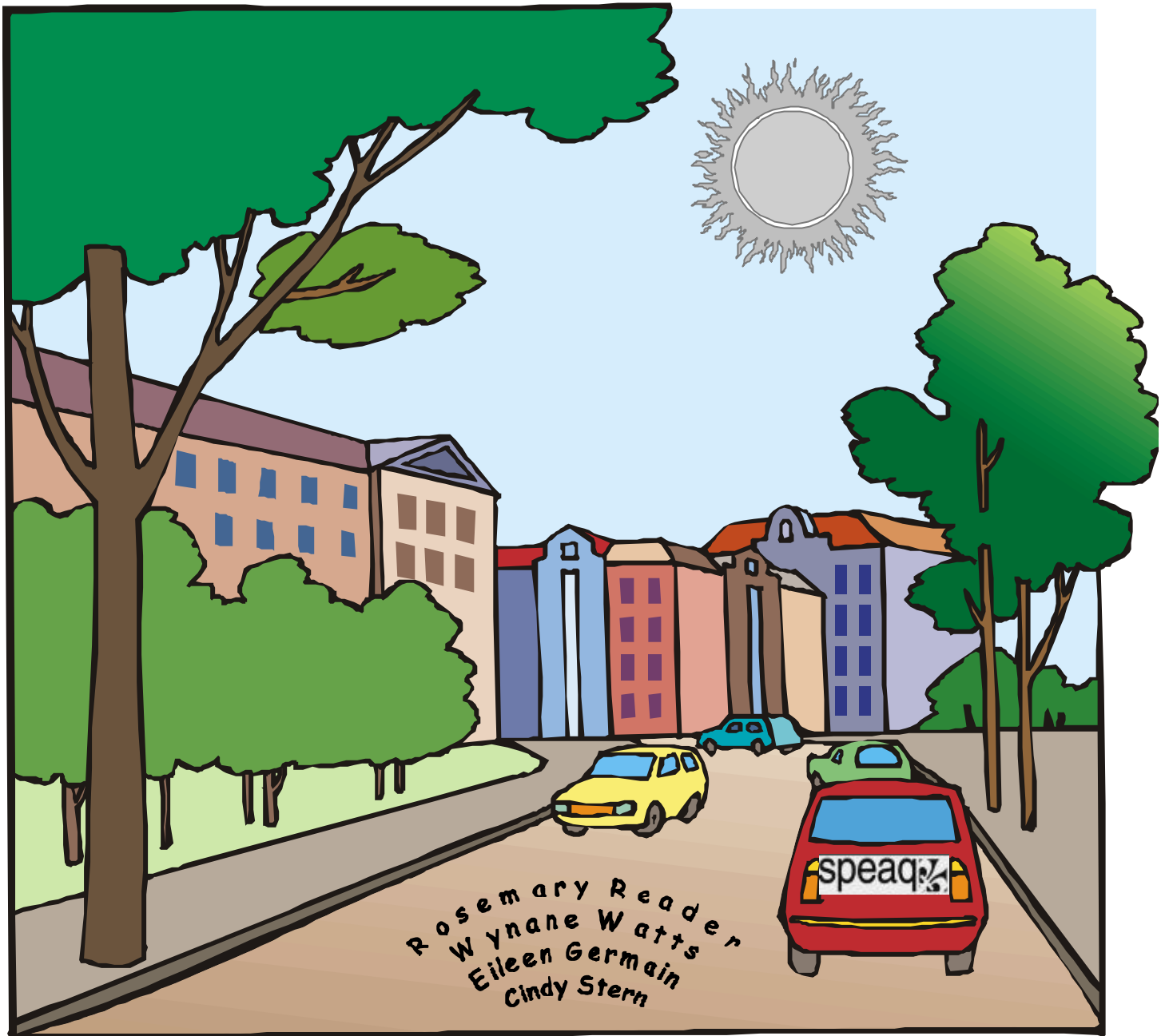


A Better Place to Live

Teacher's Guide

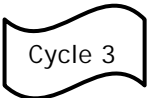


Layout by Jocelyne Bastien

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Intensive Learning & Evaluation Situation



Goal: **To enable students to become involved in improving their environment**

<p>Broad Area of Learning</p> <p>↻ Environmental Awareness and Consumer Rights and Responsibilities</p> <p>Focus of Development</p> <ul style="list-style-type: none"> - Awareness of his/her environment - Construction of a viable environment based on sustainable development. 	<p style="text-align: center;">Cross-Curricular Competencies</p> <table style="width: 100%;"> <tr> <td style="width: 60%;"> <p>Intellectual</p> <p>↻ CCC 3 To exercise critical judgement</p> <p>Personal and social</p> <p>↻ CCC 8 To cooperate with others</p> <p>Communication-Related</p> <p>↻ CCC 9 To communicate appropriately</p> </td> <td style="width: 40%; vertical-align: top;"> <p>Evaluation Criteria</p> <ul style="list-style-type: none"> • Proper formulation of the question and its implications • Well-reasoned justification of the judgement • Appropriate attitudes and behaviours • Coherence of the message • Observance of codes and conventions </td> </tr> </table>	<p>Intellectual</p> <p>↻ CCC 3 To exercise critical judgement</p> <p>Personal and social</p> <p>↻ CCC 8 To cooperate with others</p> <p>Communication-Related</p> <p>↻ CCC 9 To communicate appropriately</p>	<p>Evaluation Criteria</p> <ul style="list-style-type: none"> • Proper formulation of the question and its implications • Well-reasoned justification of the judgement • Appropriate attitudes and behaviours • Coherence of the message • Observance of codes and conventions
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ESL Competencies		
1	2	3
<p>To interact orally in English</p> <p>↻ The student reacts to messages using strategies</p> <p>↻ The student takes the initiative to transmit oral messages using strategies</p> <p>↻ The student maintains oral interaction using strategies</p>	<p>To reinvest understanding or oral and written texts</p> <p>↻ The student prepares to listen to and read texts using strategies</p> <p>↻ The student demonstrates understanding of oral and written texts using strategies</p> <p>↻ The student carries out meaningful tasks using strategies</p>	<p>To write texts</p> <p>↻ The student prepares to write texts using strategies</p> <p>↻ The student composes texts using strategies</p> <p>↻ The student revises his or her texts using strategies</p>
<p>Evaluation Criteria</p> <ul style="list-style-type: none"> • Use of functional language • Use of strategies • Participation in exchanges • Pronunciation 	<ul style="list-style-type: none"> • Use of strategies • Demonstration of key elements and overall meaning • Carrying out tasks 	<ul style="list-style-type: none"> • Use of strategies • Compliance with instructions • Language conventions targeted for the tasks • Characteristics of final product

<p>Essential Knowledge</p> <ul style="list-style-type: none"> • Functional language for making requests and rejoinders, promoting harmonious exchanges and teamwork, agreeing, disagreeing, expressing ideas and opinions, describing • Vocabulary related to community, yes/no questions • Strategies: Resourcing, Self-monitoring, Asking for help and clarification, Planning, Practice, Cooperation • Intonation and pronunciation • Spellings and punctuation
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Note on teaching strategies: *How-to-teach a strategy* is at http://educ.csmv.qc.ca/recit_langues/ress/documents/esl/antrain/documents/strategy.pdf

Overview

A Better Place to Live

		Handouts	Teacher References	Picture Cards	Interaction Posters	Materials Needed
	Preparing the task	0.1, 0.2, 0.3				
1	Community Card Games	0.2, 1.1, 1.2	1.1	1.1	2, 3, 4	
2	Categorising Places	2.1	2.1	1.1 - pages 1,6,12,15,16,18,20	1	A community map (to be prepared by the teacher) X2
3	A Neighbourhood Walk	3.1				
4	Categorising the Map	3.1, 0.2	4.1			
5	Describing with our Senses	0.2, 5.1, 5.2	5.1, 5.2, 5.3		1,2	- 3 large sheets of paper - eight small unidentified opaque bottles - cassette/CD of eight sounds.
6	Observing Public Places	6.1, 6.2				
7	A Survey	7.1, 7.2	7.1, 7.2, 7.3, 7.4, 7.5, 7.6			
8	The Task	8.1, 8.2, 8.3, 8.4, 8.5, 8.6	8.1, 8.2, 8.3, 8.4			
9	Assimilation & Transfer of Learning	0.2, 9.1				

PREPARING THE TASK

Teacher's Role	Students' Role	Ongoing Evaluation
<ul style="list-style-type: none"> • Prepare ahead of time an envelope containing Environment Handout 0.1 for each group of four students. • Tell the students that they will give clues and listen to clues with their teams to try and guess the subject of their new project. • Place students in cooperative groups of four. • Distribute one envelope containing Environment Handout 0.1 to each team. • Invite each team member to take one clue. • Tell them to listen to their team mates reading the clues aloud in order to guess the name of the new project. • Elicit the answer and have students name their own community. <p style="text-align: center;">Setting the scene</p> <ul style="list-style-type: none"> • Inform the students that by being active citizens in their communities, they can contribute to making their community a better place to live. • Explain the task to the students. <div style="border: 2px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>The Task Proposing an Environmental Improvement for our Community.</p> </div> <ul style="list-style-type: none"> • Inform students that in order to do this task they will need to: <ul style="list-style-type: none"> – know expressions for identifying and describing places in the community – collect and present data – write a convincing letter – work harmoniously in a team – use functional language in daily interactions 	<ul style="list-style-type: none"> • Get in groups of four. • Take a clue and read it aloud. • Listen to the other clues. • Guess the name of the project: <i>community.</i> • Name their community: <i>Montreal, Rosemont, a camp ground, a religious congregation, etc.</i> • Listen and mentally prepare for the task. • Think of what they know and need to learn. 	<ul style="list-style-type: none"> • Observe students' motivation. • Take note of students' understanding of key elements and overall meaning. • Observe students' participation and ability to contribute to the work of the team with appropriate attitudes and behaviours.

<ul style="list-style-type: none"> • Distribute Environment Handout 0.2. • Draw students' attention to the class goals, making sure students understand how they can be attained. • Inform them they will reflect on their goals throughout the project. • Go over the list of personal goals and invite students to choose one for themselves. • Point out the competencies that will be developed in this task: ESL 1: To interact orally in English ESL 2: To reinvest understanding of oral and written texts ESL 3: To write texts CCC 3: To exercise critical judgement CCC 8: To cooperate with others CCC 9: To communicate appropriately BAL: Environmental Awareness and Consumer Rights and Responsibilities. • Inform students that this will be done through activities that promote the construction of a viable environment. <p style="text-align: center;">★ Distribute Environmental Handout 0.3 to inform parents of the project. ★</p>	<ul style="list-style-type: none"> • Refer to Environment Handout 0.2 and take note of class goals. • Set a personal goal. • Colour the appropriate star. • Become aware of the competencies that will be developed. • Become aware of the context in which the competencies will be developed. • Take letter home to get signed. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed.
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CARRYING OUT THE TASK

Teacher's Role	Students' Role	Ongoing Evaluation
<p style="text-align: center;">Activity 1: Community Card Games</p> <ul style="list-style-type: none"> • Prepare ahead of time Environment Picture Cards 1.1. • Fold back the name on each card. • Post them on the board. • Prepare ahead of time two plastic bags, one containing a pack of 30 illustrations in one colour and in the other bag, the corresponding words in another colour for each team, using Environment Handout 1.1 		

<p>(5 pages) and Environment Handout 1.2. (5 pages)</p> <ul style="list-style-type: none"> • Tell students that they will play card games to learn the English names of places in the community. • Post and draw students' attention to Environment Picture Cards 1.1 with the name folded under so as to hide it. • Elicit the name of each place. • As the students guess the names, unfold the flap to reveal the word under the picture. • Go through all the cards. • Invite students to use these picture cards as a resource throughout the project. • Group students in teams of four. • Inform students that they will play the game <i>Speed!</i> • Tell them that the object of the game is to identify the illustrations on the playing cards rapidly. • Model the game with one team in the following manner: <ul style="list-style-type: none"> – Hand out a plastic bag of playing cards (Environment Handout 1.1) to the team. – Players place the playing cards face up on their table. – They put their hands on their heads. – The teacher calls out the name of one illustration at random. – Players listen carefully, find and touch the corresponding card. – The first team member who touches the correct card wins the card. • Distribute a plastic bag of playing cards (Environment Handout 1.1) to each team. • Inform students of the evaluation criteria using Environment Teacher Reference 1.1. • Have students engage in the activity. • Inform students that they will play the game <i>Concentration!</i> • Tell them that the object of the game is to match the picture cards and the word cards. • Post Interaction Poster #4. • Draw students' attention to the functional language and model the dialogue. • Model the game with one team in the following manner, using the expressions on Interaction Poster #4: <ul style="list-style-type: none"> – Hand out plastic bags of playing cards 	<ul style="list-style-type: none"> • Observe the picture cards and become aware of what they know and what they need to learn. • Get in teams of four. • Observe the modelling. • Ask clarification questions about how the game is played. • Play the game. • Observe the functional language on the Interaction Poster and practice the dialogue. • Observe the 	<ul style="list-style-type: none"> • Observe students' participation and prior knowledge of English names of places in the community. • Observe their level of motivation. • Circulate and monitor, helping out where needed.
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<p>(Environment Handouts 1.1 and 1.2) to a team.</p> <ul style="list-style-type: none"> - Players mix all the cards from Environment Handouts 1.1 and 1.2 and place them on the table face down. - Player A turns over two cards at random and identifies them out loud. - If they match, Player A wins the pair of cards and plays again. - If they do not match, Player A turns them face down again and it is the next player's turn. <ul style="list-style-type: none"> • Remind students of the evaluation criteria using Environment Teacher Reference 1.1. • Have students engage in the activity. • Inform students that they will play the game <i>Go Fish!</i> • Tell them that the object of the game is to pair the picture cards and the word cards. • Post Interaction Poster #2, Interaction Poster#3 and Interaction Poster #4. • Draw students' attention to the functional language and model the dialogue. • Model the game with three students in the following manner, using the expressions on the Interaction Posters: <ul style="list-style-type: none"> - Player A deals seven cards to each player and places the rest of the cards face down in the middle of the table. - Player B tries to make a match by asking another player for the corresponding illustration or word that matches one of his or her cards. - If the answer is <i>Yes</i>, the player gets the card, places the matching pair face up, and continues to play. - If the answer is <i>No</i>, the player takes a card from the pile in the center. - The game stops when a player discards all of his/her cards. - The student with the most matching pairs wins the game. • Elicit the evaluation criteria using Environment Teacher Reference 1.1. • Have students engage in the activity. 	<p>modelling.</p> <ul style="list-style-type: none"> • Ask clarification questions about how the game is played. • Play the game. • Observe the Interaction Posters and practice the dialogue. • Observe the modelling. • Ask clarification questions about how the game is played. • Give evaluation criteria. • Play the game. 	<ul style="list-style-type: none"> • Observe their level of motivation. • Circulate and monitor, helping out where needed. • Take note of students' pronunciation. • Observe their level of motivation. • Take note of students' ability to understand instructions, use strategies, use the appropriate functional language and use theme-related vocabulary. • Take note of students' appropriate attitudes and behaviours. • Circulate and monitor, using the observation grid, Environment Teacher Reference 1.1. • Give feedback.
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<ul style="list-style-type: none"> • At the end of the activity, ask the teams to separate the pictures from the word cards in preparation for Activity 2. • Ask students which strategies they used for this activity and how they helped. • Inform students they will reflect on what they have learned and how they did it. <ul style="list-style-type: none"> • Ask a few students to name two new things they learned during the activity. • Ask them to take out Environment Handout 0.2 and complete the first column for the class goals. • Have students complete the first column for the personal goals. <ul style="list-style-type: none"> • Lead a class discussion on their successes and challenges with their learning up to this point. • Invite them to continue working toward their goals. • Remind students to use the Picture Cards and Interaction Posters as resource tools throughout the task. <p style="text-align: center;">Activity 2: Categorising Places</p> <ul style="list-style-type: none"> • Tell students that they will do a land-use study around their school. To do land-use studies, town planners have created categories of places in the communities: <ul style="list-style-type: none"> - Commercial, Institutional, Open Spaces, Residential, Utilities, Agricultural and Industrial. • Divide the board into seven columns and write the names of the categories as titles. • Show students Environment Picture Cards 1.1, page 1. 	<ul style="list-style-type: none"> • Share their strategies: <i>Resourcing, Use of prior knowledge, Inferencing, Cooperation, etc.</i> <ul style="list-style-type: none"> - <i>They helped me to find/remember/ think of the information to continue the activity when it was my turn to talk.</i> • Think about what they have learned. • Write the date. • Draw and colour the appropriate happy faces. • Talk about how they are working, learning and cooperating. • Focus on their goals. • Become aware of a useful strategy. <ul style="list-style-type: none"> • Look at the illustration 	<ul style="list-style-type: none"> • Give feedback on items that need further explanation and on the quality of their work. • Circulate and monitor, helping out where needed.
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<ul style="list-style-type: none"> • Elicit the name of the appropriate category for the picture card and post it in the corresponding column. • Continue in the same fashion with Environment Picture Cards 1.1 pages 6, 12, 15, 16, 18 and 20. <ul style="list-style-type: none"> • Distribute one copy of Environment Handout 2.1 to each group of four students. • Ask students to cut out the land-use categories and place them face up on their table. • Put up Interaction Poster #1. • Draw students' attention to the language they will need to do agree and disagree politely. • Model the language with the students. • Distribute Environment Handout 1.2 (prepared in Activity 1) to each team. • Invite teams to place the word cards in the appropriate categories on their table. • Use Teacher Reference 2.1 to help you correct with the class using the remaining picture cards. • Collect the word cards. <p style="text-align: center;">Activity 3: A Neighbourhood Walk</p> <ul style="list-style-type: none"> • Prepare ahead of time a map of the community around the school, making sure the street names are identified. Make two photocopies for each pair of students and an acetate copy for yourself. Suggestion: Try getting the map from the local telephone book. • Inform students that they will get to know their community better by going for a walk, identifying places and indicating them on a map. • Pair students. • Distribute one map of the community to each pair. • Inform them that this map will serve as a draft copy and that they will do a final copy of the map after 	<p>of the department store.</p> <ul style="list-style-type: none"> • Name the category: <i>Commercial</i>. • Observe the picture cards and name the corresponding categories: <ul style="list-style-type: none"> - <i>bank = institutional</i> - <i>park = open spaces</i> - <i>factory = industrial</i> - <i>house = residential</i> - <i>road = utilities</i> - <i>farm = agricultural</i> <ul style="list-style-type: none"> • Place categories on their tables. • Take note of helpful expressions for agreeing and disagreeing politely. • Come to an agreement and put the word cards into categories. • Participate in the correction. <ul style="list-style-type: none"> • Get into pairs. • Observe the map. 	<ul style="list-style-type: none"> • Take note of students' ability to categorise.
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<p>the walk.</p> <ul style="list-style-type: none"> • Draw students' attention to the names of the streets and ask them to find their school on the map. • Distribute Environment Handout 3.1 to each pair. • Elicit from students the number associated with <i>primary school</i> on Environment Handout 3.1. • Ask them to write the number 54 on their maps at the appropriate place. <ul style="list-style-type: none"> • Model, using a second building, if necessary. • Inform them they will identify other places in the community on their map on their walk. • Invite pairs to attach their map and their legend to a clipboard. One student has the map and the other has the legend. This creates positive interdependence. • Elicit appropriate behaviour in public places. <ul style="list-style-type: none"> • Go on the community walk with the class. • Be sure to fill in an acetate copy of the map for use in Activity 4. <ul style="list-style-type: none"> • After the walk, ask students to share and compare their information with another pair of students. • Lead a class discussion inviting the students to reflect on their walk with questions such as: <ul style="list-style-type: none"> - <i>What new places did you discover?</i> - <i>What places have you never noticed before? Why?</i> - <i>What places do you think we have too many of or not enough of?</i> - <i>What did you learn from this activity?</i> 	<ul style="list-style-type: none"> • Find their school on the map. • Observe the legend. • Find the number for <i>primary school</i> and write 54 in the appropriate place on their map. • Observe the model. • Ask any questions they might have. • Take out a clipboard and a pencil. <ul style="list-style-type: none"> • Give examples of appropriate behaviour in public places: <ul style="list-style-type: none"> - <i>Doing the task calmly.</i> - <i>Being polite to people.</i> - <i>Following street safety rules, etc.</i> • Identify the places and write the corresponding number from the legend on their map. <ul style="list-style-type: none"> • Share, revise and correct their maps with another pair. • Participate in the discussion. • Name a few places that they discovered. • Explain why they had overlooked some places. • Offer suggestions of places that are lacking or too numerous. • Think about what they have learned and how 	<ul style="list-style-type: none"> • Observe students participation and help out if necessary. • Take note of students' motivation and prior knowledge of mapping. • Circulate and verify accuracy. <ul style="list-style-type: none"> • Take note of students' awareness of appropriate behaviour in public places. • Give feedback. <ul style="list-style-type: none"> • Observe students' ability to collect data and participate actively in teamwork. <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. <ul style="list-style-type: none"> • Give feedback on items that need further explanation and on the quality of
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<ul style="list-style-type: none"> - <i>How did you learn it?</i> - <i>What strategies did you use?</i> <p style="text-align: center;">Activity 4: Categorising the Map</p> <ul style="list-style-type: none"> • Distribute the second copy of the community map to be used as final copies. • Ask pairs to use their draft copies of the map to transfer the information collected during the walk. • Inform students that to get a clear, visual image of their community they will now colour their maps by category. • Ask pairs to take out Environment Handout 3.1 and their colouring pencils. • Draw students' attention to the category titles on Environment Handout 3.1. • Invite pairs to come to an agreement on which colours they wish to use to represent each category. • Have them colour the titles with their chosen colours. • Ask students to take out their maps. • Invite pairs to use their colour code to <u>lightly</u> colour in each place on their maps. • Be sure to colour the acetate copy of the map for use later in this activity. <ul style="list-style-type: none"> • Elicit from students what conclusions they can draw about their community by looking at their coloured maps. <ul style="list-style-type: none"> • Inform students that they will now differentiate between the public and private places on their maps. • Ask the students if they think a school is a public or private place. • Invite pairs to come to an agreement on the patterns they wish to use to visually represent public places and private places. • Model the activity by drawing dots on a public place, using the acetate copy of the map. • Repeat in the same manner for a private place, using 	<p>they learned it.</p> <ul style="list-style-type: none"> • Name helpful strategies: <i>Resourcing, Cooperation, Attention, etc.</i> <ul style="list-style-type: none"> • Take out the draft copy of their maps. • Create a clean and clear final copy of their map. • Become aware of the nature of the activity. • Take out their legend and colouring pencils. • Agree on a different colour to represent each category. • Take out their maps. • Find the corresponding category for each number. • Colour the appropriate place on the map with the corresponding colour. • Look at their coloured maps. • Draw conclusions: <i>There are many commercial places but not many agricultural places; etc.</i> • Offer suggestions: <i>It's a public place.</i> • Agree on using <i>dots</i> for public and <i>stripes</i> for private. • Observe the model and ask any questions they might have. 	<p>their work.</p> <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Circulate and monitor, helping out where needed.
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stripes.

- Inform students of the evaluation criteria using Environment Teacher Reference 4.1.
- Tell pairs to complete their community maps in the same fashion, using their chosen patterns.
- Remind them that for the task they will only be looking to improve the public places.

- Inform students they will reflect on what they have learned and how they did it.
- Ask a few students to name two new things they learned during the activity.
- Ask them to take out Environment Handout 0.2 and complete the second column for the **class** goals.
- Have students complete the second column for the **personal** goals.
- Lead a class discussion on their successes and challenges with their learning up to this point.

- Invite them to continue working toward their goals.

Activity 5: Describing with our Senses

- Prepare ahead of time:
 - eight small unidentified opaque bottles containing these items: vinegar, a small amount of a strong cleaning product, perfume, strong coffee, old cheese, a flower, a piece of lemon/orange, soap.
 - a cassette/CD of eight different sounds: a few bars of a lullaby, pop music, heavy metal music, a car breaking, traffic, a truck backing up, a bird singing, a dog barking, a baby laughing, construction work, explosions, fireworks, etc.
 - a cassette/CD of the same 8 sound in a different order.
- * You may wish to use a synthesiser or go to www.findsounds.com on the Internet.
 - an envelope containing Environment Handout 5.1 for each pair of students and a copy of Environment Handout 5.2 for each student.
 - three large sheets of poster paper.
- Remind the students that to do the task, they will need to describe the place they want to improve.
- Inform students that they will learn how to describe different places by using their senses.

- Identify public and private places using their chosen patterns.
- Become aware of the public places to be used for their task.

- Think about what they have learned.
- Write the date.
- Draw and colour the appropriate happy faces.
- Talk about how they are working, learning and cooperating.
- Focus on their goals.

- Circulate and assess the used functional language and teamwork, using observation grid Environment Teacher Reference 4.1.

- Prepare mentally for the activity.
- Name the five senses:
sight hearing smell

- Elicit the names of the five senses.
- Tell students that for the purposes of the task they will only be working on three of the senses.
- Write the title *Smell* on one sheet of poster paper, *Hearing* on the second sheet and *Sight* on the third sheet.
- Post them on the board.
- Group students in teams of four.
- Draw students' attention to the poster, *Smell*.
- Divide the sheet into two columns and write the titles GOOD and BAD.
- Invite one team to smell the contents of one of the bottles.
- Ask them if it smells good or bad.
- Have them identify the smell.
- Write the name of the item in the appropriate column.
- Introduce students to another word to describe the smell of the item (see Environment Teacher Reference 5.2) and write it on the sheet beside the name of the item:

SMELL

GOOD	BAD
lemon - fresh	

- Invite another team to smell the contents of the next bottle.
- Continue in the same manner until each bottle has been judged by a different team, making sure that all the words for smell from Environment Teacher Reference 5.2 have been introduced.
- Using paper and tape, hide the names of the objects on the poster, leaving only the descriptive words visible.
- Tell the students that they will now play a team game to practise using the descriptive words on the sheet.
- Remind them to refer to the Interaction Poster #1 and Interaction Poster #2 to help them communicate effectively with their team mates.
- Call out the name of an object using Environment Teacher Reference 5.1.
- Tell students to:
 - look at the list on the poster.
 - choose an appropriate descriptive word.
 - share their idea with their team mates.

sight, hearing, smell, taste, touch.

- Get into groups of four.
- Focus on *Smell*.
- Smell the contents of one of the bottles.
- Share their reactions with the class.
- Activate their prior knowledge about the item identified.
- Associate the new word with the item being described.
- Take turns smelling, identifying and sharing their reactions with the class.
- Become aware of the purpose of the activity.
- Recall a useful strategy : *Resourcing*.
- Listen to the word.
- Follow the instructions.
- Describe the smell:

- Observe students' participation and motivation.

- come to an agreement on the best descriptive word for the item.
- Elicit the answer from a team at random.
- Continue in the same manner until the smells of all of the items have been described.

- Draw students' attention to the poster, *Hearing*.
- Divide the sheet into two columns with the titles *pleasant* and *unpleasant*.
- Inform the students that they will listen to and describe eight sounds.

- Play the first sound.
- Elicit from one team if the sound is pleasant or unpleasant.
- Ask them to identify the sound.
- Write the name of the item in the appropriate column.
- Introduce students to another word to describe the sound of the item (see Environment Teacher Reference 5.2) and write it on the sheet beside the name of the item:

SOUND

PLEASANT	UNPLEASANT
	Construction work - disturbing

- Play the second sound.
- Invite another team to identify the sound.
- Continue in the same manner until each sound has been judged by a different team, making sure that all the words for sound from Environment Teacher Reference 5.2 have been introduced.
- Using paper and tape, hide the names of the items, leaving only the descriptive words visible.
- Inform students they will listen to the sounds in a different order.
- Tell them to:
 - listen carefully to the sound.
 - look at the list on the sheet.
 - choose an appropriate descriptive word.
 - share their idea with their team mates.
 - come to an agreement on the best descriptive word for the item.
- Elicit the answer from a team at random.

aromatic, fragrant, strong, foul, etc.

- Participate in the game.
- Observe the titles.
- Listen to the instructions and prepare mentally for the activity.
- Listen to the sound.
- Describe the sound: *pleasant*.
- Name the sound: *a baby laughing*.
- Associate the new word with the item being described.

- Participate in the activity.
- Offer answers using the words on the board.
- Listen to the sounds.
- Follow the instructions.
- Describe the sound.

- Take note of students' level of participation.

- Take note of students'

<ul style="list-style-type: none"> • Continue in the same manner until the sounds of all of the items have been described. • Draw students' attention to the poster, <i>Sight</i>. • Inform students that they will now work in pairs in order to learn some new words used to describe what they see. • Model the activity with a student in the following manner: <ul style="list-style-type: none"> – draw a slip of paper from the envelope containing Environment Handout 5.1 which has been cut into strips. – read it together. – look at the list on Environment Handout 5.2. – agree on an appropriate descriptive word. – write the letter indicated on the slip beside the descriptive word on Environment Handout 5.2. • Divide teams of four into pairs. • Distribute Environment Handout 5.2. • Elicit from students the strategies they could use to help them understand the descriptive words. • Inform students of the evaluation criteria using Environment Teacher Reference 5.3. • Distribute an envelope containing Environment Handout 5.1 to each pair. • Have pairs engage in the activity. • Ask a few pairs to share their choices with the class. • Ask students which strategies they used for this activity and how they helped. • Inform students they will reflect on what they have learned and how they did it. • Ask a few students to name two new things they 	<ul style="list-style-type: none"> • Participate in the game. • Become aware of the purpose of the activity. • Follow the modelling. • Name useful strategies: <i>Resourcing, Asking for help or clarification, Inferencing, etc.</i> • Read the statements. • Discuss and choose an appropriate descriptive word. • Write the corresponding letter. • Share and compare their choices. • Share their strategies: <i>Resourcing, Asking for help or clarification, Inferencing, etc.</i> <ul style="list-style-type: none"> – <i>They helped me to understand and use an appropriate word.</i> • Think about what they 	<p>level of participation.</p> <ul style="list-style-type: none"> • Take note of students' understanding of instructions. • Circulate and monitor using the observation grid, Environment Teacher Reference 5.3. • Give feedback on items that need further explanation.
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<p>learned during the activity.</p> <ul style="list-style-type: none"> • Ask them to take out Environment Handout 0.1 and complete the third column for the class goals. • Have students complete the third column for the personal goals. • Lead a class discussion on their successes and challenges with their learning up to this point. • Invite them to continue working toward their goals. • Remind students to use the posters <i>Smell</i> and <i>Hearing</i> and Environment Handout 5.2 as resource tools throughout the task. <p style="text-align: center;">Activity 6: Observing Public Places</p> <ul style="list-style-type: none"> • Inform students they will use their senses to observe in more detail three public places they think need improving. • Put students in teams of four. Students will remain with this team to do the final task. • Ask them to take out their coloured maps of the community. • Have teams choose three public places they think need improvement. • Distribute one copy of Environmental Handout 6.1 to each student. • Draw their attention to the row <i>Public Places 1,2 and 3</i>. • Invite teams to fill in their three choices of public places that might need improvement. • Go over the points listed on Handout 6.1 that are to be observed. • Elicit from students useful strategies they could use to complete the grid. • Tell students that for homework, they will visit their chosen public places accompanied by their parents, if necessary, and complete Environment Handout 6.1. 	<p>have learned.</p> <ul style="list-style-type: none"> • Write the date. • Draw and colour the appropriate happy faces. • Talk about how they are working, learning and cooperating. • Focus on their goals. • Recall a useful strategy. • Get in teams of four. • Take out their maps. • Discuss and come to an agreement on the three public places they will observe. • Write down their three choices on Environment Handout 6.1. • Become aware of what to look for and which senses they need to use. • Share useful strategies: <i>Cooperation, Planning, Resourcing, Note-taking, etc.</i> • Ask clarification questions. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Circulate and monitor, helping out where needed. • Take note of students' ability to choose appropriate strategies.
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<ul style="list-style-type: none"> • Inform students of the <i>Due Date</i> and have them write it in the appropriate place on the handout. • Distribute Environmental Handout 6.2 to be used as a resource during their observations. <ul style="list-style-type: none"> • Back in class, invite team mates to share their results. • Remind students that they must agree on one public place to be improved. • Elicit from them arguments they could use to defend their choice of one of the three public places. <ul style="list-style-type: none"> • Invite pairs to come to an agreement justifying their choice with appropriate arguments. <ul style="list-style-type: none"> • Ask students to highlight the place they chose on Environment Handout 6.1. <p style="text-align: center;">Activity 7: A Survey</p> <ul style="list-style-type: none"> • Write on the board: <i>90% of Quebec's students want a skate park in their schoolyard.</i> • Elicit from students if they find that this is a convincing statement and why. <ul style="list-style-type: none"> • Point out that the statement is therefore convincing because the statistics show public support. • Ask students how the media like newspapers obtain statistics like this one. <ul style="list-style-type: none"> • Inform students that they will need to conduct a survey to get convincing statistics for their task. <p>* You may wish to use Environment Teacher Reference 7.1 to learn more about surveys.</p> <ul style="list-style-type: none"> • Distribute Environment Handout 7.1 to each team. • Ask each team to use Environment Handout 6.1 to help them complete numbers one to four together. 	<ul style="list-style-type: none"> • Fill in the due date. • Become aware of a useful tool to complete the observation grid. • Collect the data. • Discuss and complete their notes. <ul style="list-style-type: none"> • Suggest criteria: <ul style="list-style-type: none"> - the smelliest, the dirtiest, the most dangerous, etc. • Express their judgement. • Justify their choice. • Highlight the name of the place they chose. <ul style="list-style-type: none"> • Offer answers such as: <ul style="list-style-type: none"> - <i>Yes, because of the number of students.</i> - <i>Yes, because 90% want it.</i> • Offer answers such as: <ul style="list-style-type: none"> - <i>ask people</i> - <i>surveys</i> <ul style="list-style-type: none"> • Refer to their notes. • Discuss with their team mates. 	<ul style="list-style-type: none"> • Take note of the quality. • Circulate and monitor, helping out where needed. • Take note of students' consistency between their judgment and the criteria on which it is based. <ul style="list-style-type: none"> • Give feedback on students' group work and the quality of their work. <ul style="list-style-type: none"> • Circulate and monitor, helping out when needed.
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<ul style="list-style-type: none"> • Write on the board these two questions: <i>Do you have a skateboard? Where do you skateboard?</i> • Point out that for their survey they will have to formulate yes/no questions. • Elicit which of the questions on the board is a yes/no question. • Draw students' attention to the use of <i>Do you...?</i> to formulate yes/no questions. • Give students a few more examples such as: <ul style="list-style-type: none"> - <i>Do you like shopping here?</i> - <i>Do you play at the park?</i> - <i>Do you eat at this restaurant?</i> - <i>Do you think the bike path is safe?</i> - <i>Do you find the streets dirty?</i> • Invite students to share some of their own examples. • Inform students of the evaluation criteria using Environment Teacher Reference 7.2. <ul style="list-style-type: none"> • Ask teams to create and write the draft copy of their questions for the survey (number five on Environment Handout 7.1). • Inform students they will exchange papers to peer-edit their questions. • Have teams: <ul style="list-style-type: none"> - exchange papers with another team. - check the questions. - return the corrected draft copies. • Tell students that they will now write their final copies of the questions for the survey. • Distribute Environment Handout 7.2. • Go over the Survey Questionnaire and how to use it. <ul style="list-style-type: none"> - In the questions section, the students write their questions. - When they do their survey, they will complete the remaining columns (yes, no, age and gender). • Have them fill in the final version of their questions. <ul style="list-style-type: none"> • Ask team members to decide who they will survey and where they will conduct their survey. 	<ul style="list-style-type: none"> • Agree on how to complete numbers 1 to 4. <ul style="list-style-type: none"> • Answer appropriately: <i>Do you have a skateboard?</i> • Become aware of how to formulate a yes/no question. <ul style="list-style-type: none"> • Practise inventing original yes/no questions. • Discuss and come to an agreement on the questions they will ask. • Write their draft copy. <ul style="list-style-type: none"> • Engage in the peer-editing. • Observe the corrections made. <ul style="list-style-type: none"> • Observe the Environment Handout 7.2 <i>Survey Questionnaire</i> and ask for clarification if needed. • Write the final copy of their questions on Environment Handout 7.2. • Visualise the people they will be talking to and where their 	<p>needed.</p> <ul style="list-style-type: none"> • Take note of students' understanding of yes/no question formation. <ul style="list-style-type: none"> • Circulate and assess students' ability to formulate questions properly, using the observation grid Environment Teacher Reference 7.2. <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Take note of students' level of participation in teamwork.
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<ul style="list-style-type: none"> • Model an interview with a student, using inappropriate behaviours. • Elicit from students appropriate behaviours for conducting a survey. <ul style="list-style-type: none"> • Invite teams to practise interviewing each other using appropriate behaviours for conducting a survey. • Set a deadline for the completion of the survey. <ul style="list-style-type: none"> • Inform students that one way of presenting data collected from surveys in a convincing manner is in the form of a graph. • Tell them that graphs could be included in their letters to make them more convincing. • Elicit why a graph can be convincing. <ul style="list-style-type: none"> • Post Environment Teacher Reference 7.3, Environment Teacher Reference 7.4, Environment Teacher Reference 7.5, Environment Teacher Reference 7.6 and draw students' attention to them. <ul style="list-style-type: none"> • Inform the teams that each member will make a graph using the answers to one question from their survey. • Elicit the qualities of a convincing graph. 	<p>survey will take place.</p> <ul style="list-style-type: none"> • Suggest appropriate behaviours: <i>introduce yourself, explain why you are doing this survey, don't chew gum, be polite, appear neat and clean, be understanding of people who are not interested in participating or who react strangely.</i> • Role-play interviews. • Become aware of the due date. • Complete the survey for homework. • Become aware of how graphs can help them do the task. • Suggest answers: <i>it's faster to read, it's easy to see, it's attractive, etc.</i> • Recall various types of graphs and their use. • Suggest qualities of form and content: <i>Clear, clean,</i> 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Give feedback. • Take note of the quality and quantity of data collected. • Give feedback. • Observe students' motivation. • Observe students' prior knowledge of graphs.
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<ul style="list-style-type: none"> • Have team members each choose one question and collect the corresponding data from their team mates on a recycled sheet of paper. • Ask students to create a graph of their choice to represent their findings. * You may wish to use this Internet site which allows students to easily create their own graph online: http://nces.ed.gov/nceskids/Graphing. Otherwise, programs such as Excel or Appleworks can be used. <p style="text-align: center;">The Task: Proposing an Environmental Improvement for our Community.</p> <ul style="list-style-type: none"> • Tell students that they will now prepare their convincing letter to improve their community. • Ask them to bring in a stamp ahead of time. <p>Planning a Proposal</p> <ul style="list-style-type: none"> • Elicit the steps of the writing process and write them on the board. • Model how to plan their letter using an acetate copy of Environment Teacher Reference 8.1. • Have students take out Environment Handout 6.1, Environment Handout 7.1 and Environment Handout 7.2. • Distribute one copy of Environment Handout 8.1 to each student. • Invite students to complete their plan using all the information they have accumulated. <p>Writing and Revising the Draft Copy</p> <ul style="list-style-type: none"> • Inform students that they will read and judge four letters. • Distribute one copy of Environment Handout 8.2 to each student. • Draw students' attention to the Content to be 	<p><i>colourful, has a title, a legend, labels on the axes.</i></p> <ul style="list-style-type: none"> • Choose a question. • Collect the data for their question from their team mates. • Tally the number of 'yes' and 'no's. • Choose a type of graph and create it. • Save the final copies of their graphs to include with their letters. • Bring in stamps and give them to the teacher. • Recall the steps: <ol style="list-style-type: none"> 1. <i>Plan</i> 2. <i>Compose a draft copy.</i> 3. <i>Revise the draft copy.</i> 4. <i>Write the final text.</i> • Answer the questions on Environment Handout 8.1. • Observe the section 	<ul style="list-style-type: none"> • Circulate and monitor, helping out when needed.
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<p>included in a convincing letter.</p> <ul style="list-style-type: none"> • Explain how to use the checklist: <ul style="list-style-type: none"> - read a letter. - check off the corresponding items found in the letter. - tally the number of descriptive words and different verbs used in the letter. - answer the question, "Do you find this letter convincing?" • Distribute one copy of Environment Handout 8.3, Environment Handout 8.4, Environment Handout 8.5 and Environment Handout 8.6 to each team. • Inform students of the evaluation criteria using Environment Teacher Reference 8.2. • Invite students to read the four letters individually and complete the checklist for each one. <ul style="list-style-type: none"> • Invite students to compare their answers to the question <i>Do you find this letter convincing?</i> with their team mates. • Remind students that their letter will have more impact if it contains rich vocabulary and convincing ideas. • Draw students' attention to step 2 of the writing process and inform them that they are ready to write the draft copy of their convincing letters. • Invite students to use Environment Handout 8.2 to check the Content of their draft copy. • Draw students' attention to step 3 of the writing process and ask them to revise their letters. <ul style="list-style-type: none"> • Have them exchange their letters and checklists with a partner and peer-edit. <ul style="list-style-type: none"> • Invite them to revise their letters accordingly. <ul style="list-style-type: none"> • Ask students to take out Environment Handout 8.2. • Draw students' attention to the Form to be used in a convincing letter. • Explain how to use the checklist <ul style="list-style-type: none"> - read a letter. - check off the corresponding items found in the 	<p>Content.</p> <ul style="list-style-type: none"> • Listen to the explanations. <ul style="list-style-type: none"> • Take turns reading each letter. • Fill in the appropriate items for each letter in the Content section. • Discuss their judgment and their reasons. • Become aware of how to make their letter convincing. <ul style="list-style-type: none"> • Write the draft copy of their letter. <ul style="list-style-type: none"> • Check the content of their own letter using the column <i>My Letter</i>. • Check their partner's draft copy using their partner's checklist. • Return the papers to the owner. • Revise the content of their letters. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. <ul style="list-style-type: none"> • Circulate and assess students' judgement and understanding of the key elements and overall meaning, using observation grid Environment Teacher Reference 8.2. <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Observe students' use of the strategy <i>Self-monitoring</i>. • Take note of students' ability to peer-edit. • Circulate and monitor, helping out where needed.
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<p>letter.</p> <ul style="list-style-type: none"> - tally the number of French words used in the letter. - answer the question, "Do you find this letter well-presented?" <ul style="list-style-type: none"> • Ask teams to take out Environment Handout 8.3, Environment Handout 8.4, Environment Handout 8.5 and Environment Handout 8.6. • Tell students to read the four letters individually and complete the section Form on the checklist for each letter. • Inform students of the evaluation criteria using Environment Teacher Reference 8.2. <ul style="list-style-type: none"> • Invite students to compare their answers to the question <i>Do you find this letter well-presented?</i> with their team mates. <ul style="list-style-type: none"> • Ask students to use Environment Handout 8.2 to check the Form of the draft copy of their own letter. • Draw students' attention to step 3 of the writing process and ask them to revise the Form of their letters. • Inform students of the evaluation criteria using Environment Teacher Reference 8.3. • Have them exchange their letters and checklists with a partner and peer-edit. • Invite them to revise their letters accordingly. <ul style="list-style-type: none"> • Collect the edited and revised draft copies for correction purposes. 	<ul style="list-style-type: none"> • Take turns reading each letter. • Check off the appropriate items for each letter in the Form section. • Discuss their judgement and their reasons. • Become aware of how to produce a well-presented letter. <ul style="list-style-type: none"> • Revise their draft copy. • Check the form of their own letter using the column <i>My Letter</i>. <ul style="list-style-type: none"> • Check their partner's draft copy using their partner's checklist. • Return the papers to the owner. • Revise the form of their letters. 	<ul style="list-style-type: none"> • Circulate and continue observing students' judgement and understanding, using observation grid Environment Teacher Reference 8.2. • Circulate and monitor, helping out where needed. • Read the letters and assess students' compliance with instructions and use of language conventions targeted for the task, using observation grid Environment Teacher
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<ul style="list-style-type: none"> • Return the draft copies and ask the students to revise them. <p>Writing the Final Text</p> <ul style="list-style-type: none"> • Inform students of the evaluation criteria using Environment Teacher Reference 8.4. • Invite students to write their final texts. • Collect the final texts and make photocopies of them for evaluation purposes. • Post the acetate copy of the community map. • Invite teams to inform the class of the places they chose to improve and their proposal for improvement, using their visual supports. • Identify the corresponding places on the map with small stickers. • Inform the students that they will now prepare the envelopes to send their letters. • Elicit from students how to properly address and stamp an envelope and model it on the board. • Tell them to write a draft copy of their envelope on a recycled sheet. • Have them exchange their envelopes with a partner and peer-edit. • Invite them to revise their envelopes accordingly. • Distribute envelopes and stamps. • Ask students to write the final copy on their envelope. • Model how to fold and insert a business letter into an envelope using a recycled sheet. • Invite students to practise with a recycled sheet. 	<ul style="list-style-type: none"> • Revise the form and content of their letters according to the teacher's recommendations. • Write their final texts. • Share the results of their projects. • Become aware of the class' environmental proposals to make their community a better place to live. • Describe how to address an envelope: <ul style="list-style-type: none"> - <i>Put the return address in the top left corner.</i> - <i>Place the stamp in the top right corner.</i> - <i>Write the address in black or blue pen.</i> • Observe the modelling. • Create a draft copy of the envelope. • Check their partner's envelope. • Correct their own envelope. • Produce the final copy of their envelope. • Observe the modelling. • Practise folding a sheet. 	<p>Reference 8.3.</p> <ul style="list-style-type: none"> • Read the letters and assess the characteristics of the final product, using observation grid Environment Teacher Reference 8.4.
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<ul style="list-style-type: none"> • Return the final copies of their letters. • Have students insert them and their visual support documents in the envelopes. • Mail the letters with the class. 	<ul style="list-style-type: none"> • Fold and insert all the necessary items in the envelopes. • Mail their letters. 	
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ASSIMILATION & TRANSFER OF LEARNING

Teacher's Role	Students' Role	Ongoing Evaluation
<ul style="list-style-type: none"> • Inform students they will reflect on and talk about what they have learned and how they did it. • Ask them to take out Environment Handout 0.2 and complete the final column for the class goals. * You may wish to help students visualize their efforts by creating a graph with the total of the class' green happy faces for each class goal. • Have students discuss their successes and challenges with these goals in their teams. • Invite Reporters to share some of their team's observations with the class. • Elicit from students suggestions for overcoming any difficulties with class goals. • Have students complete the final column for the personal goals on Environment Handout 0.2. • Distribute Environment Handout 9.1. • Walk the class through each point. • Have students complete the self-evaluation sheet individually. • Ask them to set a personal goal for the next project. 	<ul style="list-style-type: none"> • Prepare themselves to reflect individually on their learning. • Write the date. • Draw and colour the appropriate happy face. • Become aware of their strengths and weaknesses as a class. • Participate in the search for solutions. • Reflect on their efforts. • Write the date. • Draw and colour the appropriate happy face. • Reflect on what and how they learned. • Complete the self-evaluation sheet. • Set a personal goal for the next project. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Take note of common problems. • Circulate and comment on students' self-evaluation and goal setting. * All traces of the process, the final product and the evaluation tools may be saved for students' portfolios.

Analysis of What Took Place

Most Successful Activities:

Why?

Least Successful Activities:

Why?

Things I will do differently next time:

How?

