



How do I plan a trip?

① Broad areas of learning

- health and well-being ☐
- personal and career planning ☒
- media literacy ☐
- environmental awareness and consumer rights and responsibilities ☐
- citizenship and community life ☐

Focus of development : Adoption of strategies related to a plan or project

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION-RELATED
<ul style="list-style-type: none"> ➤ To use information <input checked="" type="checkbox"/> ➤ To solve problems <input type="checkbox"/> ➤ To exercise critical judgment <input type="checkbox"/> ➤ To use creativity <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ To adopt effective work methods <input type="checkbox"/> ➤ To use information and communication technologies <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ To construct his/her identity <input type="checkbox"/> ➤ To cooperate with others <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ To communicate appropriately <input type="checkbox"/>

③ ESL Competencies


To interact orally in English	To reinvest understanding of oral and written texts	To write texts
<ul style="list-style-type: none"> ➤ The student reacts to messages using strategies <input checked="" type="checkbox"/> ➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/> ➤ The student maintains oral interaction using strategies <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student prepares to listen to and read texts using strategies <input checked="" type="checkbox"/> ➤ The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/> ➤ The student carries out meaningful tasks using strategies <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student prepares to write texts using strategies <input checked="" type="checkbox"/> ➤ The student composes texts using strategies <input checked="" type="checkbox"/> ➤ The student revises his/her texts using strategies <input checked="" type="checkbox"/>

④ **TITLE :** How do I plan a trip?

Description : Students will develop strategies related to different aspects of carrying out a plan or project. They will consult various sources, find pertinent information, make choices, in order to plan a future trip.. They will share the information gathered with their peers then discuss how they can transfer the strategies learnt to their immediate needs.

Cycle : 2nd cycle

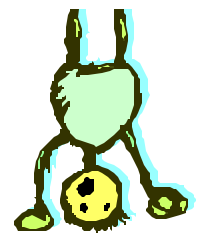
Duration : 8 periods





<p>⑥</p> <p>Evaluation criteria</p> 	<p>Cross-curricular competencies</p> <ul style="list-style-type: none"> ➤ Consultation of various sources ➤ Appropriate selection of information 	<p>ESL competencies</p> <p>Competencies 1, 2, 3:</p> <ul style="list-style-type: none"> ➤ Use of strategies <p>Competency 1:</p> <ul style="list-style-type: none"> ➤ Use of functional language ➤ Participation in exchanges <p>Competency 2</p> <ul style="list-style-type: none"> ➤ Carrying out tasks <p>Competency 3</p> <ul style="list-style-type: none"> ➤ Compliance with instructions ➤ Language conventions targeted for tasks ➤ Characteristics of final product
<p>Evaluation means</p>	<p>Teacher observation grid Self and peer evaluation Handout #1 Planning tool (handout #3) Poster</p>	

<p>⑤</p> <p>Materials needed</p>	<ul style="list-style-type: none"> • Storybook and reference material (see bibliography) • Oral Interaction Posters, #6, 7, 8, 13, 16, 17, 19, 20, 21, 22, 25, 29, 30, 31, 32, 33 • “I Interact Orally in English”, “I Listen to Texts” and “I Write Texts” checklists • Handouts #1, 2, 3, 4 • Handout #2 answer sheet • “Toot and Puddle’s trip around the World” sheet • An example of a poster • Teacher observation grids • Chart paper • Interactive Grammar activity 3 (if necessary)
---	--

CLASSROOM ACTIVITY

Step 1 : Preparing the task



Role of the students	Role of the teacher
<div>1st period Activitv 1</div> <div></div> <div><ul style="list-style-type: none">• Refer to the “I Interact Orally in English” checklist.• Listen to the teacher.• Use the sentence on the board to participate in the discussion.</div> <div><p>(developing the verbal/linguistic intelligence)</p></div> <div><ul style="list-style-type: none">• Say whether the places on the board are cities, provinces/states or countries.</div> <div><div>Activity 2</div><div></div></div> <div><ul style="list-style-type: none">• Go through the pre-listening section of the “I Listen to Texts” checklist with the students. Predict, with a partner, what will happen in the story. Write their answers each on their handout.</div>	<div><ul style="list-style-type: none">• Reminds students of the suggestions on the “I Interact Orally in English” checklist.• Tells the students the subject of the learning/evaluation situation: planning a trip.• Tells students the places he/she has already visited and writes them on the board. Example: <i>I went to Ontario, Trois-Rivières, France.</i>• Asks students if they have ever been on a trip. Asks students to express themselves in a complete sentence using the example on the board.• Writes their answers on the board.• Asks students if the places on the board are cities, provinces/states or countries. Gives examples of each with the example above. <i>Ontario is a province. Trois-Rivières is a city. France is a country.</i> Asks students to answer with sentences.</div> <div><ul style="list-style-type: none">• Tells students that they are now going to listen to a story called “Toot & Puddle”.• Goes through the pre-listening section of the “I Listen to Texts” checklist with the students. Shows students the cover pages and asks them, in teams, to predict what will happen in the story. Asks them to each write their answers on handout 1.</div>



(developing the logical/mathematical intelligence)



(developing the visual/spatial intelligence)



(developing the interpersonal intelligence)

- Share their prediction with the class.
(developing the verbal linguistic intelligence)
- Go through the listening section of the “I Listen to Texts” checklist. Listen to the story.

- Asks some students to share their prediction.
- Goes through the listening section of the “I Listen to Texts” checklist. Reads the story to the students.

2nd period
Activity 3

- Go through the after-listening section of the listening checklist with the teacher. Discuss the end of the story with their partner then share their answers with the whole group.

- Reads the after-listening section of the listening checklist with the students. Asks students , in teams, to discuss the end of the story then asks spokespersons to share their answers with the whole group.



(developing the verbal/linguistic intelligence)

- Look at the world map and identify the places Toot visited as cities, regions, countries or continents. Try to remember when Toot visited these places.
- Reread their predictions and circle those that were correct.

- Shows, with the transparency of the world map, the different places Toot visited and asks them if they are cities, regions, countries or continents. Also reviews when Toot visited each of these places (in which month).
- Tells students to reread their predictions and to circle those that were correct.

Step 2 : Carrying out the task

Role of the students	Role of the teacher
<div data-bbox="699 222 906 312" data-label="Text"> <p>3rd period Activity 4</p> </div> <ul style="list-style-type: none"> Listen to the purpose of the learning situation. <div data-bbox="181 394 274 514" data-label="Image"> </div> <ul style="list-style-type: none"> Brainstorm ideas about preparing a trip. <div data-bbox="168 758 261 877" data-label="Image"> </div> <div data-bbox="94 892 277 1050" data-label="Image"> </div> <p>(developing the verbal/linguistic intelligence)</p> <ul style="list-style-type: none"> Take notes on handout 2. <div data-bbox="168 1155 261 1274" data-label="Image"> </div> <div data-bbox="94 1306 277 1463" data-label="Image"> </div> <p>(developing the logical/mathematical and the visual/spatial intelligences)</p> <div data-bbox="94 1486 277 1623" data-label="Image"> </div> <ul style="list-style-type: none"> Pay attention to the explanations and asks questions if needed. <div data-bbox="102 1812 191 1932" data-label="Image"> </div> <div data-bbox="217 1812 310 1932" data-label="Image"> </div> <div data-bbox="337 1812 430 1932" data-label="Image"> </div>	<ul style="list-style-type: none"> Gives students more details about the learning/evaluation situation. <i>Students, in pairs, will choose a destination they would like to visit or that they will visit shortly with their parents. They will plan their trip by finding appropriate information about their destination. They will make a poster and share the information gathered with some of their peers.</i> Asks students how to plan a trip. What information do you need when you want to go on a trip? What do you have to do? Uses a graphic organizer to write the students' ideas. Refers back to the story "Toot & Puddle" when necessary. Shows some of the resources available for their task and asks students to bring to class any material they might think useful. Shows the students an example of a poster showing some of the planning necessary for a trip. Explains what is on the poster and refers to the graphic organizer when needed.

4th period
Activity 5

- Listen to the teacher reading the postcards in the story "Toot and Puddle".



- Answer.
- Brainstorm ideas with the teacher.



(developing the verbal/linguistic intelligence)

- Use their writing checklist and participate in the modeling.

- Goes back to the story, "Toot and Puddle", and reads or rereads the postcards to the students.
- Asks them which elements come back in each postcard (salutation, body, signature).
- Brainstorms with the students ways to make a salutation, things to write in the body and complimentary closings that accompany the signature. Uses Toot's postcards as models. Writes this on chart paper so that students can refer to it anytime.
- Refers to the writing checklist to model with the students how to write a greeting card. Writes the example on another chart paper. If students have problems writing short sentences, it is suggested to do interactive grammar activity 3.

5th – 6th periods
Activity 6

- Listen attentively. Ask questions if necessary.



- Fill in their planning tool (one each). Prepare their poster.



(developing the interpersonal intelligence)



(developing the visual/spatial intelligence)

- Presents the planning tool that the students will use to prepare their poster. Reads the instructions on the first page with the students and answers questions if necessary. Specifies the deadline.
- Offers help and support when needed. Reminds students that the poster is done with a partner but that each partner must write a postcard. Observes the use of English.

Step 3 : Assimilation-transfer of learning

<div data-bbox="706 105 889 199" data-label="Text"> <p>7th period Activity 7</p> </div> <ul style="list-style-type: none"> Listen to the instructions. <div data-bbox="164 237 256 359" data-label="Image"> </div> <ul style="list-style-type: none"> Participate in the modeling. <div data-bbox="113 470 300 625" data-label="Image"> </div> <p>(developing the verbal/linguistic intelligence)</p> <ul style="list-style-type: none"> Present their plans for a future trip. Use the model and any other resources to help interaction. Asks for help if needed. <div data-bbox="170 1329 264 1451" data-label="Image"> </div> <div data-bbox="310 1333 402 1455" data-label="Image"> </div> <ul style="list-style-type: none"> Share their discoveries with the class. 	<ul style="list-style-type: none"> Tells students that they will present what they have done, at random, to two or three other teams. Tells them to use their posters as reference to facilitate interaction. This presentation must not be learned by heart but must be natural and interactive. Models what is expected of students by using the sample poster. Asks students to propose ways of communicating to others their plans. <ul style="list-style-type: none"> <i>We planned a trip to Scotland, in the summer, in July. The climate is warm and sunny. Here is Scotland.(Shows on a map.) Scotland is in Europe. In our suitcase, there is a pair of jeans, a cap, walking boots, a t-shirt and a raincoat.</i> <i>-This is my postcard. I want to write to my best friend.</i> <i>-This is my postcard. I want to write to my cousin.</i> Writes the model on the board or on chart paper. Reminds students that they may ask each other questions during the presentations or make comments. Offers help and support as the students are presenting. Observes the use of English. Asks students what they found interesting in their classmates' presentations.
---	---

Transfer of learning in similar context

- Review with the teacher how to ask a question for each of the characteristics on the game sheet. Take notes if necessary.



- Participate in the modeling.



(developing the verbal/linguistic intelligence)

- Play "Find Someone Who". Use their notes to ask questions.



- Place a piece of blue gum on their destination on a big world map on the board. Compare their destination with that of others.

- Fill in their self and peer evaluations.



(developing the intrapersonal intelligence)

- Prepares a "Find Someone Who" game with information from students' planning (see example included).
- Looks at each of the characteristics on the game sheet and asks students how they would ask a question about it.
- Models how to play the game with two or three students. The students will have to circulate in the classroom to find classmates who correspond to the characteristic. They cannot ask the same person more than one question in a row. They should also try to enter a student's name only once on their card.
- Observes the use of English.
- Posts a big map of the world on the board and asks spokespersons from each team to place a piece of blue gum on their destination. This gives the class an idea of where the others would like to go and the destinations most students would like to visit.
- Asks students to fill in their self and peer evaluations.

Transfer of learning in different contexts

Ask students how they can transfer the strategies learnt to plan a trip to their immediate projects. Suggest the game "Carmen Santiago" on cd-rom to help students further their knowledge of countries around the world.

Analysis of what took place (Please write your notes here: questions, solutions, modifications, links with next pedagogical planning, ...)



Template by Marilyn Lassire, Commission scolaire des Affluents and Anne Millette, Commission scolaire de Sorel-Tracy

Bibliography

Storybook

Hobbie, Holly (1997). *Toot & Puddle*. New York: Scholastic.

Cd-rom

Eyewitness (1998). *World Atlas*. New York: DK Interactive Learning.

Reference books

Farndon, John (1999). *Concise Encyclopedia*. Ontario: Firefly Books.
Scholastic Student Desk Atlas. New York: Scholastic.

Steele, Philip (2000). *Children's Atlas of the World*. New York: Franklin Watts.

Wright, Nicola, Tony Potter, Christine Wilson, Dee Turner and Chris Leishman (2000). *Kids' Canadian Atlas*. British Columbia: Whitecap Books Ltd.

Internet sites

For maps:

<http://www.nationalgeographic.com>

For flags:

<http://www.plcmc.org/forkids/mow/>

For information on countries, in which continent, climate, flags:

<http://www.yahooligans.com/reference/factbook/>



LET'S SPEAK
ENGLISH!

CHECKLIST

To interact orally

I Interact Orally in English



- I don't panic.
- I use resources.
- I take risks.

Listening

- I look at and listen to the person talking.
- I try to guess the message:
 - I notice words and expressions I know.
 - I use visual clues (gestures, facial expressions . . .)
- I show that I understand.
 - I act.
 - I react.

Speaking

- I start talking.
- I react to the message.
 - I use vocabulary and expressions I know.
 - I ask for words and expressions I don't know.
 - I ask questions.
- I continue talking.



To write texts

I Write Texts

1. I prepare to write.



- I think of the instructions.
- I take out the resources I need (my books, my dictionary, my bank of expressions . . .)
- I look at the model.
- I write down ideas in English.
- I put them in order.

2. I write a draft.



- I look at the model again.
- I follow the instructions.
- I use my ideas.
- I write short sentences in English. (Subject / Verb / Object)
- I use the vocabulary and expressions I know.
- If I have a problem:
 - I ask for help, I use my bank of words . . .

3. I revise my text.

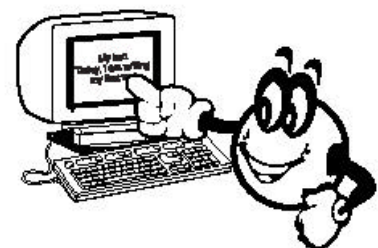


- Did I follow the instructions?
- Did I follow the model?
- Are my ideas original?
- I check the spelling, the word order and punctuation with the resources I have.
- I ask a friend to revise my text.
- I correct my text.

4. I write my final text.



- Is it OK?
- Is it neat?
- Is it easy to read?





CHECKLIST

To reinvest understanding
of oral and written texts.

I Listen to Texts

1. Pre-Listening

- I ask myself: What do I have to do?
- I look at the title.
- I look at the illustrations, the visuals . . .
- I think of what I know about the subject.
- I predict what will happen.

2. Listening

- I listen to the text.
- I don't panic.
- I concentrate.
- To help me understand the text:
 - I listen to the intonation.
 - I listen for key elements: people, place, objects . . .
 - I notice words I know.

3. After listening

- I check to see if my predictions were correct.
- I show my understanding by doing the task.