

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.

FIELD TRIP OVERVIEW:

Using primarily the [Total Physical Response](#) (TPR) methodology and [Language Experience](#) methodology of ESL pedagogy this learning event will focus on the preparation for, meaningful participation in, and assessment of an experiential learning activity. (field trip) The site for this event is the SPARK-SCIENCE CENTRE which has just recently opened in Calgary. <http://www.sparkscience.ca/> The event has multi-purposes: To introduce science-based content-specific language; to introduce basic science concepts; to understand visual literacy (so dominant in science); to link print (reading) (receptive language) with hands-on experiences; to link visuals of experiences with print (writing) (expressive) language; to orient students to field trip purposes, experiences, and behaviours; to familiarize students with presentation software/hardware to represent their learning. The emphasis will be on all four strands (reading, writing, listening, and speaking), however the assessment will be on expressive language (vocabulary and syntax-writing) with the use of visuals. Oral can be added but not assessed.

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.
Learning to Read	Beginning reading skills: phonemic awareness, phoneme segmentation, fluency, word knowledge, print awareness, literal comprehension
Vocabulary	English vocabulary such as topic specific vocabulary, idiomatic expressions, basic nouns and verbs, high frequency words, and general academic vocabulary necessary for basic everyday life and

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	school life.
Function	Communicative and academic functions of the English language to construct meaning and engage in social and academic language tasks.
Form	Syntactic and discourse patterns, and grammatical aspects of language such as tense and word order to communicate meaning for different purposes.
Experiential Learning and Community Resources	Resources in the community to broaden their educational experiences.

SPECIFIC LANGUAGE FUNCTION: Use visual literacy skills to boost print-based literacy, relate events from a personal experience, understand and express in words important elements of pictures, graphic organizers, diagrams, understand and use high frequency cross-curricular words, give and follow directions, understand the function and use of appropriate grammatical structures to form generalizations and draw conclusions, 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, create text in the dominant discourse patterns

Functions	Sentence Frames
Description	The __ has __ and __.
Cite information	Here we see that __.
Estimate	Looking at the __, I think there are __.
Retell	First, __, Next, __, and then, __.
Make predictions	I think __ will __.
Give and support opinions	I think __ is __ because __.
Cause and effect	The __ had __, so __.
Draw conclusions	The __ is __ because __.
Hypothesize	If __ had __, then __ would have __.
persuade	As we just saw in the experiment, __ does __ because __.

SPECIFIC LANGUAGE FORMS: Understand and use present and past tense verbs for action and description, use present progressive, use auxiliary, use coordinate conjunctions, use concrete, descriptive adjectives, use adverbs of time, use common singular and plural nouns and articles, use subject pronouns, use direction pronouns, use location pronouns
Examples of sentence patterns in science discourse

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SPECIFIC VOCABULARY: Science, brain, memory, human, earth, space, weather, sky, building, foyer, bus, entrance, gift shop, gallery, museum, field trip, questions, answers, displays, models, geology, rocks, minerals, oil, energy, bitumen (pronounced correctly), petroleum, gas, technology, audio, video, voice over, visual, biology, astronomy, heat, cold, temperature.

SPECIFIC ORAL FLUENCY: Participate in simple conversations, use understandable articulation.

Benchmark Competencies and Language Strand Outcomes:

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

Engagement and Relevance	Essential Question
<p><i>Visual Literacy and Science</i> <i>Steve Moline, author of I See What You Mean: Children at Work with Visual Information- http://k-8visual.info/ Good intro Nice science examples including an E-book by David Drew to introduce the Earth and the Moon</i></p> <p><i>Appropriate textbooks are the Content Essentials books Levels A& B can be used to introduce topics that will be at the Science Centre.</i> <i>The Human Body Level B p.50-63</i> <i>Rocks and Minerals Level A p.54-59</i> <i>The Earth's Surface Level A p.60-65</i> <i>Solar System Level A p. 92-99</i></p> <p><i>Other Resources:</i></p> <p>Science for English Language Learners K-12 Classroom Strategies</p> <p>And Science and Technology Activities Resources <i>(appropriate for division 2 and division 3)Developed to support the Ontario Curriculum Grades 1-8, Science and Technology Activities Resource, 2007 (Revised), the</i></p>	<p><i>How do I read visuals?</i> <i>What is Science?</i> <i>How do things work?</i> <i>How do field trips help me understand more?</i> <i>How do I share what I learn?</i></p>

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<p>Science and Technology Activities Resource (STAR) <i>Program promotes a hands-on approach to learning about science and technology through a series of investigations. The science and technology investigations involve the students in concrete experiences, in which the students learn basic science and technology concepts, develop skills of scientific inquiry and technological design, and relate science and technology to the world outside the school.</i></p> <p><i>SMARTBOARD Activities that are visual and Science related. . There are also many science-related visuals in the gallery of the SMART exchange.</i></p> <p><i>Finally-An example of how the students might represent learning from the field trip to SPARK-Science Centre using an Ipad app called Stories2Learn can be found on Youtube at:</i> http://www.youtube.com/watch?v=jNn-wEj-tf0</p>	
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Profile of your Learners	Preassessment/Background Knowledge
<p><i>(From Alberta Benchmarks) An English language learner is learning to:</i> <i>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 sounds; use some conventions (such as capital letters and periods)</i> <i>Limited Formal Schooling Students Grades 4-12</i> <i>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</i></p>	<p>Create a picture splash of science related concepts. Pictures of the human body, the earth and sky, rocks and minerals, energy, temperature. Throw the large laminated pictures in the middle of the room. Have students go to a picture that they think they know something about, let them share in pairs and then share with the larger group. Label the pictures and post them for the duration of the unit. Pictures can be found in SMART or in CLIPART.</p>

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<i>numeracy, science, technology, and social studies. Are recent arrivals to Canada have a refugee immigration code. May have unidentified special education programming needs.</i>	
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Opportunities for Differentiation and Personalization	Evidence of Student Learning/Assessment
<i>Differentiation can only occur if the teacher knows the learners well and if they have deep curriculum or pedagogical clarity. Personalize the project based on your knowledge of the student. Differentiate based on the essential understanding of the content of Science.</i>	<i>There will be an assessment of the final multi-media product that represents their learning pre, during, and post field trip. There will be a tech component and a content component.</i>

SUGGESTED INSTRUCTIONAL PROCESS:

This field trip should be a culmination of learning about basic science concepts and how to use new technologies. Classroom-based pre-study of: The Human Body, Rocks and Minerals, The Earth’s Surface, and the Solar System would prepare the students for much of what they would encounter at the SPARK Science Centre Museum. Students may or may not have background knowledge in their first language. It would be valuable to informally assess their bk through a picture splash.

The language-appropriate, highly visual, *Contents Essentials* book should be a basic resource for this classroom work. The appropriate levels and pages are listed above. Two other resources that look relevant are: *Science for English Language Learners* and *Science and Technology Activities and Resources*. Both are listed above.

How the concepts are shared and to what extent would look different depending on the division (II, III, or IV). Most important is the English language development and ongoing practice with the language of Science.

When the students attend the Science centre they could use a variety of devices to record their experience and learning. They could use the Ipod, the Ipad, and digital cameras. They can take pictures of print in the Centre, they could even produce an audio file to help them remember what they experienced when they return to school.

Following the field trip they should be given the assessment tool, instructions, and an exemplar(The very amateur Youtube example is primarily for teachers but you could use it for students) for the digital product. The product should emphasize vocabulary (transferable and content) and form (word order). They could also present a visual piece that has a written piece in conjunction with it if

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they chose. The assessment should look at: language usage, concepts of content, and use of technology.

Help with assessment can be found at:

<http://www.aac.ab.ca/>

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