Elementary Competency 2 Practice B

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| **Read the case study. Identify the following information:**   * Underline the grade level. * Put a star next to the meaningful/authentic task. * Circle the purpose and audience. * Write CM next to the sentences where students construct meaning of texts. * Write DU next to the sentences where students demonstrate understanding of texts.   Reinvestment Task:   * Write SKT next to the sentences where students select knowledge from texts. * Write OKT next to the sentences where students organize knowledge from texts. * Write PKT next to the sentences where students personalize knowledge from texts. |

Elementary Cycle Three, ESL Program

In an LES on extinct animals, students enter a contest sponsored by children’s science magazine that asks readers which of the extinct animals feature in the magazine should be brought to life (e.g. dodo birds, great auk, passenger pigeon, wooly mammoth)

Students first read the texts individually, and then, with their peers and the teacher they identify pertinent facts about the animal (e.g. location, habitat, eating habits, predators) and discuss why they became extinct. Then, using a text on another extinct animal (e.g. Tyrannosaurus rex), the teacher models how to fill in a graphic organizer while considering whether or not the animal would be a good choice to bring back to life (e.g. usefulness to nature and humans, beauty, whether or not it is dangerous, specific food and habitat requirements, survival instincts). Students then individually fill in a graphic organizer for each of the extinct animals featured in the magazine. Finally, students choose one animal that they would like to bring back to life as well as the most convincing information to include in their proposal form. They decide how to sequence the information in a logical manner before stating their choice in the proposal form and explaining why this extinct animal is the best animal to bring back to life. Each student delivers a personalized final product individually.