Charlie and the Great Glass Elevator

Response Process - Tasks for use with the novel

Presented to
Susan Parks

2011
PRE-READING ACTIVITY: Charlie and the Great Glass Elevator

Cycle: Secondary II ESL Language Arts/enriched ESL.

Time ☐ : 10-15 minutes

Competency link:
- ESL Competency 1 (Interacts orally in English)
- ESL Competency 2 (Reinvests understanding of text)

Material
- The novel "Charlie and the Great Glass Elevator"
- Pictures of the different book covers (Reproducible)

Classroom set-up
Group discussion & Teams of 4

Setting the scene
Project designed for ESL students, Sec.2, ESL Language Arts/enriched ESL.

Type of fiction: Fantastic novel

The pre-reading activity is used to introduce the novel: Charlie and the Great Glass Elevator. It takes the form of a group discussion. It is used in order to activate students’ prior knowledge and to prepare them for their reading.

The novel is introduced with the cover page and pictures that present the author and set the context.

<table>
<thead>
<tr>
<th>Chart with basic facts about the book</th>
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<tbody>
<tr>
<td>Title:</td>
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<tr>
<td>Type of fiction:</td>
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<tr>
<td>Author:</td>
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<tr>
<td>Illustrator:</td>
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<td>Book by Roald Dahl:</td>
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<td>Number of pages:</td>
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<td>Number of chapters:</td>
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<tr>
<td>Year of first publication:</td>
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<td>Publication house:</td>
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</table>

In this pre-reading activity students explore the different covers of the book. The illustrated cover pages present visual information to activate students’ prior knowledge.

Students are asked to participate actively to the discussion in order to develop C1 to interact orally in English and C2 to reinvest understanding of oral and written texts. Students are called upon to develop an attitude of openness towards the world and respect for diversity. They learn openness and respect as they discover and read the novel.

Link with the MELS ESL program

### ESL Competencies

This pre-reading activity is designed to allow students to progress in their acquisition and development of the ESL competencies to interact orally in English and to reinvest understanding of oral and written texts.

#### TO INTERACT ORALLY IN ENGLISH
- 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.

According to the MELS program "Interacts orally in English is the cornerstone of the Core ESL program: constant interaction plays a central role in the development of all aspects of communicative competence. It helps students develop the confidence they need to communicate with English speakers in social contexts, in the workplace and while exploring the world. Students and the teacher use English as the language of communication in the classroom for all personal, social and task-related purposes. Within a community of learners, students interact in English to work cooperatively with one another to share ideas and information, build knowledge and carry out tasks." (MELS, p.14).

#### TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS
- The student prepares to listen to and read texts using strategies.
- The student demonstrates understanding of oral discussion using strategies.

According to the MELS program "The competency Reinvests understanding of texts gives students the opportunity to use and integrate newly acquired knowledge. They listen to, read and view a variety of authentic popular, literary and information-based texts in order to explore ideas and issues associated with the cultures of the English-speaking world, as well as for personal enjoyment. They construct meaning of texts through the response process. They make use of their understanding of these texts in meaningful reinvestment tasks" (MELS, p.22).

### Cross-curricular competencies

According to the MELS program "The cross-curricular competencies are a focal point in all subjects and school activities. They contribute to the development of the three ESL competencies, which in turn help to develop the CCCs" (MELS, p.3).

The pre-reading activity is linked to the ESL competencies and some of the CCCs. Students develop the CCC use information, solves problems, use creativity, and communicate appropriately as they interact orally and construct meaning of texts with others during the group discussion.

### Broad areas of learning

According to the MELS program "the broad areas of learning deal with the important issues of contemporary life that students face in today’s society" (MELS, p.2).

The pre-reading activity and the reading activity are linked to the BALs as students use language to learn about and discuss issues that are pertinent to their everyday life.
The connection with BAL is **Media Literacy** which focuses on the development of understanding of media. The educational aim of the BAL, **Media Literacy**, is to "enable students to exercise critical, ethical and aesthetic judgment with respect to the media, and to produce media documents that respect individual and collective rights. The ESL competencies help students form opinions as they examine, respond to and produce media texts" (MELS, p.2).

**Related Content**

**According to the MELS program (MELS, p.20)**

**Language Repertoire** - The teacher . . .
- Makes suggestions for functional language and vocabulary.
- Explicitly teaches grammar, intonation and pronunciation through proactive teaching.

**Strategies (Cognitive/Communication/Social/Affective)** - The teacher . . .
- models how to use and manage cognitive strategies
- elicits or reminds students how to use and manage communication and social/affective strategies

**Strategies**

Strategies suggested by the teacher help students to be more aware of the skills they use when learning something new. Strategies provided are suggestions and students are encouraged to choose their own strategies.

To carry out these pre-reading and reading activities the teacher has to elicit or remind students how to use and manage **communication** and **social/affective strategies**.

- Delay speaking (buying time to think out a response).
- Asking for help or clarification (requesting assistance, repetition or precision).
- Circumlocution (making up for the lack of a precise word or expression).
- Self-monitoring (questioning the pronunciation of new words read or heard, using and selecting the appropriate strategies, checking and adjusting one’s ongoing performance).
- Predicting (foretelling based on prior knowledge, topic, task at hand, title, pictures, glancing through a text).
- Inferring (making intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual clues, intonation, patterns).
- Practice (repeating, rehearsing, regrouping, integrating and assimilating key functional language expressions).
- Resourcing (making use of human and material resources: word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology).
- Scanning (looking for specific information in a text).
- Cooperation (working together, learning together, helping each other).
- Risk-taking (daring to speak English only, experimenting with known language, attempting to integrate new language).
- Accepting not being able to understand everything heard or read.
- Self-evaluation (reflection on what has been learned).
**PRE-READING ACTIVITY - "Charlie and the Great Glass Elevator"**

<table>
<thead>
<tr>
<th><strong>PRE-READING ACTIVITY :: PROCEDURE</strong></th>
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<tbody>
<tr>
<td>1. Photocopy and enlarge the pictures of the different book covers provided, for this pre-activity.</td>
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<tr>
<td>2. Hang the pictures on the blackboard.</td>
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<tr>
<td>3. Ask students if they have read and/or have watched “Charlie and the Chocolate Factory” and which version of the movie/book it was.</td>
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<tr>
<td>4. Have students read the title of the novel and look at the pictures and make predictions. Have students spend 2 minutes writing down different words they associate with the different book covers.</td>
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<td>5. Remind students about strategies they can use while carrying out this pre-reading activity (<em>communication and social/affective strategies</em>).</td>
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<tr>
<td>6. Tell students that we will use those words to predict what will be the content of the novel.</td>
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<tr>
<td>7. Have students share (<em>RoundRobin Structure</em>) ideas with partner(s) and discuss those (2 minutes).</td>
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<td>8. Ask students to stop their <em>sharing</em> and lead the group discussion.</td>
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<tr>
<td>9. Have students share with the class their predictions (words they have written down). At the same time, write their answers on the board using a graphic organizer (web-mapping with the central subject: <em>&quot;Charlie and the Great Glass Elevator&quot;</em>).</td>
</tr>
<tr>
<td>10. Ask students to formulate a final prediction about the content (subject) of the novel.</td>
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</tbody>
</table>
| 11. Tell the students that they will read a really good novel untitled *"Charlie and the Great Glass Elevator"* written by the same author than “Charlie and the Chocolate Factory”.  
  “Charlie and Willy Wonka are back, this time in a fantastic journey to outer space in their giant glass elevator. Roald Dahl is one of the most beloved storytellers of all time, and his books have been children's favourites for generations”. |
| 13. Provide feedbacks to students (Effective feedback always focuses on a specific behaviour, not on a person or their intentions). |
Picking right up where Charlie and the Chocolate Factory left off, Charlie and the Great Glass Elevator continues the adventures of Charlie Bucket, his family, and Willy Wonka, the eccentric candy maker. As the book begins, our heroes are shooting into the sky in a glass elevator, headed for destinations unknown. What follows is exactly the kind of high-spirited magical madness and mayhem we’ve all come to expect from Willy Wonka and his creator Roald Dahl. The American space race gets a send-up, as does the President, and Charlie’s family gets a second chance at childhood. Throw in the Vermicious Knids, Gnoolies, and Minusland and we once again witness pure genius. - Amazon.com
Response Process - Worksheets

The following worksheets are used by the teacher, as part of the Response Process. The text is divided into 6 sections; included are the worksheets of the first, second and last sections. The questions are found in the first column, the second column refers to the types of questions and the last column refers to the three different phases as referred to, in the MELS program.

*: Questions which explore the text.
**: Questions which require the students to draw on information from several sentences section, of the text, or different parts of the texts.
***: Questions which require the students to make inferences.

First Section

<table>
<thead>
<tr>
<th>Section 1: Chapters 1-2-3</th>
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<tbody>
<tr>
<td>Since when has the Space Hotel U.S.A. been in the orbit?</td>
<td>Discrete</td>
<td>*</td>
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<td>How many characters are seen in the elevator?</td>
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<tr>
<td>Describe them with the information from your book (Chapter 1).</td>
<td>From info</td>
<td>*</td>
</tr>
<tr>
<td>What does Grandma Georgina mean when she says &quot;We'll be lixivated, every one of us.&quot; (page 5).</td>
<td>Inferences</td>
<td>*</td>
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<tr>
<td>Which character do you find the most interesting? ...important? ...surprising? Explain your choices.</td>
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<td>**</td>
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<tr>
<td>What is your opinion about Charlie's trust in Mr. Wonka?</td>
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<td>**</td>
</tr>
<tr>
<td>Why do you think the author decided to mention &quot;America and Canada and Russia and Japan and India and China and Africa and England and France and Germany&quot; (page 17) when speaking about world-wide panic? Do they have something in common?</td>
<td></td>
<td>**</td>
</tr>
<tr>
<td>Using a Venn Diagram, divide some important events of Chapters 1-2-3 into three sections: Possible - I'm not sure - Impossible. Discuss your choices with a partner, come to a consensus, and then go draw you Venn Diagram on the board.</td>
<td></td>
<td>***</td>
</tr>
<tr>
<td>Using a mini-book format, illustrate what you believe Charlie and the others will encounter once they enter the Space Hotel U.S.A. in the next chapters. Make sure that at least one thing goes wrong, one goes well, and try to think of a really surprising obstacle they could encounter.</td>
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</tbody>
</table>

[Think-Pair-Share]
## Second Section

### Section 2: Chapters 8 to 14

<table>
<thead>
<tr>
<th>Exploring the text phase</th>
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<tbody>
<tr>
<td>Why are the Vermicious Knids called the terror of the Universe?</td>
<td>Discrete **</td>
</tr>
<tr>
<td>Charlie is worried about the strange and awful creatures. From which planet do they come from?</td>
<td>Discrete **</td>
</tr>
<tr>
<td>In chapter 9, the President is sending a Commuter capsule in space to meet the Space Hotel. Who is on board of the capsule?</td>
<td>Discrete **</td>
</tr>
<tr>
<td>What happens to the Commuter capsule once it enters the earth’s atmosphere?</td>
<td>Global **</td>
</tr>
<tr>
<td>Draw a mind map to represent your understanding of the Vermicious Knid. Find at least 10 words (adjectives) that describe the Knids. Illustrate it as well. Chapter 8</td>
<td>Global **</td>
</tr>
<tr>
<td>What is the relationship between Charlie and Mr. Wonka?</td>
<td>Inference **</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploring a personal connection with the text phase</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How would you react if your parents could take the Wonka-Vite and become 20 years younger?</td>
<td>**</td>
</tr>
<tr>
<td>Would you be afraid of never returning to earth if you were caught like the astronauts in a Capsule and attacked by squadrons of Knids?</td>
<td>**</td>
</tr>
<tr>
<td>Explore the feeling of terror experienced by the people on The Great Elevator as they are about to be hooked up by a long chain of Vermicious Knids. In teams of 6, perform the reading of the selected passage on pages 80 and 81.</td>
<td>**</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalizing beyond the text</th>
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</thead>
<tbody>
<tr>
<td>Many people want to reverse aging. In the media and in everyday life, there are many advertisements promoting youthfulness or eternal youth. Look for such advertisement, cut them out or print them. Build a collage that would reflect people’s desire to remain young.</td>
<td>***</td>
</tr>
<tr>
<td>Exploring the text phase</td>
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<td>----------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| How old was Grandma Georgina when she became the oldest person in the world? (Chapter 18) | Discrete *
| How did Willy Wonka figure out the number of Wonka-Vites he needed to give Grandma Georgina, to have her grow older? (Chapter 18) | Global *
| Who do we know for sure will be attending the party at the White House? (Chapter 20) | Global *
| What is the one thing Grandpa George did as a baby, that Grandma Georgina did not like? (Chapter 19) | Discrete *
| Explain what is the difference between Wonka-Vite and Vita-Wonk. (Chapter 19) | Global *

<table>
<thead>
<tr>
<th>Exploring a personal connection with the text phase</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>According to you, why did Grandpa Joe decided to bring his wife back to the same age she was before? (Chapter 19)</td>
<td>**</td>
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</table>

<table>
<thead>
<tr>
<th>Generalizing beyond the text</th>
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<tbody>
<tr>
<td>What is the Mayflower? (Chapter18)</td>
<td>***</td>
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<tr>
<td>How would you respond to the President’s invitation letter? Write your own response letter. (Chapter 20)</td>
<td>***</td>
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<tr>
<td>Individually, write a short paragraph in which you predict what will happen during the party at the White House. (Chapter 20)</td>
<td>***</td>
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<tr>
<td>Be prepared to share your idea with your teammates [RoundRobin]</td>
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</tbody>
</table>
Response Process (Exploring the text with others) – Cooperative Learning Structure

First Section

**Section 1: Chapters 1-2-3**

Using a Venn Diagram, divide some important events of Chapters 1-2-3 into three sections: Possible - I'm not sure - Impossible. Discuss your choices with a partner, come to a consensus, and then go draw Venn Diagram on the board.

[Think-Pair-Share]

![Venn Diagram]

Last Section

**Section 3: Chapters 18-19-20**

Individually, write a short paragraph in which you predict what will happen during the party at the White House. (Chapter 20)

Be prepared to share your idea with your teammates [RoundRobin]
# Planning :: Response Process – Literature Circles

**EESL Secondary Cycle One, Year Two**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TASK</th>
<th>SUGGESTED TIME (minutes)</th>
<th>MATERIAL</th>
<th>PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training</td>
<td>30</td>
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<tr>
<td></td>
<td>Pre-reading activity</td>
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<td>20 minutes: Familiarize students with Literature Circles</td>
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<td>10 minutes : Pre-reading activity:</td>
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<td></td>
<td>• Present different book covers (PPT or WBD)</td>
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<td></td>
<td>• Present novel, author, and other information</td>
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<td>2</td>
<td>Section 1</td>
<td>60</td>
<td>Book</td>
<td></td>
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<td></td>
<td>Chapters 1-3</td>
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<td></td>
<td>Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td></td>
<td>20 minutes : Discussion in groups</td>
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<td>5 minutes: Reflection Form</td>
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<td>30 minutes: Preparation for next session</td>
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<td>• Time allowed for each student -individually- to read and/or complete their respective role sheet.</td>
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<td>3</td>
<td>Section 2</td>
<td>60</td>
<td>Book</td>
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<td>Chapters 4-7</td>
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<td>Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td>20 minutes : Discussion in groups</td>
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<td>5 minutes: Reflection Form</td>
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<td>30 minutes : Graphic organizer (individual); select one chapter, event or scene</td>
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<td>4</td>
<td>Section 3</td>
<td>60</td>
<td>Book</td>
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<td>Chapters 8-10</td>
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<td>Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td>20 minutes : Discussion in groups</td>
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<td>5 minutes: Reflection Form</td>
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<td>30 minutes: Formula poem</td>
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<td>5</td>
<td>Section 4</td>
<td>60</td>
<td>Book</td>
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<td>Chapters 11-15</td>
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<td>Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td>20 minutes : Discussion in groups</td>
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<td>5 minutes: Reflection Form</td>
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<td>30 minutes: Preparation for next session</td>
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<td>• Time allowed for each student -individually- to read and/or complete their respective role sheet.</td>
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<td>6</td>
<td>Section 5</td>
<td>60</td>
<td>Book</td>
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<td>Chapters 15-17</td>
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<td>Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td>20 minutes : Discussion in groups</td>
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<td>5 minutes: Reflection Form</td>
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<td>30 minutes : Reader’s Theater; read &amp; perform a passage of particular significance</td>
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<td>7</td>
<td>Section 6</td>
<td>60</td>
<td>Book</td>
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<td>Chapters 18-20</td>
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<td>Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td>5 minutes: Reflection Form</td>
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<td>30 minutes: Preparation for next session : Presentation of the non-fictional reading, brief explanation of spacewalks, distribution of handouts, allow reading time.</td>
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<td>8</td>
<td>Non fictional Reading &amp; Preparation Time for Body Biography</td>
<td>60</td>
<td>Hand-outs:</td>
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<td>-Non fictional text</td>
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<td>-Role Sheet</td>
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<td>5 minutes: Bell work</td>
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<td>20 minutes : Discussion in groups about the non-fictional reading (selected by teacher)</td>
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<td>5 minutes: Reflection Form</td>
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<td></td>
<td>Living in space: spacewalks</td>
<td><a href="http://www.esa.int/esaKIDSen/SEM2GO6TLPG_LifeinSpace_0.html">http://www.esa.int/esaKIDSen/SEM2GO6TLPG_LifeinSpace_0.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non fiction role sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30 minutes : Preparation for up-coming Body-biography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Select a character</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Involve the students in the analysis of a character from the book. ( Strategy: note taking, brain storm, mind map)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Body Biography</td>
<td>75</td>
<td>-Wrapping paper,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>coloring pencils</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Digital camera</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 minutes: Bell work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 minutes: Explanations of the Body Biography, show examples (PPT or WBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50 minutes : Team work on body biographies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 minutes: Allow Time for digital pictures to be posted on the course portal.</td>
<td></td>
</tr>
</tbody>
</table>

Total: 9 periods

The model school’s schedule: EESL Sec II: 4 periods of 75 minutes per 10-day cycle.

This literary circle is thus planned to cover a little more than a 2-cycle span (to be spread out over a 2-cycle period).

This schedule implies that the reading of the book and the discussions sessions will take place over
## Literature Circle :: Role Sheets

### FICTION : QUIZ MASTER

**Response Process : Exploring the text**

<table>
<thead>
<tr>
<th>Role: Ask FACT questions about your book/text.</th>
<th>MY QUESTIONS</th>
<th>MY ANSWERS (NOTES)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes/no</strong></td>
<td>Yes/no</td>
<td></td>
</tr>
<tr>
<td>Did Mr. Wonka tell Charlie that the whole gigantic fabulous Chocolate Factory was his (p.1)?</td>
<td>Yes, he did. / No, he didn't</td>
<td></td>
</tr>
<tr>
<td><strong>Wh- questions</strong></td>
<td>Wh- questions</td>
<td></td>
</tr>
<tr>
<td>- What is Charlie’s family name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ Charlie’s family name is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- How many passengers were in the Great Glass Elevator (p.1)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What happens if the “Elevator” goes too high (p.7)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Which country had successfully launched its first Space Hotel (p.10)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Who is Miss Tibbs (p.25)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Who were the awful creatures in the Space Hotel (p.53)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Why did grandma Georgina have to take “Wonk-Vite” (p.115)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Useful language

- OK, here’s my next question.  
- OK, this question is for you...  
- Who can answer this question?  
- Do you want to try again?  
- Great! You got it!  
- Perfect!  
- You’ve got a good memory! Wow!  
- Fantastic!  
- Can you elaborate?  
- No, not really!  
- Sorry! Dead wrong!  
- No/ Nope!  
- You’re close. Almost!  

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Adapted by: Caroline Matte
### SCENE PRESENTER

**Response Process:** Generalizing beyond the text/Creative Action Phase

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book/text:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Role:** Draw a picture of a scene from your story. You do not need to be a great artist. You can use stick drawings. However, make sure:

1. You read carefully and include everything that is important
2. You label the drawing with a few key vocabulary words from the story

If you wish, you can color your drawing.

**MY SCENE**

Draw your scene in the space below. Label it.

When you present to your team, show your picture and ask questions like these:

- Can you tell me which scene this is?
- Try to describe what you see.
- Do you remember what happened here?
- Why do you think I chose this scene?

Tell your team mates why you chose this scene.

---

**Useful language**

- OK, so here’s my drawing. As you can see, I’m a great artist!
- OK. So look at the picture. Think of the story. What does it make you think of? What comes to mind?
- OK, so here’s my drawing/artwork. Isn’t it superb? Beautiful?
- Pretty neat, eh?

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Adapted by: Caroline Matte
## Task 2: Literature Circles

**FICTION: WORD WIZARD**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book/text:</td>
<td></td>
</tr>
</tbody>
</table>

**Role:** Identify 5 words in the story that are new to you. Choose words that seem to be important to understand the story. Do as follows:

1. Complete the chart below.
2. When you present to your team, for each word:
   - tell the team what the word is
   - read the sentence from the story, where you found the word in
   - ask the team if anyone knows what the word means
   - explain what the word means
   - read the sentence you wrote to illustrate the meaning
3. Ask team members to make up sentences to show they understand the meaning of the words you explained.

<table>
<thead>
<tr>
<th>Word from story</th>
<th>Meaning from dictionary</th>
<th>Sentence from story + page number</th>
<th>My sentence to show I understand the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecstatic /ek'stætik/</td>
<td>excited; very happy</td>
<td>“I’m ecstatic!” he cried, jumping up and down (p.98).</td>
<td>I was ecstatic when I heard I won 1 million dollars.</td>
</tr>
</tbody>
</table>

**Useful language**

- Ok, here’s my first/second/third/fourth/fifth word.
- Here’s the sentence I found it in. Please listen.
- Here’s the sentence I wrote. Do you think it’s ok?

- Does anybody know what this word means? What does it mean?
- Can you guess the meaning from the context of the sentence?
- Could you make up a sentence for the word ‘x’?
- Can anybody explain a word they learned?

- Good. Yeah, that’s it! Right on!
- No, that’s not the right meaning!

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**FICTION : OPINION PROBER**

Response Process : Generalizing beyond the text/Creative Action Phase

<table>
<thead>
<tr>
<th>Role: Ask OPINION questions about your book/text. Examples:</th>
<th>MY QUESTIONS</th>
<th>MY OPINION (NOTES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Who was your favourite character? Why?</td>
<td>Ask your questions to your team mates. Give your opinion last.</td>
<td></td>
</tr>
<tr>
<td>- Would you be afraid of Knids?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Yes. Of course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No. Never.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maybe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What was your favourite part of the story? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Would you rather be minus two years old or 350 years old?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What do you think will happen at the party in the White House?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Useful language**

- Ok, here is my next question.  
- Whose turn is it to answer?  
- What do you think Mathieu?  
- In my opinion... 
- I think that... 
- I agree/ disagree that...  
- Yes, for sure 
- Of course! 
- I don’t think so. 
- That is nonsense.

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Adapted by: Catherine Faber
| Role: Write an ACROSSIC poem about one of the characters in the story or a place that is mentioned there. Remember: the first letter of each line of the acrostic spells out the name of the character or place. Example: |
| Charlie |
| Chocolate is his favourite. How wonderful it is to have Willy Wonka as a friend, And to have his family with him. Restless and always up for fun, Lovable, funny, adventurous, and caring. Interesting, curious and happy. Ends up being invited to the White House. |
| MY POEM |
| Write your poem in the space below. |
| How to proceed when you present: Give the title Read your poem aloud Ask the group if it described the character or place. Ask the group what things they would have included in it. |

Useful language

- OK, here is my poem. It is about a character/place. -Do you think I gave a good description of the character?
-What did you like best about my poem? -What things would you have included in it?

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Adapted by: Catherine Faber
# Charlie and the Great Glass Elevator

## Task 2: Literature Circles

<table>
<thead>
<tr>
<th>FICTION: QUOTE MASTER</th>
<th>Response Process: Generalizing beyond the text/Creative Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Book/text:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Role:</strong> Identify 2 or more passages from the text that you find interesting. Discuss them with your team mates. Complete the chart below.</td>
<td></td>
</tr>
</tbody>
</table>

**Write your quotes in the space below; include the page number.**

Remember to put the parts quoted in quotation marks followed by the page number in parentheses:

'xxxxxxxxxxxxxxxxxxxx' (page x)

**Explain why you find your quotes interesting. What do they make you think of? Why?**

When you present to your team, proceed as follows for each quote:

- read your quote.
- Ask your team mates what it reminds them of.
- Tell your team mates why you chose the quote.

### Useful language

- OK, here is my quote. I hope you like it.
- Does everybody understand?
- And how about you? What did you think about it?

- I chose this quote because...
- I thought this was an interesting quote because...

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Adapted by: Catherine Faber
Spacewalks

Imagine walking in space and flying around the Earth at more than 27,000 km/h! This is what hundreds of spacewalkers have experienced in the last 50 years. Spacewalks (officially known as Extravehicular Activity or EVA) are an essential part of working in space. They are used to install new equipment and experiments, and to carry out repairs. Almost 1,000 hours of spacewalks have been needed to build and maintain the International Space Station since 1998.

Spacewalkers wear protective suits when they enter the airless vacuum of space. These suits have many different layers which keep the wearers at the right temperature, enable them to breathe, and protect them from harmful radiation. The oxygen pressure inside the suits is lower than in the Space Station. As a result, astronauts have to spend about four hours breathing oxygen inside an airlock before they can step outside.

There are two different pressure suits stored on the ISS. The American suit has two sections: a hard upper torso and a flexible lower torso. These sections connect at the waist. The astronaut’s legs are pushed into the trousers, then the arms and upper body are placed in the upper section. The Russian suit has a hard upper section with a back door which also houses the life support system. This makes it easier to put on single-handed. Both suits have separate gloves and helmets.

Spacewalkers are often carried from place to place on the end of a robotic arm. There are also special hand rails to help them move around. To stop them floating away and being lost in space, they are connected to the Station by thin cords. Spacewalks can last for many hours. The record is held by Susan Helms and James Voss, who spent nearly 9 hours in space in March 2001.

Source: [http://www.esa.int/esaKIDSen/SEM2GO6TLPG_LifeinSpace_1.html](http://www.esa.int/esaKIDSen/SEM2GO6TLPG_LifeinSpace_1.html)
**Literature Circle :: NONFICTION Role Sheets**

**NONFICTION : PASSAGE MASTER**

**Name:**                                                                 **Date:**

**Book/text:**   Spacewalks

**Role:** Your job is to locate a few special sections of the reading that the group should look back on. The idea is to help people notice the most interesting, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth reviewing and then jot down plans for how they should be shared with the group. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

<table>
<thead>
<tr>
<th>Page No. &amp; Paragraph</th>
<th>Reason for Picking</th>
<th>Plan for Discussion</th>
</tr>
</thead>
</table>
| “Imagine walking in space and flying around the Earth at more than 27,000 km/h” – 1st par. | I chose this passage because I was surprised at the speed that the astronauts were flying around the Earth. | Ask teammates to read the selected quote.  
Ask one team member to read again aloud.  
Start the discussion with the help of the “useful language”. |

**Useful language**

- OK, here’s an interesting passage.  
- OK, can you read this sentence please?  
- Who can elaborate on this?  
- I chose this passage because...  
- I thought this was interesting because...

- Ok does everybody understand?  
- Do you think the same thing?  
- What did you guys thin about this?  
- That’s neat!  
- That’s interesting!

© 2007 by Susan Parks                                      Adapted by: Caroline Matte
**VOCABULARY ENRICHER**

**Name:**

**Date:**

**Book/text:** Spacewalks

**Role:** Your job is to be on the lookout for a few especially important words—new, interesting, important, puzzling, or unfamiliar words—words that members of the group need to notice and understand. Mark some of these key words while you are reading, and then later jot down their definitions, either from the text or from a dictionary or other source. In the group, help members find and discuss these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Page number and Paragraph</th>
<th>Definition</th>
<th>Plan for Discussion</th>
</tr>
</thead>
</table>
| Layers | Page one, second paragraph | (Noun, count.)
- an amount of something that is spread over an area
- a covering piece of material or a part that lies over or under another | - Do you understand the definition?  
- Create a sentence using this word. |

**Useful language**

- The word I find important is...
- Have you heard this word before?
- I chose this word because...
- This word is puzzling because...

- In which paragraph can I find the word?
- Can you repeat where you found the word?

- That’s a clear definition
- That’s interesting!
- Now I understand the word.

- I don’t understand the definition.
- It’s your turn to come up with a sentence.
- My sentence is: ‘...’

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Adapted by: Catherine Faber
**NONFICTION : CONNECTOR**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Book/text:** Spacewalks

**Role:** Your job is to find connections between the material your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to stories in the news, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this material and other writings on the same topic, or by the same author. There are no right answers here- whatever the reading connects you with is worth sharing!

**Some connections I found between this reading and other people, places, events, authors...**

Julie Payette is a well-known astronaut from Quebec. She participated in two space missions. She has never left the aircraft. She operated the robotic arm that carried the material and the spacewalkers.

![Spacewalk](image)

**Useful website:** List of spacewalks since 2000

**Useful language**

- OK, so here’s my first link.
- OK, so here’s one thing I thought about...
- I thought this was an interesting connection because.....
- Do you know that ......
- What connection did you find?
- Tell us about it.
- Where did you find that connection?
- That’s neat!
- That’s interesting!

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Adapted by: Hélène Jobidon
**NONFICTION : QUESTIONER**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Book/text: Spacewalks**

**Role:** Your job is to write down a few questions that you had about this selection. What were you wondering about while you were reading? Did you have question about what was being described? What a word meant? Why the author used a certain style? How things fit together? What the whole thing meant? Just try to notice what questions popped into your mind while you read, and hot them down, either while you read of after you've finished.

**Questions I had about this reading:**

What does the author mean by "the airless vacuum of space"?

**Answers I believe to be adequate + How you found this answers:**

When discussing with my teammate Joey, we came to the conclusion that "the airless vacuum of space" is a way of describing outer space as a place with no air and with the capacity of pushing you into an orbit.

When you finish, you can compare with others in order to validate your research and conclusions.

**Useful language**

- What does [WORD] mean?
- What do you think [WORD] means?
- What is the definition of [WORD]?
- I believe it means [DEFINITION].
- It means [DEFINITION].
- It could mean [DEFINITION] because of [CONTEXT].
- Of course!
- I don't think so.
- That is possible.

- What is the relation between [X] and [Y]?
- Why did the author choose to put [CONTENT] in this book/text?
- [X] is related to [Y] because of [FACTS].
- The author must have/probably/could have chosen to include [CONTENT] because [ARGUMENT].
- Good observation!
- That's true.
- I disagree.

- When reading, I [THOUGHTS].
- The text made me wonder if [DOUBTS/QUESTIONS/REALITY].
- You make a good point.
- That is quite interesting.
- I thought the same thing.
- I'm glad to see we agree.
- I'm glad to hear another opinion.

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Adapted by: Natalie Gagnon
### Reflection :: Response Process – Literature Circles (Self-Evaluation)

Form which focuses on points relevant to the literature circle activity (C1 and C2 evaluation criteria).

<table>
<thead>
<tr>
<th></th>
<th>Outstanding! (10-9-8)</th>
<th>It's a Good Start. (7-6-5)</th>
<th>I Can Do Better... (4-3-2-1-0)</th>
<th>/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed Reading</strong></td>
<td>I read it all, I had time to re-read if necessary, and make sure I understood.</td>
<td>I read it all, but didn't take the time to check it over.</td>
<td>I chose to wait until the last minute; I have not completed the reading, and cannot understand.</td>
<td></td>
</tr>
<tr>
<td><strong>Completed Role</strong></td>
<td>I did the best I could, I included new ideas and interesting aspects.</td>
<td>I completed my role however, I could have provided a deeper insight.</td>
<td>I did not entirely accomplish this task. I should have done it sooner.</td>
<td></td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
<td>I shared my ideas with the class, while respecting the rules of turn-taking.</td>
<td>I shared my ideas however, I sometimes spoke when it was inappropriate.</td>
<td>I did not participate with the others; I chose to keep to myself.</td>
<td></td>
</tr>
<tr>
<td><strong>Passive Participation</strong></td>
<td>I did all my work when required and waited for the active participation cue to interact.</td>
<td>I kept to myself most of the time however, I did interact when individual tasks were assigned.</td>
<td>I chose not to do what was asked, and bothered others as they were working.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Perspective</strong></td>
<td>I was a good teammate; I respected the others and offered a new point of view.</td>
<td>I was a good teammate most of the time however, I sometimes relied on others.</td>
<td>I did not help my team, I sometimes forgot important tasks which caused them trouble.</td>
<td></td>
</tr>
</tbody>
</table>

**Total: /50**

**Comments and future goals:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
There were so many things and dimensions and there was so much hidden happiness, waiting around in the air. It made him feel a sense...

WONKA

WORRIES = NONE
OMPA LOOMPAS
NEW ADVENTURES
NIDS = ENEMIES
BSURD!
## Task 3: Body Biography

**Body Biography :: Instructions for Body Biography Presentation**

**Cycle:** Secondary II ESL Language Arts/enriched ESL  
**Time:** 10 minutes

- Plan an overall ±10 minute presentation;
- Separate the presentation in equal parts in order to achieve the same speech-time;
- Make sure your body biography poster is complete and capable of holding on the wall;
- Make sure to discuss each one of your chosen suggestion points;

  - **Placement** - Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his/her life. The hands might refer to actions or accomplishments of the character.
  - **Spine** - Actors often discuss a character's "spine." This is his/her objective within the work. What is the most important goal for your character? What drives his/her thought and actions? The answers to these questions are his/her "spine." How can you illustrate it?
  - **Virtues and Vices** - What are your character's most admirable qualities? His/her worst? How can you make us visualize them?
  - **Color** - Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?
  - **Symbols** - What objects can you associate with your character that illustrates his/her essence? Are their objectives mentioned within the work itself that you could use? If not, choose objects that especially seem to correspond with the character.
  - **Formula Poems** - These are fast, but effective "recipes" for producing a text because they are designed to reveal much about a character.
  - **Mirror, Mirror** - Consider both how your character appears to others on the surface and what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character? How can you illustrate this mirror image?
  - **Changes** - How has your character changed within the work? Trace these changes within your text and/or artwork.  

- For each suggestion point, indicate (by pointing or showing) where this is illustrated;
- For each suggestion point, indicate what it represents and why you chose this specific aspect;
- Explain other chosen aspects that were included in your body biography;
- Explain why you chose these new aspects were important and relevant;

**Be creative!** (Come in class disguised as your characters - Act out short important parts - Etc.)
### Charlie and the Great Glass Elevator

**Task 3: Body Biography**

Name: _______________________

Team:______

Date: _________________________

---

**Body Biography Project**

**Evaluation for C1 - Rubric (one per student)**

**Evaluation for C1: Interact Orally in English**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Acceptable but needs improvement</td>
<td>Does not meet expectations</td>
<td>Serious difficulties or incomplete</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria: Participation and Content of the message**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Participates actively in the group work and in the team’s presentation of the body biography. Expresses coherent and pertinent messages about the character or some events in the novel. Makes interesting and clear links with the visual elements of the drawing. Explains and answers questions with interest.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Participates in the group work and in the team's presentation. Expresses pertinent and generally coherent messages about the character or some events in the novel. Makes links with the visual elements of the drawing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Participates in the team's presentation. Expresses somewhat coherent messages but, even with support, has difficulty presenting elements of the character or novel. Expresses messages that may need some interpretation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Limited participation in the group work and in the team's presentation. Most sentences are incoherent and lack pertinence to the topic.</td>
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<td>E</td>
<td>Little or no willingness to participate in group work and in the team's presentation. Expresses incomplete and incoherent messages or student does not speak at all.</td>
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**Criteria: Articulation of the message**

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<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>A</td>
<td>Uses functional language fluently when telling about the character or events in the novel, and is easily understood. Speech flows and often contains complex sentence structures and idiomatic expressions.</td>
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<td>B</td>
<td>Uses functional language with some accuracy when telling about the character or events in the novel. Speaks with a certain degree of confidence. Makes some errors (grammar, pronunciation), but is easily understood.</td>
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<td>C</td>
<td>Uses functional language correctly, but makes errors (grammar, pronunciation, sentence structures, etc.) . Gets messages across by persevering when unsure.</td>
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<tr>
<td>D</td>
<td>Makes serious errors that impede understanding. Message would not be understood by a native speaker.</td>
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<tr>
<td>E</td>
<td>Does not use any functional language. Uses isolated words or does not speak at all.</td>
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<tr>
<td>Evaluation Grid</td>
<td>Body Biography Project</td>
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<td></td>
<td>C1: Interacts Orally in English</td>
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<tr>
<td><strong>Group:</strong></td>
<td>Participation</td>
<td>Content of the message</td>
<td>Articulation of the message</td>
<td><strong>Scale</strong></td>
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<tr>
<td>_________</td>
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<td></td>
<td><strong>A</strong>: Exceeds expectation <strong>B</strong>: Meets expectations <strong>C</strong>: Acceptable but needs improvement <strong>D</strong>: Does not meet expectations <strong>E</strong>: serious difficulties or incomplete.</td>
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<td><strong>Date:</strong></td>
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<td><strong>Comments:</strong></td>
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</table>
**Body Biography Project**

**Evaluation for C2 - Rubric (One per team)**

<table>
<thead>
<tr>
<th>Evaluation for C2: Reinvests understanding of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Exceeds expectations</td>
</tr>
</tbody>
</table>

**Criteria: Evidence of understanding of texts**

| **A** | Demonstrates in-depth exploration of the text in team. Demonstrates a real grasp of the author’s messages on all levels. Read the chapters and take into account the internal and external features of the text. Expresses ideas or opinions that go beyond the text. |
| **B** | Demonstrates an accurate exploration of the text. Demonstrates an understanding of the global message and of the different features. |
| **C** | Demonstrates some inaccurate understanding of character, events or meaning. |
| **D** | Demonstrates little evidence of understanding of text. Most features are not developed in depth. |
| **E** | Demonstrate no evidence of understanding of text. |

**Criteria: Uses of knowledge from texts in a reinvestment task**

| **A** | Selects, organizes and adapts significant features from the text and integrates them in the body biography. Includes all components related to the selected character: illustration of his spine, visual symbol, three important quotes, a formula poem, vices and virtues, etc. Presents an attractive, aesthetically appealing, colorful presentation of the character traits and actions, as well as of main elements connected to the story. Final product is free of errors. |
| **B** | Every features are presented in the body biography. Some original creativity is shown; however the connections could have been developed further. Only a few errors are found. |
| **C** | Features are presented, however not creatively. Some components are missing. |
| **D** | Most components are missing. Relationships between the body biography and the text are not clear. |
| **E** | Very incomplete reinvestment task, unfinished, or not done at all. Unattractive, and contains many errors. |
**REINVESTMENT TASK JIGSAW + WEBQUEST: NASA Connections to Everyday Life**

**Cycle:** Secondary II ESL Language Arts/enriched ESL.  
**Time:** 45 minutes

**Competency link:**  
- ESL Competency 1 (Interacts orally in English)  
- ESL Competency 2 (Reinvests understanding of text)

**Connection with the MELS PROGRAM**

**ESL Competencies: C1 & C2**  
In this activity, students will use the features of texts to help them understand the general meaning of messages to develop C2. They will also participate in oral interaction to develop C1.

**Broad Areas of Learning (BAL)** reflects contemporary life that students face in today’s society. BALs help students to connect what they learn with situations beyond the classroom. This webquest focuses on the following BALs: *citizenship and community life, media literacy and environmental awareness and consumer rights and responsibilities.*

**Cross Curricular Competencies** are common to all subjects and are to be developed within the context of each subject matter. This activity focuses on helping the students develop and use Intellectual and Methodological Cross-Curricular “Uses information and communications technologies”. It also develops personal and social Cross-Curricular “Cooperates with others” and communication related Cross-Curricular “To communicate appropriately”.

**Strategies** assist students in their learning. Through this webquest (jigsaw) activity, students will use different communication and social/affective strategies to help them communicate their ideas and findings to their teammates. Students will also use reading strategies to help them understand what they read.

**Material**  
- Internet Access (http://www.carolinematte.net/webquest2)  
- Data Collection Sheets (x4)  
- Mission Report  
- Evaluation Grid for C2

**Classroom set-up**  
Jigsaw Group (Teams of 4).

**Setting the scene**  
Project designed for ESL students, Sec.2, ESL Language Arts/enriched ESL.  
Reinvestment task related to the novel *Charlie and the Great Glass Elevator*.

The purpose of Jigsaw is shared learning. Members of a group become “experts” in a particular area of a mutual pursuit and share their learning with the other group members.
**Structure for this webquest: Within Team Jigsaw**
Each member of a team works independently to master a portion of a topic and complete a task. When each team member has completed their task as planned, they group back together to share the new knowledge and complete their team worksheet.

**Webquest Summary**
You have been selected for your first space mission and you will join a crew to gather information about the National Aeronautics and Space Administration (NASA) scientific goals and findings. As you may know, our solar system is like a small continent in our galaxy which, in turn, is a tiny island in the Universe. Through this space travel you will learn different facts about space, space mission, planets, Universe and much more. You will have to complete a mission report. The data collected and your mission report will help researchers to increase their understanding of our solar system, galaxy, and Universe.

Be ready, you will shortly begin an exciting exploration of the Universe.

<table>
<thead>
<tr>
<th>Teacher...</th>
<th>Students...</th>
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<tbody>
<tr>
<td>1. Read the webquest summary, the task description and the procedures with students.</td>
<td>1. Look at the webquest summary, the task and the procedures.</td>
</tr>
<tr>
<td>2. Review the features of text with the class (Internal features and External feature, MELS p. 54).</td>
<td>2. Review the features of text (Internal features and External feature).</td>
</tr>
<tr>
<td>4. Remind students about the jigsaw structure.</td>
<td>4. Before you begin your space mission, your MISSION CONTROLLER (your teacher) will assign you to a crew (4 students).</td>
</tr>
<tr>
<td>5. Form jigsaw group (teams of 4).</td>
<td>5. Group with your team and choose one of the 4 roles assigned to your crew.</td>
</tr>
<tr>
<td>6. Explain to students that each member has to complete a Data Collection Sheet (the Data Collection Sheets have to be completed at home). Remind students that they will have to group with their jigsaw group the following class to complete the Mission Report together. Point out that without the contribution of each team member the Mission...</td>
<td>6. Decide which Data Collection Sheet each crew member will be responsible.</td>
</tr>
<tr>
<td>7. Download and print out your Data Collection Sheet. Remember that one member should be in charge of downloading and printing ONE...</td>
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</table>
7. Skim through the Mission Report and the Data Collection Sheets with students. Explain to students that each team member has to contribute to answer the “Big Question” at the end of the Mission Report.

8. Discuss the evaluation criteria with the students.

9. Give students 5 minutes to share the workload.

The following class...

1. Ask students to group with their crew.

2. Remind students that at the end of the class they have to hand in ALL documents.

3. Explain to students that they will have 40 minutes to share information and complete their Mission Report.

4. Evaluate students according to the evaluation criteria for C1 and C2. An evaluation grid for C2 is also available online (webquest).

5. Report cannot be properly completed.

8. Do the following to help you complete your Data Collection Sheet:

   a. Read through the set of questions before you begin your Internet research.

   b. While you read, look at the different features of the text (titles, subtitles, dates, visuals, etc) and decide what the mean message of each text is.

   c. Think about the main idea of each text and take notes.

   d. Answer the questions on the Data Collection Sheet that you are in charge of by using complete sentences.

   e. Before you meet with your crew, do not forget to practise how you will present your data to your teammates. Use a clear, loud voice and make eye contacts.

The following class...

1. Group with your crew and share the information you've collected during your space mission.


3. Hand in all your work for evaluation.
Charlie and the Great Glass Elevator | Task 4: Reinvestment Tasks

Congratulations! You have been selected for your first space mission and you will have a chance to gather information from the National Aeronautics and Space Administration (NASA) aerodynamic experts and engineers. As you may know, our solar system is like a small continent in our galaxy, which in turn, is a tiny island in the universe. Through this space travel you will learn different facts about space travel vehicles, planets, satellites, and much more. You will have to complete a mission report.

The data collected and your mission report will help researchers to increase their understanding of our solar system, galaxy, and universe.

Be ready, you will shortly begin an exciting exploration of the universe. Good luck!
**WebQuest**

**NASA Connections to Everyday Life**

**Evaluation Grid for C2: Reinvests Understanding of Texts**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Evidence of understanding of texts</td>
<td>☐ Student uses the response process and text features with ease to complete the DATA COLLECTION SHEET and the MISSION REPORT. Contributes to the team understands of the texts.</td>
<td>☐ Student uses the response process to understand the texts. With support, student completes the DATA COLLECTION SHEET and the MISSION REPORT correctly and contributes to the team discussion.</td>
<td>☐ Student needs support to construct meaning of the texts and complete the DATA COLLECTION SHEET and the MISSION REPORT. Contributes some information to the team discussion.</td>
<td>☐ Student needs a lot of support to construct meaning of the texts. Even with help, the student has difficulty completing the DATA COLLECTION SHEET and the MISSION REPORT. Contributes very little information to the discussion.</td>
<td>☐ Student does not use the response process and does not understand the texts. Student does not complete the DATA COLLECTION SHEET and the MISSION REPORT. AND/OR student does not participate in the discussion.</td>
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<tr>
<td>Use of knowledge from texts in a reinvestment task</td>
<td>☐ Student reinvests and adapts pertinent information and language from the texts easily when discussing within is jigsaw group.</td>
<td>☐ Student needs some support to reinvest and adapt information and language from the texts when discussing within is jigsaw group.</td>
<td>☐ Student needs prompting and support, and has difficulty reinvesting information and language from the texts when discussing within is jigsaw group.</td>
<td>☐ Student has difficulty and, even with support, cannot reinvest much information and language from the texts when discussing within is jigsaw group.</td>
<td>☐ Student is unable to reinvest any pertinent information from the texts. AND/OR student does not participate in the discussion.</td>
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</table>
1. Create a blog: The Great Glass Elevator
Creating a blog for this project was a meaningful and stimulating task. Practicing one’s ICT skills is essential for teachers in training. Relying on the instructions jotted down in 2009, in Computer Applications course, the blog was created step by step, without outside support. All teammates were invited to become direct contributors to the blog. An attractive statistic counter and a Quiz about the novel Charlie and the Great Glass Elevator were added for the visitors on the blog The Great Glass Elevator.

2. Using blogs with secondary students
Educational blogs are designed by teachers for various objectives. Generally, blogs are seen as a great way to interact with students. Blogs will allow teachers to post assignments, remind students of due dates, give any specific or additional information that is required, and provide useful links. Furthermore, in the context of language teaching and literacy development, blogs may be used to engage students in authentic and meaningful writing tasks in the target language. Writing checklists, prompts, guidelines, rubrics are some of the tools that can be posted on the blog to help the students explore a text and initiate a response. ESL teachers in Protic, a secondary program in a Quebec school, use blogs to communicate with their students.

2A. Using resources
I have selected three blogs to provide some insight on different aspects of educational blogs.

Ten Ways To Use Your Edublog
This website will provide an overview of the possibilities offered by educational blogs. There is a two-minute video which explains briefly all general advantages for a secondary ESL teacher to use a blog. On top of sharing information and lesson plans, it facilitates online discussions and collaboration. It is an engaging way to get students to share their thoughts, reflect and provide feedback on their classmates' work. Edublog enables the teacher to manage the class blog and to co-manage the students' individual blogs.

Tech4Learning Blog: Students learning from blogging--A 21st Century Trend
In this blog post, the author Kristen Yazbek is quite convincing about the value of blogging for developing language and creative critical thinking skills. The author suggests to "start a "Friday Blog" where students can practice their writing, grammar, and creative thinking skills while enhancing their overall 21st century learning experience". Yazbek mentions that students' motivation is increased when they see their texts published on the web. Students can gain self-esteem and respect for themselves when they know that they have an audience. The outside presence of
parents and community members encourages the students to work better. Therefore, "the caliber of their work intensifies". Also, the habit of writing regularly helps them become better writers.

**Blog, blog blog blog, blog some more**, by Ms. Burton
This blog is particularly relevant for teachers who work with secondary students. Ms. Burton is an English teacher. Blogging should be an integral part of class work and her Blogging rationale explains how she aims to achieve this goal. She sets different objectives for her students (posts, comments, exercises, etc.) Her objective is to help her high school students share their work and thoughts on various topics. She provides a lengthy list of blogging topics, divided under the headlines: values prompts, creative response, and personal response. She has a literature themes section where the students will have to defend their opinion. Her class blog includes also some links to language quiz: sentences or fragments, or Identifying parts of speech. As Ms. Burton explains, it is a first experience and, for the moment, it is a class blog. Later, it will comprise individual student's blogs. The video posted on the home page illustrates some of the reinvestment tasks produced by the students, such as a Romeo and Juliet poster. The current group assignment requires the students to read The 7 Habits of Highly Effective Teens by Sean Covey and produce a 20-minute presentation on a chapter of the book.

![Ms. B. is Online VRBurton](image)

3. **A blog activity for secondary 5 students: The Opinion page.**
This fictional classroom activity is set up for secondary 5 ESL students. Let us imagine that the class blog includes many categories: Message for students, Reading report, Projects, Play with words, and The Opinion page. The latter activity is developed hereafter.

**Blog Guidelines**
Here are Blog Guidelines that could be appropriate for this class blog. It reminds students of the ethical conduct to use in blog writing. Brilliant Muskie Blog

**Blog Rules and rubric:** This link to Ms Burton's blog provides a complete rubric for student's blog post, as well a list of rules. Blog, blog blog blog, blog some more

**Voice your opinion !**
"It is not best that we should all think alike; it is a difference of opinion that makes horse races."
- Mark Twain

REINVESTMENT TASK :: Blog

Name: ________________________ Team: _______ Date: _______________

Opinion Page

Requirement for The Opinion Page:
- Create one well-developed blog post, about a 100-word entry, every week (or cycle). This post should be in response to a news article or a recent audio/video media that will be posted weekly.

Guidelines:
- Focus on one single topic.
- Develop one or two key ideas. Present your ideas clearly.
- Give interesting and informative details.
- Write a title to your post that attracts attention.
- Include a picture, an audio/video feature that is linked to your response, if appropriate, provide link to support your ideas.
- Write a first draft and put it through a web spell checker before posting your definitive opinion writing post on the class blog.
- Pay attention to word usage, word order, grammar, spelling and punctuation.

Expectations:
- Make sure your information is factual, respectful and pay attention to your grammar and spelling errors.

We are not always motivated to write about all topics, and blogging should not be forced on you. It should be a meaningful task, in which you discover your own writing and critical skills. I hope you find pleasure in sharing your opinion about most of these topics. Let's start. Voice your opinion!
Dialog Jacket

Select literature that has strong character development.
Create a Character Map for each character.

- Develop a descriptive paragraph for each character to be written on the inside of jacket.
- Create a dialog between the two characters on the inside middle panel.
- Illustrate each character on cover of jacket.

Book Reports

Resources
http://www.infoplease.com/homework/wsbookreportelem.html

Published reviews of books
"To your buttons, Charlie! You've got to help me maneuver. We're going right over the top of the Commuter Capsule and then we'll try to hack onto it somewhere and get a firm hold."

"A little nonsense now and then is relished by the wisest men."

"KIRASUKU MALIBUKU, WEEBEE WIZE UN YUBEE KUKU! ALIENDA KAKAMENDA, PANTS FOR DUN IFNO SUSPENDA! FUNIKIKA KANDERIKA, WEEBEE STRONGA YUBEE WEEKA!"

"Slowly he turned around. He looked long and hard at the three old people in the bed. They looked back at him, waiting. He kept silent a little longer, allowing their curiosity to grow."
"Charlie! shouted Mr. Wonka. "Press the button! The green one! Quick, quick, quick!"

"You don't really mean you might be able to bring her back?" cried Charlie. [...] "For mother's sake especially. Can't you see how sad she is?"

"They're going to link up, Mr. Wonka" Charlie said. "They really are! Can't we stop them? They're going to tow us away and they're going to tow the people we're towing as well."

"[...] with a fearful whirring sound the great machine leaped away to the right. [...] "Sit down, Charlie, quick, and strap yourself in tight! This journey's going to be rough and choppy"

---

Charlie and the Great Glass Elevator
Task 4: Reinvestment Tasks
Dialog Jacket

REINVESTMENT TASK BOOK REPORTS AND BEYOND :: Dialog Jacket

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<tr>
<th>INDIVIDUAL</th>
<th>PAIR</th>
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<tr>
<td>Information research:</td>
<td>Dialog Writing</td>
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<td>Individual research in order to understand the psychological depth of</td>
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<td>their characters.</td>
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<td>Character Analysis (One per student):</td>
<td>Dialog Practice</td>
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<td>With their research, students will individually describe their</td>
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<td>character.</td>
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<td><strong>Illustration (1)</strong></td>
<td><strong>Illustration (2)</strong></td>
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<td>Students will be asked to illustrate their chosen character in the</td>
<td>Students will be able</td>
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<td>appropriate place.</td>
<td>to help the other student.</td>
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</table>
### Character analysis - Dialog Jacket

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<th>Criteria</th>
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<th>E</th>
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<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>Makes links with the text and goes beyond simple understanding. / Profound knowledge of his characters.</td>
<td>Student uses response process to understand the text. / Good knowledge of his characters.</td>
<td>Student needs support to understand the text. / Knows who are the characters.</td>
<td>Even with help, student has difficulty constructing meaning of text. / Does not recall much more than names.</td>
<td>Student does not use the response process to help. / Cannot relate to any characters.</td>
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<tr>
<td>Meets Expectations</td>
<td>Use of knowledge from texts in a reinvestment task (Dialog)</td>
<td>Student clearly reinvests information from the text. / Has an excellent knowledge of the psychological depth of the character. Extremely accurate dialog.</td>
<td>Student needs some prompting to reinvest information from the text. / Very plausible dialog.</td>
<td>Student has difficulty and, even with prompting can reinvest very little information from the text. / Dialog is missing important depth.</td>
<td>Student is unable to reinvest any pertinent information from the text. / Dialog does not relate to the characters.</td>
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## REINVESTMENT TASK BOOK REPORTS AND BEYOND • Setting Pamphlet

**Time:** 75 minutes  
**Grouping:** Pairs

### Material
- White construction papers  
- Crayons and markers  
- Rulers  
- Reflection Form  
- Evaluation Rubric

### Links with MELS ESL Program
- ESL Competency 1 (Interacts orally in English)  
- ESL Competency 2 (Reinvests understanding of text)

### Cross-Curricular Competencies:
- Uses information  
- Uses creativity  
- Adopts effective work methods  
- Achieves his/her potential

### Related Content: MELS metacognitive strategy: planning

### Procedures
1. Tell the students they will be doing a setting pamphlet, relating the important settings in the book.  
2. Show an example of the final product  
3. Tell the student that they need to write a descriptive text of the setting and then illustrate it above or under the text.  
4. Tell them that they will be using both sides of the paper and that modeling will be necessary in order to fold the pamphlet accurately.  
5. Explain what the focus is: Students select four or five key settings for significant events in the book or places that had major impacts on the characters' development. Each panel of the pamphlet can represent a different setting with an illustration and short written explanation of how that setting influenced the story or affected the characters' lives. (http://litcircles.org/Extension/pamphlet.html).  
6. Remind the students that they will also be evaluated on their communicating in English all throughout the project.  
7. Pair up students in teams of two with respect to multiple intelligence strategies.  
8. Give them a few minutes to plan their pamphlet.  
9. Hand out the basic material: paper.  
10. Ask the students to work on their pamphlet throughout the whole period.  
11. Remind them to use resources when writing the texts: dictionaries, the novel, tasks they have done so far linked to that novel, the teacher, etc.  
12. Remind the students that if not completed in-class, they will need to complete it at home.
Pamphlet

Charlie and the Great Glass Elevator

By Roald Dahl

Natalie Sagon
BEALS Year 3
09-225-665
<table>
<thead>
<tr>
<th>REINVESTMENT TASK</th>
<th>Story Quilt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>75 minutes</td>
</tr>
<tr>
<td><strong>Grouping:</strong></td>
<td>Teams of four</td>
</tr>
</tbody>
</table>
| **Material** | - White construction paper  
- Coloring crayons  
- Scotch tape to stitch the final quilt  
- Reflection Form  
- Evaluation Rubric |
| **Links with MELS ESL Program** |  
- ESL Competency 1 (Interacts orally in English)  
- ESL Competency 2 (Reinvests understanding of text) |
| **Procedures** | 1. Tell the students they will be making a Story Quilt;  
2. Show an example of the final product;  
3. Ask the students to form teams of four;  
4. Ask each team to choose a chapter of the novel;  
5. Ask each team to brainstorm ideas regarding to their chapter;  
6. Tell them they need to decide on 4 aspects that are the most representative of their chapter, which will later be drawn on their quilt;  
7. Hand out the material needed: paper and pencils;  
8. Ask the students to work on their square;  
9. When they are finished, asked the student to fill in the reflection form;  
10. If needed, use the Evaluation Grid, to evaluate C2. |
Charlie and the Great Glass Elevator | Task 4: Reinvestment Tasks

Name: ___________________  Team: _____  Date: _______________________

### Story Quilt Project

**Evaluation for C2 - Rubric (Individual)**

#### Evaluation for C2: Reinvests understanding of texts

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Acceptable but needs improvement</td>
<td>Does not meet expectations</td>
<td>Serious difficulties or incomplete</td>
</tr>
</tbody>
</table>

#### Criteria: Evidence of understanding of texts

<table>
<thead>
<tr>
<th>A</th>
<th>Demonstrates in-depth exploration of the text in team. Demonstrates a real grasp of the author’s messages, on all levels. Reads the chapters and takes into account the internal and external features of the text. Expresses ideas or opinions that go beyond the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Demonstrates an accurate exploration of the text. Demonstrates an understanding of the global message and of the different features.</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates some inaccurate understanding of characters, events or meaning.</td>
</tr>
<tr>
<td>D</td>
<td>Demonstrates little evidence of understanding of text. Most features are developed.</td>
</tr>
<tr>
<td>E</td>
<td>Demonstrate no evidence of understanding the text.</td>
</tr>
</tbody>
</table>

#### Criteria: Uses of knowledge from texts in a reinvestment task

<table>
<thead>
<tr>
<th>A</th>
<th>Selects, organizes and adapts significant features from the text and integrates them in the Story Quilt. Demonstrates positive independence awareness. Presents an attractive, aesthetically appealing, colorful presentation of the character traits and actions, as well as of main elements connected to the story. Final product is free of errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Every features is presented in the body biography. Some original creativity is shown however, the connections could have been developed further. Only a few errors are found.</td>
</tr>
<tr>
<td>C</td>
<td>Features are presented, however not creatively. Some components are missing.</td>
</tr>
<tr>
<td>D</td>
<td>Most components are missing. Relationships between the Story Quilt and the text are not clear.</td>
</tr>
<tr>
<td>E</td>
<td>Very incomplete reinvestment task: unfinished, or not done at all. Unattractive and contains many errors.</td>
</tr>
<tr>
<td>Evaluation Grid</td>
<td>Story Quilt Project</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Group:</td>
<td>C2: Reinvests understanding of text</td>
</tr>
<tr>
<td>Date:</td>
<td>Uses of knowledge from texts in a reinvestment task</td>
</tr>
<tr>
<td>Student's name:</td>
<td>Scale:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of understanding of texts</th>
<th>Uses of knowledge from texts in a reinvestment task</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Exceeds expectation</td>
<td>B: Meets expectations</td>
</tr>
<tr>
<td>C: Acceptable but needs improvement</td>
<td>D: Does not meet expectations</td>
</tr>
<tr>
<td>E: Serious difficulties or incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Story Quilt Reflection Form

<table>
<thead>
<tr>
<th></th>
<th>Outstanding! (10-9-8)</th>
<th>It's a Good Start. (7-6-5)</th>
<th>I Can Do Better... (4-3-2-1-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed Quilt</strong></td>
<td>I did all that was required of me and even went beyond the task.</td>
<td>I completed my own square for the Quilt. I only included what was required.</td>
<td>I did not entirely accomplish this task. I should have put more effort into it.</td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
<td>I shared my ideas with my team, while respecting the rules of turn-taking.</td>
<td>I shared my ideas if I was asked to, but I did not take the initiative.</td>
<td>I did not participate with the others, I chose to keep to myself.</td>
</tr>
<tr>
<td><strong>Passive Participation</strong></td>
<td>I did my own square for our team’s Quilt. I worked individually when asked to.</td>
<td>I kept to myself most of the time however, I did interact when individual tasks were assigned.</td>
<td>I chose not to do what was asked, and bothered others as they were working.</td>
</tr>
<tr>
<td><strong>Group Perspective</strong></td>
<td>I was a good teammate, I respected my teammates’ ideas and gave my own.</td>
<td>I was a good teammate most of the time however, I sometimes relied on others.</td>
<td>I did not help my team, I sometimes forgot important tasks which caused them trouble.</td>
</tr>
</tbody>
</table>

Total:  /40
## REINVESTMENT TASK: Collage

<table>
<thead>
<tr>
<th>Time: 75 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping: Individual</td>
</tr>
</tbody>
</table>

### Material

- White construction paper
- Magazines
- Scotch tape or glue
- Reflection Form
- Evaluation Rubric

### Links with MELS ESL Program

**Competencies:**
- ESL Competency 1 (Interacts orally in English)
- ESL Competency 2 (Reinvests understanding of texts)

**Cross-Curricular Competencies**

- Uses information
- Uses creativity
- Adopts effective work methods
- Achieves his/her potential

**Related Content**

- MELS metacognitive strategy: Planning

### Procedures

1. Tell the students they will be doing a Collage related to the novel as a whole, or on a specific aspect of the story such as a character or a sequence of events;
2. Show an example of the final product;
3. Tell the student that they need to fill in a full page with a collage made of magazine pictures;
4. Tell them that they will be writing a text on the back side of the page;
5. Explain what the text focus on: what each image symbolizes and how it draws on key material from the character’s experience;
6. Give them a few minutes to plan their collage and to decide what they want to include;
7. Hand out the material needed: paper and pencils;
8. Ask the students to work on their square until the end of the class;
9. Remind them to use resources when writing the texts: dictionaries, the novel, tasks they have done so far linked to that novel, etc.
Charlie and the Great Glass Elevator  |  Task 4: Reinvestment Tasks

![Image of a refrigerator with magnetic items and text reading "BE AGELESS"]