain activities. At the beginning of each activity, make sure students know what they will be evaluating.

Extra time is... **FUN TIME!** When students have extra time, they can turn to their booklet and enjoy the activities individually. These activities can be found on pages 5 and 7.

CLASSROOM ACTIVITIES

Suggestion: The students should be teamed up in groups of four and stay in that group for the whole LES (ideally two grade 3 students and two grade 4 students).

ESSENTIAL KNOWLEDGE	MATERIALS NEEDED	
<ul style="list-style-type: none"> - school objects - people in the school - location words - functional language - places in the school - Yes/No questions 	Teacher's handouts <ul style="list-style-type: none"> - teacher's guide - teacher resource booklet - tokens or dry-erase markers - timer (optional) - observation sheet 	Students' handouts <ul style="list-style-type: none"> - student booklet, year 1 - student booklet, year 2

STRATEGIES		
COMPENSATORY	LEARNING	
Delay speaking Asking for help or clarification	Self-monitoring Self-evaluation Planning Use of prior knowledge Predicting Accepting not being able	Inferencing Practice Resourcing Cooperation Risk-taking
to understand everything listened to or read		
TEXT COMPONENTS		
<ul style="list-style-type: none"> - Contextual cues: titles, key sentences, illustrations - Overall meaning - Key elements: <ul style="list-style-type: none"> - person, character, object, place, setting - facts 		

Grade 3 and Grade 4

Time: 60 minutes (Activity 1 and Activity 2)

Materials needed:

- Ransom note (Teacher Resource Booklet, page 2) Suggestion: use the note in the TRB for the first part of the activity. Print the note a second time on a 11 x 17 sheet to be put up on the board and to refer to when reading the note.
- Running shoe
- Student Booklet, page 1 and the top of page 3 (Word Bank)
- **WHERE, WHO, HOW MUCH** (money), **HOW LONG** (time) flashcards on the Internet site <http://www.mes-english.com/flashcards/questions.php>

Evaluation:

Grades 3 and 4: C1 (Observation sheet)
C1 Rubric

Procedure for the task:

Come in class with a running shoe and the ransom note rolled up in the running shoe and tell students that the Physical Education teacher has been kidnapped.

Read the ransom note to the class. Elicit reactions from the students. How do they feel?

Hand out student booklets and read out loud a second time the ransom note. (Student Booklet, cover page) Have students look for cognates in the text.

Again, talk about how they feel. Ask questions about the ransom note:

- **Who** wrote the note? (The kidnapper)
- **How much** money does the kidnapper want? (One million dollars)
- **How long** do we have to find the money or the kidnapper? (5 weeks)
- What will happen if the kidnapper does not get the money? (No gym)
- How do you feel about the consequence? (answers will vary)

Tell students that they are **Junior Detectives**. They have to help find the Phys. Ed. teacher. Once they find the teacher, they will become official **Super Detectives**.

Have students fill out their personal information at the top of the page.

The students can also complete **My prediction**.

Some students might need help with **Where** and **Who**. (Use WH flashcards, if necessary).

You can also do the **My prediction** after activity 2. *

IMPORTANT NOTE: Clues are given in the Student Booklet as to who is NOT the kidnapper.

Page 2 – Activity 2: NOT the principal

Page 3 – Activity 3: NOT the secretary

Page 5 – Activity 5: NOT the janitor (at the end of the game)

Page 5 – Activity 6: NOT the student

Therefore, the kidnapper is the English teacher.

* Students check off page 1 of the student booklet after each clue.

First period: Activity 2 – Picture Dictionary

Grade 3	Grade 4
Individual work Explain to students that they need to use the Word Bank at the top of page 3 of the student booklet. Students have to write the words under each picture on page 2. Grade 3 students complete the words with the help of the given letters. Grade 4 students write the words under each picture. Correct collectively.	

Second period: Activity 3 – Possible Suspects

Grade 3 and Grade 4	
Time: 60 minutes (Activity 3 and Activity 4) – Individual work Materials needed: Student Booklet, page 3 Procedure for the task: Students complete the name of the job under each picture and find the name of the person who occupies that job in their school. You could write the names of these people on the board for help. Students complete the name of the job (with the help of the Word Bank) under each picture and also write the name of that person in their school. Example: <i>secretary</i> <i>Ann Brisson</i>	
Students read a short description and write the name of the job (with the help of the Word Bank) and write the name of that person in their school. Correct collectively.	

Second period: Activity 4 – Places in the School

Grade 3 and Grade 4

Time: 50 minutes

Materials needed:

- 2 school plans (Student Booklet, page 4)
- A folder or a binder to use as a separator or “wall”
- Character cut-out page (janitor, secretary, principal, English teacher and a student – in Teacher Resource Booklet, page 3) to be cut
- **WHO** and **WHERE** flashcards
- Tokens (if necessary)

Evaluation:

Grades 3 and 4: C1 (Observation sheet)
C1 Rubric

Procedure for the task:

Battleship-like game played in pairs.

Put the **WHO** and **WHERE** flashcards on the board.

Hand out a series of 5 character cut-outs to each student. Students place **one** character cut-out on “My plan”. First, students must find out which person their partner has hidden on their school plan. To do so, students ask one another the following question:

Model the procedure for students:

Student A: “*Did you hide the (janitor)?*”

Student B: “*Yes, I did*”.

“*No, I hid the (principal)*”

Student A: “*Is the (principal) in the (secretary’s office)?*”

Student B: “*Yes, he is.*”

“*No, he isn’t. Try again*”

Students could also use: It’s your turn. It’s my turn.

Pair up students. Tell students to use a binder or a folder as a wall. Once students have found out who their partner has hidden, then each student takes turns asking questions to try to find out **where** they hid that person on their school plan. Students could use token to remember the rooms they have already tried.

Students may play five times, one game for each cut-out person.

Third period: Activity 5 – Where Are My Letters?

Grade 3 and Grade 4

Time: 60 minutes

Materials needed:

- Tokens (32 per team) or 29 Dry-erase markers
- 7 school plans (games 1 to 7) (Teacher Resource Booklet, pages 4 to 10)
- Student Word Lists (1 to 4) per team (Teacher Booklet, pages 11 and 12)
- “Where are my letters” answer space (Student Booklet, page 5)

Evaluation:

Grades 3 and 4: C1 (Observation sheet)

C1 Rubric

Procedure for the task:

This is a cooperative activity. The goal of the game is to find the 7 letters needed to get another clue as to who is NOT the kidnapper. Students need to unscramble the letters they find to discover the clue (Student Booklet, page 5).

Place your students in teams of 4.

Hand out to each group a school plan, the tokens or markers, and the four Students’ Word Lists. Model the game with volunteers. While modeling the game, use sample sentences from the functional language available on the Word List sheet. Remind students that they can refer to the Picture Dictionary in their Student Booklet, p. 2 for help.

HOW TO PLAY:

Teams verify on their school plan which game they are playing (game 1 to 7). First, student 1 says the first word on his word list. His teammates place a token or mark all the pictures of this object on the school plan. Then, student 2 says the first word on his list. Student 3 and Student 4 do the same. Students continue reading their word from their list until they have gone through all the objects on their list of the game they are playing (remember: there are 7 games). At the end, they will find out the room in which all the objects are covered by tokens or marked. After each game, students write the letter of the room with all the covered objects in their Student Booklet, page 5

Remember, the student naming the object should not place the token or cross out the object. His teammates have to listen to his word to cooperate.

Once all the teams have finished a game, switch school plans. Teams who have finished quicker can work in FUN TIME while they wait for the switch.

They repeat the same steps with games 1 through 7, which will give them 7 letters. Students have to unscramble the letters (answer: JANITOR). Students now have one more clue as to who is **NOT** the kidnapper.

Fourth period: Activity 6 – Location Words

Grade 3 and Grade 4

Time: 60 minutes (pair activity)

Materials needed:

- Location Word flashcards (TRB, pages 13 to 17)
- Classroom Picture (TRB, p. 26) – 1 per student
- Objects to draw (SB, p.5),
- “My Plan” and “My Partner’s Plan” (SB, page 4)
- A binder or folder to use as a separator or “wall”
- Picture of your school’s Phys. Ed. teacher
- Extension activity (optional):
 - Location word questions (Tag Questions) and name cards (TRB, pages 18 to 21)
- C1 Rubric
- Super Detective Badges (TRB p. 27) 1 per student

Suggestion: Laminate the classroom picture or place in a sheet protector and give each student a dry erase marker.

Suggestion: Print badges on thicker paper so that they look like business cards.

Evaluation:

Grades 3 and 4: C1 (Observation sheet) - C1 Rubric

Procedure for the task:

1. Introduce the new vocabulary (location words) by putting on the board, one after the other, the location word flashcards. Practise reading the words and ask students to do actions related to the word. Model a few times.

Example: “Put your pencil **ON** your desk.” “Put your sharpener **IN** your pencil case.”
“Place your glue stick **UNDER** your chair.”

This will give you a chance to practise the location words as well as the classroom objects. Give students time to do the actions. Students may need to refer to the picture dictionary to check out some vocabulary words. (Resourcing).

Extension activity: For more location words practice, see TRB, pages 18 to 21.

2. For the second part of this activity (the game), leave all flashcards on the board. Model this activity with one student in front of the class using the Classroom Picture.
“Draw the whistle **ON** the teacher’s chair. Draw the basketball **UNDER** the board. Draw the schoolbag **NEXT TO** the plan...” Compare the student’s drawing with your own.

Pair students up. Each student draws the 5 objects from SB p.5 somewhere on their plan (“My Plan”). When both students have drawn their 5 objects, each student, in turn, tells his partner where he drew his objects. Have students use a binder or a book as a separator, or “wall”. When both students are done giving their descriptions, have them compare results. Walk around to ensure that students are using both classroom objects vocabulary and location words when interacting.

3. When students are done, look at the clues with the group and list who is **NOT** the kidnapper. Students discover that the English teacher **IS** the kidnapper. The English teacher then opens a cupboard and finds the photo of the gym teacher.
Tell students that they have now become **Super Detectives**. Before handing out badges, remind students that they must **not** tell other classes who is the kidnapper. Ask students to complete their official badges with their names, signatures, and a drawing of their faces.

Fifth period: Activity 7 – Final Task – WANTED Poster

Grade 3 and Grade 4

Time: 60 minutes

Materials needed:

- Examples of “Wanted” posters (TRB, pages 22 and 23 on photocopied on 11 x 17 paper)
- Blank “Wanted” poster for final product (TRB, page 24 for grade 3, and page 25 for grade 4)
- Rubric for C2 (Observation Sheet)

Evaluation:

C2 Rubric

Procedure for the task:

Students will create a “Wanted” poster. Put the first WANTED poster (TRB page 22) on the board. Go over the language structure. Show students the different elements on the poster and how the poster tells about

- | | |
|--|--|
| - the kidnapper | Ex.: This is the principal . |
| - a place in the school | Ex.: He is in the secretary’s office . |
| - an object that person has | Ex.: He has a telephone . |
| - 3 different objects placed somewhere in the room | Ex.: The student is on the chair .
The certificate is next to the window .
The cat is under the desk . |

Read the models included in the Student Booklet, page 6 and elicit answers to complete the model on page 23 in the Teacher’s Resource Booklet.

Task:

Each student creates a WANTED poster using elements from all the posters on the board. In their text, students have to identify who the character is (they use the same characters (teacher, principal, student, janitor, secretary) as in the SB, in which room he/she is, an object the character has, and write three sentences locating objects in the room.

Grade 3 students complete the text (Wanted Poster, TRB page 24) while grade 4 students write their own text on page 25 (TRB) using the three models provided in their Student Booklet, page 6. Students’ sentences have to match their drawing.

IMPORTANT NOTE: Ask students to write their name on the back of the Wanted poster in two places: at the **top** AND **at the bottom of the page** (in preparation for Activity 8).

Pick up all the drawings and texts.

Sixth period: Activity 8 – Matching Game

Grade 3 and Grade 4

Time: 30 minutes

Materials needed:

- 10 students' WANTED posters cut in half (drawing part and text part). (Prepare before class – number each poster)
- Reusable adhesive
- Students' answers on a separate sheet

Evaluation: None

Procedure for the task:

Before class, cut 10 students' posters on the dotted line separating the drawing and the text. Place the drawings on the board and on the walls.

Post 10 drawings on one wall and the 10 descriptions on another wall. Students walk around with their answer sheet and match the texts to the drawings.

