LEAD LEARNING EVENT-EMERGE PROJECT-Learning Services-ESL-CBE

LEARNING EVENT OVERVIEW:

The following learning events are primarily designed to focus on learning indicators for language acquisition for Literacy and English Academic Development (LEAD) students who have limited formal schooling. They include functions, forms, and vocabulary learning as well as other indicators such as: numeracy, experiential learning, and socio-emotional considerations. The second focus is to take advantage of the newly acquired technology support through the Alberta Education Emerge One to One project. A MAC laptop, Ipads, Ipods, and flip video cameras were purchased for the LEAD classes. These Learning Events exemplify the seamless, meaningful integration of mobile technology to support the learning of the general and specific indicators of the LEAD program.

STORYTELLING OVERVIEW:

Using the Language Experience Methodology of ESL instruction students will engage in telling their personal story. Cross-cultural practices with storytelling will be shared. Different methods used for storytelling will be demonstrated-from oral (radio-like) storytelling, to picture books, to oral tradition, to wordless novels, to graphic novels, to film, to still art, to animation. Depending on the ages of the students different models of storytelling will be shared. The Learning Event has multi-purposes. It will stress the listening and speaking strands of language and will align with the LEAD benchmarks. It will provide an opportunity for relationship building in the classroom, an opportunity for children to increase their language usage while engaged in a meaningful task, provide exposure to multi-media and its uses, enhance acculturation to school and Canadian culture and possibly even foster some socio-emotional benefits for the students. The process will be driven by student choice, the content is their story to the degree they want to share it, and the product will be a presentation supported by mobile devices. If they do not want to share their personal story the option to create a fictional story should be offered. In preparation for this Learning Event teachers should visit www.jasonohler.com in particular the digital storytelling link on the left of his home page.
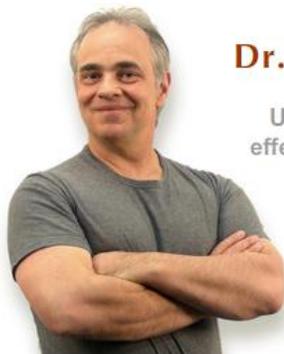
Dr. Jason Ohler

Using technology effectively, creatively and wisely

To live, learn, work and play in the Digital Age

As well, please view his summaries about digital citizenship to help set parameters for student behaviour during the course of this project.

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General Learning Indicator	Students will learn and use:
Survival Skills and Culture	Basic communication and survival skills to effectively navigate the school environment. Socio-linguistic, interactional and a beginning understanding of Canadian culture.
Function	Communicative and academic functions of the English language to construct meaning and engage in social and academic language tasks.
Oral Fluency	Basic interpersonal conversational English with fluency and accuracy
Socio-Emotional	For information regarding these factors visit our website: http://www.teachingrefugees.com/socio-emotional-supports/factors/

SPECIFIC LANGUAGE FUNCTION: Explain thoughts and feelings, describe actions and sequence, describe people and things, manage conversations and participate in discussion, use language to engage in cooperative learning tasks, understand and express in words important elements of pictures, ask and answer questions, use language to become familiar with basic technology, use various media and technologies to understand and represent ideas, recognize the communicative functions of written text and oral encounters according to purpose and form.

SPECIFIC LANGUAGE FORMS: Understand and use present and past tense verbs for action and description, respond to questions, use adjectives, auxiliary, adverbs of time, singular and plural nouns, subject pronouns, location pronouns, direction pronouns, simple phrasal verbs

SPECIFIC VOCABULARY: My, his, ran, had, made, wanted, knew ,I was, she was, could do, would, men, women, father, mother, brother, sister, country, lived, moved, his, her, we, they, in, out, on, off, up, down, think about, stand up, sit down.

SPECIFIC ORAL FLUENCY: Use spoken English in a variety of ways to communicate with others, listen to oral text and identify specific words, comprehend most simple conversations, start a conversation, turn taking, interrupting, agreeing, disagreeing, questioning, and ending the conversation, produce speech with appropriate intonation, stress, and volume, use understandable pronunciation and articulation.

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Benchmark Competencies and Language Strand Outcomes:

Reading	Writing	Speaking	Listening
Recognizes common classroom words and labels *Tracks simple word instructions* *Understands concepts of print* *Uses phonemic awareness to identify sounds*	*Composes high frequency words in context* *Writes singular and plural forms* *Copies group generated text* *Uses environmental print to correct production of words* *Writes letters and numbers with attention to spacing and capitals*	*Expresses needs using gestures and new vocabulary* *Uses new vocabulary and patterned simple sentences* *Uses gestures, pictures and one word to communicate* *Uses short phrases to connect words*	*Demonstrates understanding of basic conversational vocabulary* *Demonstrates understanding of simple commands, visuals, gestures* *Demonstrates listening for cueing gestures and words* *Demonstrates listening for phonemes by producing correctly*

Engagement and Resources	Essential Question
My Name is Yoon Picture Book (younger students) *http://www.amazon.com/Name-Yoon-Keats-Illustrator-Award/dp/0374351147* *Watch the Storytelling Class documentary trailer on YouTube Watch it Here (older students)* *http://www.youtube.com/watch?v=Se8gbKrlHXw* *Ishamael Beah's A Long Way Gone (different parts could be read aloud to different audiences-sensitive subject matter)* *http://www.alongwaygone.com/* *The Breadwinner by Deborah Ellis(younger to middle students for read aloud)* *http://books.google.ca/books/about/The_Breadwinner.html?id=_fUA8BmYYEoC&redir_esc=y* *Wordless Picture Books (all)* *http://teacherwiki.edsw.usyd.edu.au/teacherwiki/index.php/Wordless_Picture_Books* *Blankets by Craig Thompson (wordless novel for older students)* *http://www.amazon.ca/Blankets-Craig-Thompson/dp/1891830430* *Persepolis- A graphic novel for older students(sensitive language and subject matter)*	How are stories told?. How does my story impact who I am in this world?

http://www.amazon.com/Persepolis-Story-Childhood-Marjane-Satrapi/dp/0375422307

The Power of the Personal Story (for the teachers)
Digital Storytelling through www.jasonohler.com

Digital Storytelling IPad Apps like Stories2Tell, or Cartoon Creator through IPad
Use of multi-media like Ipods, Ipads, MAC, digital video cameras to record

Artmaking with personal meaning on IPad using brushes app demo here
http://www.youtube.com/watch?v=5OLP4nbAVA4
Art the next R see the article for teachers at www.jasonohler.com

For more about refugees and stories see our website: teachingrefugees.com
http://www.teachingrefugees.com/student-background/tool-kit/links-reading-list/

Profile of your Learners	Preassessment/Background Knowledge
(From Benchmarks) An English language learner is learning to: *understand basic classroom activities with visual support; respond to yes/no questions; label and use pictures to communicate; use survival vocabulary and fragmented speech; compile words and phrases for daily living (food, clothing); know some words and phrases associated with academics; write independently; develop sentence sense; imitate/copy phrase and sentence patterns; accrue sight vocabulary of functional words; can name letters and know most corresponding*	*First lesson should be finding out about the students' storytelling traditions if they experienced them. If they heard stories what were their favourites and why? Ask them if they've shared their story or if they could would they want to. Has to be voluntary and in a way that has meaning for them. Some may not be ready to share their story. Offer the alternative of creating a fictional story.*

sounds; use some conventions (such as capital letters and periods) *Limited Formal Schooling Students* *Grades 4-12* *Have traveled and lived in other countries. Have limited formal schooling opportunities. Have limited or no literacy in their first language or in English. Have had limited exposure to and experience with numeracy, science, technology, and social studies. Are recent arrivals to Canada have a refugee immigration code. May have unidentified special education programming needs.*	

Opportunities for Differentiation and Personalization	**Evidence of Student Learning/Assessment**
Introduce a number of ways stories are told and the power of the story. They will have many choices for how they want to represent their story. Spoken presentations, taped presentations, through visuals, through art, filmed presentations.	*The emphasis of this Learning Event is on the listening and speaking strands of the benchmarks, Functions, Forms, and Fluency at the Beginner level, Basic Interpersonal Conversation Skills, Narrative genre,. The students should be benchmarked with LEAD benchmarks and for the specific learning indicators listed above. The content is the story structure which will be the one used at* www.jasonohler.com *Visuals, pictures, music should not be assessed but could be commented upon.*

SUGGESTED INSTRUCTIONAL PROCESS:

Begin the first lesson with a discussion about story telling in the students' respective cultures. Help those who say they haven't heard stories broaden their ideas about what stories can be.

Choose a couple of age appropriate and language level appropriate examples of storytelling and share them with the students. Some choices are listed above in the Engagement section.

Elicit how the students felt as they heard/viewed the stories; explain that most stories have patterns and create feelings.

Introduce the simple storytelling map on Jason Ohler's website.

http://www.jasonohler.com/pdfs/VPS.pdf Simplify the language to what works in your context for your students.

 Map the two examples you used onto the story map. This story map could be used as an initial brainstorming graphic organizer for the students.

Assignment: Invite the students to tell a story.
1. It could be their personal story or a fictional story.
2. They should follow the story map for the benefit of their audience and assessment. If they have L1 literacy they could write out the main points in the sequence of their story. They should rehearse their story out loud. Working in cooperative groups and providing feedback should be part of the process.
3. The assessment will be on oral storytelling, speaking skills, fluency, and clear communication but visuals and music can be included. Writing will not be assessed in this project. However this project could move into a Dual Language Book project rather nicely later on.
4. The students must select a technology tool to use to tell their story. (medium/modality/device/software/hardware/app).
    For example, for a strictly audio story they could record their story on garage band on the MAC, or on an Ipod, or on Voice4Fun on the Ipad. For a story with visuals they could use Imovie, Powerpoint or Keynote. They could use Stories2Learn app or garage band app on the Ipad. They could use cartoon creator on the IPad. They could use movie maker on a PC. However, remember that the **oral** story is the critical part and that which will be assessed.
5. Digital Citizenship-Web-based pictures can be purchased from istockphot.com, stock.xchng has some free photos. Advanced search in Flickr can find a picture then on the right look under the license section. UNHCR (United Nations) has a lot of free pictures that might be helpful. Pictures should show creative commons symbol as a source to tell you how the picture can be used. Students taking their own pictures are of course copyright free. Tuxpi, picnic.com and wigflip.com and aviary.com are good photo editors. Eye.com can help students track the origins of an image to give credit.

6. The oral story should show evidence of:

Explanations of thoughts and feelings, Descriptions of actions and sequence, descriptions of people and things *Use of new vocabulary and patterned simple sentences* *Use of short phrases to connect words* *Possible use pictures and accompanying written words to communicate*	*Understanding of basic conversational vocabulary* *Listening for phonemes by producing correctly* *Understanding and using present and past tense verbs for action and description,* *A beginning, a middle, and an end that demonstrates a conclusion or learning event*

7. Assessment Ideas on the Alberta Assessment Consortium at: http://www.aac.ab.ca/

This unit was written by Liz Spittal-System Assistant Principal-English Language Learners