

English Language Activity - Elementary

General Structure

*For the different steps concerning the delivery of the activity, refer to the document 3_activity_description_elementary.

- Project Title:

A legend in the Inuit style

- Theme:

Traditional legends and stories of the Inuit from Nunavik

- Subject Area:

Languages

- Subject-Specific Program:

English Language Arts or English as a Second Language

- Aimed Cycles:

Elementary; Cycles One, Two and Three.

- Approximate Duration of the Activity:

1 to 3 periods of 60 minutes

- Project Summary:

Students are invited to learn about traditional Inuit tales and legends. The teacher chooses and reads to the students a few of the traditional stories presented in the document Tell Me a Story. In order to keep a regular flow of narration and to facilitate the comprehension of the stories, it is preferable if the teacher proceeds with the reading him or herself rather than asking the students to do it. (The selection of the stories is done according to the age and academic level of the students.)

Then, the students imagine and write their own story in the style of an Inuit legend. While the younger students or the ones studying in English as a Second Language will probably limit their writing to a few lines (a small paragraph), the older students or the ones more advanced in English should be expected to further develop their composition.

- Literature Used:

A few of the traditional stories passed on orally in the past and transcribed in the document Tell Me a Story are presented to the students.

- Cultural References:

Elements from the way stories were passed on in a historical and socio-cultural context. The teacher is called upon to read the summary and to inform the students about what he or she may think is relevant according to their age and level. (1_language_summary)

- Type of Approach:

Discussions are held collectively, but the writing will result from an individual approach to work. The reading of the traditional stories

is done in a group; the teacher reads the stories to the students (who can follow on printed sheets).

- **Notions and concepts**: Choice of the teacher. The teacher could, for example, put the emphasis on the grammatical and writing concepts seen in class at the time of the project (the simple sentence, verb tenses, etc.)

ENGLISH LANGUAGE ARTS:

Disciplinary Competencies:

- 1) To read and listen to literary, popular and information-based texts.
- 2) To write self-expressive, narrative and information-based texts.
- 3) To use language to communicate and learn.

Key Features targeted by the Competencies:

Competency 1:

- To construct meaning by applying appropriate reading strategies.
- To use a response process when reading and listening to literary, popular, and information-based texts.
- To construct her/his own view of the world through reading and listening to literary, popular and information-based texts.

Competency 2:

- To integrate her/his knowledge of texts into own writing.
- To follow a process when writing.
- To use writing as a system for communicating and constructing meaning.

Competency 3:

- To use language (talk) to communicate information, experiences and point of view.
- To use language (talk) for learning and thinking.

Evaluation Criteria:

Evaluation of the 1st competency:

- Develops and uses a repertoire of meaning-making strategies (cycle 1). / Develops preferred reading strategies when meaning-making breaks down (cycle 2). / Uses appropriate reading strategies to construct meaning in a specific context (cycle 3).
- Begins to acknowledge and support different interpretations of the same text (cycle 1). / Seeks to clarify own meanings and meanings of others through a response process (cycle 2). / Begins to respond to the interpretative processes of her/his peers (cycle 3).
- Begins to identify some structures and features of text type (cycle 1). / Identifies some structures and features of familiar text types and explains how they contribute to meaning (cycle 2). / Begins to adapt some familiar structures and features from reading into own writing (cycle 3).

Evaluation of the 2nd competency:

- Uses signs, symbols, illustrations and words to communicate to a familiar audience (cycle 1). / Produces self-expressive and narrative texts for a familiar (cycle 2) and wider (cycle 3) audience.
- Uses a limited range of developmentally appropriate spelling strategies, including purposeful approximations (cycle 1).

 / Communicates meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context (cycle 2). / Begins to make simple revision and editing decisions (cycle 3).
- Begins to adapt (cycle 1) and adapts (cycle 2) ideas and structures drawn from reading/viewing experiences to own texts. / Makes appropriate choices about structures and features of the text type she/he is writing given the purpose, audience and context (cycle 3).

Evaluation of the 3rd competency:

- Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination (cycles 1, 2 and 3).
- Experiments with and adapts linguistic features when communicating in specific contexts for a familiar audience (cycles 2 and 3).

Cross-Curricular Competencies:

- To use creativity.
- To exercise critical judgment.
- To solve problems.
- To use information.

- To communicate appropriately.
- To adopt effective work methods.

ENGLISH AS A SECOND LANGUAGE:

Disciplinary Competencies:

1) To interact orally in English.

2) To reinvest understanding of oral and written texts.

Key Features targeted by the Competencies:

Competency 1:

- The student reacts to messages using strategies.
- The student takes the initiative to transmit oral messages using strategies.
- The student maintains oral interaction using strategies.

Competency 2:

- The student prepares to listen to and to read texts using strategies.
- The student demonstrates understanding of oral and written texts using strategies.
- The student carries out meaningful tasks using strategies.

Evaluation Criteria:

Evaluation of the 1st competency:

- Use of functional language.
- Use of strategies.
- Participation in exchanges.
- Pronunciation.

Evaluation of the 2nd competency:

- Use of strategies.
- Demonstration of understanding of key elements and overall meaning.
- Carrying out tasks.

Cross-Curricular Competencies:

- To use creativity.
- To exercise critical judgment.
- To solve problems.
- To use information.
- To communicate appropriately.
- To adopt effective work methods.