

Teacher Package

English Literacy Development Exemplar Task Beginning Literacy, ELD Level 1 – Open

Teacher Package

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| Title: | What Canada Means to Me |
| Time requirement: | Pre-task – 3.5 periods of 70 minutes each Exemplar task – 5 periods of 70 minutes each |

Description of the Task*

Each student will create a poster entitled “What Canada Means to Me”. The poster will have four pictures showing the student’s impressions of and experiences in Canada, with a caption accompanying each picture. Each caption should contain a title for the picture and two sentences that explain why the picture is special to the student.

Students will make an oral presentation explaining their posters to their classmates and answering questions posed by the class.

Final Product

A poster and an oral presentation captured on video are the final products.

Assessment and Evaluation

The task-specific rubric** will be used to assess the posters and the oral presentations.

* This task has been adapted from Unit 4, Activity 6, “Creating a Museum Display”, in the course profile for Beginning Literacy, ELD Level 1, Open (Public).

Expectations Addressed in the Task

Oral and Visual Communication

Students will:

1. obtain key information from media sources and create simple media works;
2. use appropriate language to express opinions and offer advice;
3. retell past experiences and compare them with current circumstances;
4. ask and answer questions for clarification or confirmation.

Writing

Students will:

5. write simple texts following some conventions of standard Canadian English;
6. produce short, structured pieces of writing;
7. use capitalization and punctuation in simple sentences.

Teacher Instructions

Prior Knowledge and Skills Required

Before attempting the task, students should have had experience with the following:

- writing sentences to describe experiences and things that are special to them
- using capitals and periods
- creating or selecting pictures on a topic or theme
- labelling and providing captions for a variety of visual materials
- making posters
- making oral presentations about their work, in pairs, small groups, and to the whole class

** The rubric is reproduced on page 42 of this document.

- recognizing common Canadian symbols and images
- asking and answering questions following an oral presentation
- using picture dictionaries and classroom charts.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

You should ensure that the following materials are available for students:

- a supply of Canadian magazines, catalogues, flyers, travel brochures, and newspapers that reflects the diversity of Canadian society and is suitable for classroom use
- picture dictionaries
- charts of Canadian symbols (see Preparation, below)
- sheets of poster paper and lined paper
- markers, pencils, glue sticks, scissors
- sufficient copies of the Student Checklist for Writing a Caption (Appendix 1) and the Student Checklist for Making an Oral Presentation (Appendix 2)

Preparation

You will need to prepare:

- charts of Canadian symbols (e.g., Canadian flag, Coat of Arms, coins, CN Tower, hockey, Terry Fox Run)
- a modified version of the task-specific rubric on chart paper, using phrases and simple sentences that the students can read and will understand

Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

Pre-Task (245 minutes)

Part 1 (70 minutes)

1. Ask students to recall something that is important to them from their country and have them explain what it is and why it is important. Using the students' responses, sketch several of these items on chart paper and record below each item a caption that includes a title and two sentences explaining why the item is important to the student. Post this chart as a model for the exemplar task.
2. Question students about the sketches and captions. Encourage students to ask additional questions. Record these questions on chart paper and post.
3. Post the prepared charts of Canadian symbols.
4. Lead students in a guided writing exercise to create captions for these Canadian symbols. Write the captions under the symbols.
5. Review/teach capital letters and end punctuation.

6. Model oral reading of the charts for the students. Have students practise reading the captions aloud. Have students copy the captions into their notebooks.
7. Have students practise posing questions about the symbols. Add any new questions to the list started in step 2.

Part 2 (105 minutes)

1. Have students form pairs, with each student discussing what seemed unusual when he or she first arrived in Canada. Although there may be differing opinions, have each pair decide upon two things that seemed unusual to them.
2. Have pairs of students create a poster by sketching or selecting pictures from magazines of the two things that seemed unusual to them. Ask them to entitle the poster “Things That Seemed Unusual”.
3. Instruct students how to write a caption for each picture, including a title and two sentences explaining why each item is unusual.
4. Introduce the task-specific rubric by creating a modified version on chart paper, using phrases and simple sentences that the students can read and will understand. This is a very important step in the pre-task phase. Explain the purpose of the rubric and the assessment criteria. Post this modified version of the rubric in the classroom.
5. Distribute copies of the Student Checklist for Writing a Caption (Appendix 1). Devote as much time as needed to help students understand how to use the checklist.
6. Assist pairs with writing their captions. Students should use lined paper and markers to write their captions. Students should use picture dictionaries to assist with the writing task and should complete the Student Checklist for Writing a Caption.

7. Collect the completed posters and checklists and assess them formatively to ensure that the students are ready for the exemplar task.
8. Return the posters and checklists. Conference with the pairs of students. Refer to the students’ version of the task-specific rubric and the Student Checklist for Writing a Caption.

Part 3 (70 minutes)

1. Explain how to make an oral presentation about a poster. Model for the class an oral presentation by referring to one of the charts from Part 1.
2. Review the criteria for the oral presentation in the students’ version of the rubric created in Part 2.
3. Distribute copies of the Student Checklist for Making an Oral Presentation (Appendix 2). Devote as much time as needed to help students understand how to use the checklist.
4. Have each student in the pair practise presenting the poster to his or her partner. Before the presentation, encourage students to make notes of what they are going to say. Review how to use the task-specific rubric and to complete the Student Checklist for Making an Oral Presentation.
5. Have each pair join with another pair, and ask the students to take turns giving their prepared talk in these groups of four.
6. Remind students to ask questions after the presentation has been completed, using the posted list of questions started in Part 1, Step 2 for reference.

Exemplar Task (350 minutes)**Part 1 (70 minutes)**

1. Distribute copies of the Student Instructions for the Exemplar Task: Part 1, Steps 1 and 2, and Part 2, Steps 1 and 2 (reproduced at the end of the Teacher Package). Read the instructions aloud and have students follow along. Explain any difficult words and encourage students to ask questions about the task.
2. Lead a class discussion on the topic “What Canada Means to Me”. Have students reflect on and describe some of their impressions of and experiences in Canada. Write on the blackboard key words that come out of the discussion. To stimulate discussion, let students browse through some picture books on Canada.
3. Clarify that, for this exemplar task, students will need to make a poster by cutting out pictures from Canadian magazines, travel brochures, newspapers, catalogues, or flyers, or by creating their own drawings to reflect their impressions of and experiences in Canada. Encourage students to browse through the classroom supply of visual material for ideas.
4. Circulate, and assist students in selecting suitable pictures for their posters.
5. Have students select and cut out pictures for their posters. If this task is not completed, instruct students to bring pictures and drawings to class the next day to attach to their posters.

Part 2 (70 minutes)

1. Review the modified rubric.
2. Distribute copies of the Student Checklist for Writing a Caption and review how to write captions.

3. As outlined in the Student Instructions for the Exemplar Task: Part 1, Steps 1 and 2, ask students to create posters with accompanying captions.
4. Circulate, and assist students with writing captions.
5. Collect the posters.

Part 3 (70 minutes)

1. Distribute copies of the Student Checklist for Making an Oral Presentation and discuss what makes a good presentation.
2. Return the posters completed in Part 2.
3. As outlined in the Student Instructions for the Exemplar Task: Part 2, Step 1, have students practise making an oral presentation to a partner.

Part 4 (70 minutes)

1. Have students rehearse their presentations to the class, using the Student Instructions for the Exemplar Task: Part 2, Step 2 as a guide.
2. Given that this task will be videotaped, have students identify their poster number verbally at the start of their presentations.
3. Ensure that questions to be posed by the class to the presenter are assigned in advance of the videotaping.
4. Have students rehearse answers to the questions.

Part 5 (70 minutes)

1. As outlined in the Student Instructions for the Exemplar Task: Part 2, Step 2, have students present their talk to the class.
2. At the beginning of the videotaping, be sure to have each student identify his or her poster number verbally.

**STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 1, Step 1**

Create a Poster on “What Canada Means to Me”

You have 30 minutes to complete this work. Ask your teacher for help if you need it.

1. Create a poster by selecting four pictures that best show your impressions of and experiences in Canada.
2. Select pictures from Canadian magazines, catalogues, newspapers, flyers, or travel brochures, or create your own drawings.
3. Glue the four pictures or drawings onto poster paper. Leave room for the captions.
4. Give your poster the title “What Canada Means to Me”.

**STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 1, Step 2**

Write Captions for the Pictures

You have 50 minutes to complete this work. Ask your teacher for help if you need it.

1. On lined paper, write a caption for each picture. Each caption must have a title for the picture and two sentences telling why the picture is special to you.
2. Look at the examples on the charts posted in the classroom to help with writing your captions.
3. Use picture dictionaries to help you do your best work.
4. Remember to complete the Student Checklist for Writing a Caption and to look at the rubric to help you do your best work.
5. Glue each caption near its matching picture on the poster.
6. Give your completed poster and checklist to your teacher.

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 2, Step 1

Give a Talk About Your Poster

You have 70 minutes to complete this work.

Ask your teacher for help if you need it.

1. Based on your poster, you will give a 2–3 minute talk to the class on “What Canada Means to Me”.
2. Work with a partner to plan what to say about your posters. In your talk you should explain the four pictures you chose.
3. Use your written captions to help you plan your talk. Make notes of what you want to say.
4. Put your notes in order of what you want to say.
5. Practise answering some of the questions written on the chart posted in the classroom.
6. Practise your presentation with your partner.
7. Remember to complete your Student Checklist for Making an Oral Presentation and to look at the rubric.

STUDENT INSTRUCTIONS FOR THE EXEMPLAR TASK
Part 2, Step 2

You have 3 minutes to do this.

1. Identify yourself by the number given to you by your teacher.
2. Now make your presentation.
3. Remember to make eye contact with your classmates.
4. Point to each picture on the poster as you explain it.
5. Remember, you have already practised your talk.
6. Answer the questions your classmates and teacher ask.
7. Hand in your poster.

Appendix 1

Student Checklist for Writing a Caption

Each caption has:

- 1. a title
- 2. reasons why the picture is special to me

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I used:

- 1. capitals to start sentences
- 2. periods to end sentences
- 3. correct spelling
- 4. some new vocabulary
- 5. complete sentences

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Student's Name: _____

Date: _____

Appendix 2

Student Checklist for Making an Oral Presentation

- 1. I made notes from my captions.
- 2. I used my notes to practise my talk.
- 3. I practised all the new words.
- 4. I practised with my partner.
- 5. I practised speaking loudly and clearly.
- 6. I practised making eye contact with my group
- 7. I practised answering some of the questions on the list of questions posted in the classroom.
- 8. I am ready for my presentation.

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Student's Name: _____

Date: _____