

# Including ELLs In Mainstream Teaching English Language Arts 9

Activities & Assessment Ideas

## Table of Contents

Oral Language.....	3
Activity #1: Voicing Stories Gallery Walk.....	3
Activity #2: Hidden Messages: Observation and Assessment.....	4
Activity #3: Top 5 Suggested Readings.....	5
Reading and Viewing.....	6
Activity #1: Teen Views.....	6
Activity #2 Versions of the Same.....	7
Activity #3: From the Cutting Room.....	9
Writing and Representing.....	10
Activity #3: Points of View Collage.....	10
Activity #2: Persuasion Campaigns.....	12
Activity #3: The Painted Pen: Fiction Writing Handbook.....	13
BC Government Document.....	15

## Oral Language (Speaking & Listening)

### Activity #1: Voicing Stories Gallery Walk

**Objective:** For students to create their own stories and practice verbally sharing their stories while discussing questions from others. Students will make their own assessment rubrics to communicate their feedback.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Thinking	A5 A10 A12	<ul style="list-style-type: none"> <li>• generate questions to enhance understanding, explore possibilities and lead to further inquiry</li> <li>• prepare visual aids for presentations</li> <li>• identify context</li> </ul>

**Description:** For the first part of the activity use magazine, newspaper or other print sources with images and assign students to work in pairs to create a story. Students will use visuals cut from the print sources to create a representation of their story. In the second part of the activity pairs will develop a list of three to five questions they plan to ask other groups about their work. For example, they could ask; who is your audience? In the third part of the lesson, pairs will take part in a gallery walk. During the gallery walk half the class will be presenting and the other half will be the audience and prepared to ask their questions. The gallery walk process will be completed twice, and by the end all students should have heard each pairs' story and been able to ask multiple questions. The intent with the stories being created is for them to express an idea, concept or simple message. Since the focus of this activity is on verbal expression the majority of time should be focused on the gallery walk and discussions based on the questions students ask.

**Assessment as Learning Sample:** For this activity students can create their own self-assessment form to evaluate their own learning. A template and sample is below; the blue font represents how students could choose to complete the rubric

Criteria	Points
<i>Had a finished story and pictures that fit our story to show in the gallery walk.</i>	4
<i>Were ready to ask questions and had a list of 5 questions we could ask our classmates.</i>	5
<i>Asked questions and took part in discussions about our story and other pairs' stories.</i>	5
<b>Total</b>	<b>14</b>

0-did not do

2-could do more

4-pretty good

1-did not really do

3-sort of

5-awesome

### Student Comments:

*We feel we did a good job with this assignment. We were able to make a cool story and we had lots of questions asked to us, which caused good conversation.*

**Activity #2:** Hidden Messages: Observation and Assessment

**Objective:** Actions speak louder than words. In this activity students will search videos on Youtube where they will make observations of style, tone and nonverbal techniques. They will finish by making an assessment of the video.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Strategies Features	A3 A7 A11	<ul style="list-style-type: none"> <li>describe the effects and impact of tone</li> <li>identify between fact and opinion</li> <li>contribute relevant ideas and opinions to discussions about effective speaking and listening</li> </ul>

**Description:** In this activity students will learn more about how tone can impact the way a message is presented. After a short lesson about tone and how fact and opinion can be presented students will have time to explore Youtube videos and search for what they have learnt about. After 15-20mins of searching have a class discussion about what they have observed. Record their responses on the board, so students can look back at the ideas. Once students are clear on what they are looking for, they will create an evaluation scale to rate two videos they will choose. After reviewing the videos students will complete their rating scale and assess what hidden messages are being translated through tone. Using an exit slip for assessment students will share their findings about how tone can affect the message.

**Assessment as Learning Sample:** Below is a sample exit slip.

Hidden Messages Exit Slip	
Did you review two videos?	Yes      No
Did tone affect the message you received from one or both videos? Explain.	
_____	
_____	
Can you think of a time when your tone in speech was hiding how you really felt? Please give an example.	
_____	
_____	
What is something new you learnt today?	
_____	
_____	
What did you think of this lesson? (circle one)	
Awesome	Good      We Watched Videos      Not my Favorite      Nope

### Activity #3: Top 5 Suggested Readings

**Objective:** For students to communicate with librarians to gain information about texts and choose a top five list as a group and justify their reasoning.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Thinking	A5 A9 A10	<ul style="list-style-type: none"><li>defend a new idea with support</li><li>express and explain feelings, judgments or opinions evoked by text</li><li>seek out and act on suggestions of others</li></ul>

**Description:** This is an activity that needs to take place over several classes. Students would complete this activity in small groups of 3-4. The first step is to prepare students to communicate with the school librarian. In preparation students will need to know the types of questions they would like to ask and what forms of text they want to include in their top five suggestions. For example, groups could choose to explore fiction books, fact books, magazines, short stories or poetry. After building the parameters of their questions and focus students will meet with the librarian to explore texts they may want to include in their top five suggestions. Once students have spoken with the librarian they would begin to gather their suggestions and build their opinions about what to recommend. The final product will be a short group presentation where students will share their group's top five suggestions and give their reasons for including each text.

**Assessment of Learning Sample:** Below is a sample of the presentation rubric, which could be used for grading purposes.

Criteria	Mark
<b>Content:</b> there are five different texts included on the list.	
<b>Reasoning:</b> a strong expression of opinion is shown for each of the five texts chosen.	
<b>Presentation:</b> the presentation was clear and you had either the original text to show the class for another form such as power point was used to show the texts.	
<b>Time:</b> the presentation was between 6-8mins.	
<b>Total</b>	<b>/20</b>

0-Missing  
1-Needs work

2-Okay  
3-Improving

4-Good  
5-Well done

Comments:

---

---

## Reading & Viewing

### Activity #1: Teen Views

**Objective:** For students to interact with a variety of texts on a specific topic and form their own connections and questions about the content.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Features Thinking	B2 B6 B7	<ul style="list-style-type: none"><li>• compare information from various sources, including magazines, newspapers websites, electronic media, and anthologies.</li><li>• identify and communicate connections made while reading</li><li>• generate and communicate questions related to going beyond the text</li></ul>

**Description:** Before class the teacher will need to have prepared stations to do a multi station gallery walk where students will be in groups and have roughly 20mins per station to read or view the content. Each station should have one main theme or focus such as; film reviews of a popular teen film like *The Hunger Games* or *Divergent* or text about climate change. In small groups students will spend time at each station reading through and viewing the various texts presented about the topic. The texts should be diverse and include print, video, audio and even tangible items, such as t-shirts or other paraphernalia. After reading or viewing the texts students will discuss the connections and differences present among the texts at the station. Before changing stations students will record a few questions generated from their time at the station. These questions will be left for the next groups to add to. This activity could be used as an introductory activity to a unit of study or as a way to discuss current events. Another idea includes extending the questions groups ask to a writing or research activity.

**Assessment for Learning Sample:** For this activity I recommend it be used as a way to gather information or do a diagnostic about the class's questions or interest in topics. For this reason I have chosen Descriptive Feedback as my form of sample assessment. The questions asked would need to be altered for individual students, however the idea of Descriptive Feedback is to guide students to think about their learning process and provide constructive comments to help them do this.

### Descriptive Feedback

E.g. Felicity, I really like how the question you asked Tommy includes two types of text at your station.

E.g. These are really strong questions and show you understand that the issue at this station is not something that can be solved quickly.

## Activity #2: Versions of the Same


**Objective:** For students to explore a story they have been learning about in class through the presentation of multiple interpretations. Ideally this would be done through comparing at least one print text with one visual text. For example, *The Hunger Games* book and film.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Thinking Features	B3 B6 B7	<ul style="list-style-type: none"><li>• identify differences between a print text and visual representation</li><li>• make relevant notes using logical categories</li><li>• consider and express alternative interpretations</li></ul>

**Description:** Select a variety of print texts and allow students to select the story they want to read. The groups do not need to be even. Assign time in class and outside of class to complete the reading of the text. As students work to finish reading they will be gathering a list of ideas, content, or events they want to see visually represented in a film adaptation of the story. A mini lesson about how books are turned into films could be used to highlight the difference between books and screenplays, or adjustments that need to be made when imaginary worlds or historic locations are being recreated. Further discussions about costume and set design could also be explored. By the time students have finished their reading of the story they should have a general list of what they hope will be included in the film adaptation. Students will then meet in pairs and small groups with others who also read the story and compare their lists. They can add, change or take away points as they wish. After working together students will turn their list into a functioning checklist, which will act as a review sheet they can use while watching the film. This activity is suggested as a starting point for larger activities. Since students have already completed the reading of a major text and watched the film adaptation, it is recommended to incorporate extension activities about the story.

**Assessment as Learning Sample:** As a form of assessment and because this activity is suggested as a way for students to review their story's film adaptation the below sample of a rating sheet could be asked to be completed. The ratings and checklists could then be posted in the classroom.

*Sample on next page.*

<b>Film Title:</b> _____
<b>How many stars would you rate this film as?</b>  
<b>What are your thoughts? Give 3 opinions and 3 reasons for your opinions.</b>
<b>First Opinion</b> _____ Reason: _____ _____ _____
<b>Second Opinion</b> _____ Reason: _____ _____ _____
<b>Third Opinion</b> _____ Reason: _____ _____ _____



### Activity #3: From the Cutting Room

**Objective:** For students to explore how they would choose to present a film by re-creating its film trailer.

Sub-Organizers	PLOs	Achievement Indicators
Strategies Thinking	B2 B6 B7	<ul style="list-style-type: none"><li>• make notes by creating categories that reflect the main ideas or topics</li><li>• restate main ideas in own words</li><li>• consider and express alternative interpretations</li></ul>

**Description:** This activity could be a possible extension from the previous activity “Versions of the Same.” The details of the activity will depend on the teacher’s ability to support students with film editing and being aware of copyrights. For those who are able to recreate film trailers this could be an option. For others, I suggest this option. Have students re-create a visual presentation using still images of the film to present through power point, Prezi, iMovie or another format they are familiar with. The idea behind film trailers is to draw attention, state the main parts of the film and sell tickets. In this activity students will be categorizing the main points they want expressed and looking for ways to sell tickets at their classroom box office. The final part of this activity will have students view the final products and then rate the top three trailers, which would cause them to watch the film. Fake nominal attachments could be made to present the winners; for example, 3.5 million in box office sales during the opening weekend. The idea is not to encourage competition, but to engage students in being thoughtful about multiple interpretations.

**Assessment as Learning Sample:** Below is the sample of the rating sheet students could use to complete their classroom box office choices.

<p><b>Going to the Movies!</b></p> <p>After seeing all the trailers of the new movie releases, which are your top three to see? We have hear there are a couple shows that will sell out fast, so make sure you write down three choices.</p> <p>#1 _____</p> <p>#2 _____</p> <p>#3 _____</p>
---

## Writing & Representing

### Activity #1: Points of View Collage

**Objective:** For this activity students will be choosing a topic from either a prescribed list or a class-generated list. Students will use visual and written forms to express their point of view of the topic chosen.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Strategies Thinking	C1 C3 C4	<ul style="list-style-type: none"> <li>• reflect on and respond to a topic/issue/theme to develop an opinion</li> <li>• write creative text that consider audience and purpose</li> <li>• experiment with visual/artistic devices and forms to create impact and enhance communication</li> </ul>

**Description:** Students will start with either a list of topics that have varied opinions associated with them; such as climate change, whale hunting, the effectiveness of transit, or ideas could be generated from a class brainstorming session where the choices would be detailed on the board. After students have chosen their issue they will research the topic and gather visual and print texts that represent both sides of the issue. Students will then create a collage of images and key words that represent the debate they have been researching. Through this process students will be formulating their own view of the topic. With their audience being other students in their class they will write a three paragraph report of their view point. In the first paragraph they should outline the issue and both sides. In the second paragraph they should outline their view point and reasons for their view. The final paragraph will be used to further support their view by addressing one of the major reasons the other side feels the way they do. This activity is similar to a debate where students will need to understand their views and the views of the other side in order to present a strong case. The final products will be showcased in the classroom. As an extension activity the research students did could be used to start in class debates.

**Assessment of Learning Sample:** Below is a sample of a grading rubric that could be used for this activity.

*Sample on next page.*

<b>Points of View Collage</b>			
	<b>3</b>	<b>2</b>	<b>1</b>
<b>The Collage</b>	The collage is impactful and clearly shows the issue being addressed and the sides of the issue. No side had been chosen in the collage.	The collage is good and shows the issue being addressed and the sides of the issue. No side had been chosen in the collage.	The collage is missing information or not finished. An issue is shown, but one side has been shown more than the other.
<b>Supporting Paragraph 1</b>	The details of the issue are expressed clearly.	The details of the issue are shown.	The details of the issue are missing.
<b>Supporting Paragraph 2</b>	There has been clear reflection of the issue and a side has been clearly chosen with between 3-5 supporting details.	There has been some reflection of the issue and a side has been chosen with between 2-3 supporting details.	Reflection is minimal and although a side has been chosen there are 0-2 supporting details.
<b>Supporting Paragraph 3</b>	The final paragraph clearly addressed one major view from the opposite opinion you are arguing and details your thoughts clearly with support.	The final paragraph addressed one view from the opposite opinion you are arguing and shows your thoughts with support.	The final paragraph addressed a view from the opposite side from your opinion, but extra thought is missing.
<b>Overall</b>	The collage and paragraphs are linked in a clear way and you have considered your audience in how you have chosen to argue your point.	The collage and paragraphs are linked and you have considered your audience in how you have chosen to argue your point.	The collage and paragraphs are linked. Little thought of audience is shown.

**Total**\_\_\_\_\_/15

Comments:

---



---

**Activity #2: Persuasion Campaigns**

**Objective:** This activity could fit into a larger unit of persuasive writing or learning about audience and purpose. For this activity students will be taking a current issue that is being discussed in their school and write a persuasive piece to express their desires and reasons for their choice.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Thinking Features	C3 C6 C7	<ul style="list-style-type: none"><li>• write creative text that consider audience and purpose</li><li>• compose and share work in progress</li><li>• persevere through the revision process until a satisfactory product is achieved</li></ul>

**Description:** At the beginning of this activity ensure students understand the meaning of the word “persuasion” and how it applied to writing. Give examples of persuasive writing. After either providing school issue topics or brainstorming topics, students will have class time to write a persuasive piece that makes a case for something they want to support. They will need to provide details and reasons for their support. Writing topics could be; selling candy bars in the cafeteria, a new decision by student counsel, or starting a school TV station.

**Assessment as Learning Sample:** For this activity I am going to suggest doing Two Stars and a Wish as an assessment form. The activity is intended to be part of a larger unit and therefore not used as summative assessment. Each star is for something that was done well and the wish is a place to provide suggestions for future.

**Feedback**

Name: \_\_\_\_\_



---

---

---

---

---

---

---

---

---

---

### Activity #3: The Painted Pen: Fiction Writing Handbook

**Objective:** For students to practice their information gathering skills and writing skills to compile a handbook about writing fiction based on research they will conduct on famous authors, their own ideas and writing samples they will create based on their findings.

Sub-Organizers	PLOs	Achievement Indicators
Purpose Strategies Thinking	C9 C10 C11	<ul style="list-style-type: none"><li>• assess the effectiveness of ideas and information</li><li>• integrate new information into existing knowledge and beliefs</li><li>• contribute relevant ideas and opinions to discussions about effective writing and representing</li></ul>

**Description:** Students will work in groups of 3-4 for this activity. They will need access to the Internet and it is suggested to do a review lesson about citing sources correctly. In groups students will first brainstorm about their own knowledge about writing fiction. They will use a graphic organizer to gather their ideas and then make plans to use the Internet to search for fiction writing sources. There are multiple blogs, websites and interviews with authors that discuss how to write fiction, set up characters, setting, mood or how to create a dystopic world. Students should be encouraged to search such teen fiction authors as; Suzanne Collins, Veronica Roth, Scott Westerfeld, Kiera Cass, and James Dahner. Students will gather what they have learned and practice some of the techniques described through writing sample paragraphs. For example, if the idea is to explore writing detail, a strategy could be to take an object and write solely about that object and how the space around it shapes how it looks, feels, smells or anything that comes to mind. After the groups have collected writing samples and gathered their most liked strategies, suggestions or interview points they will begin to put together their handbook. Students can present their handbook in a variety of forms, through video, print, power point, Prezi, or any other form that they would like, and that still meets the assessment criteria. The main criteria should be that each handbook has a minimum of eight techniques and three writing samples. The handbook should be practical and show the research the group did to gather and expand their existing knowledge.

**Assessment of Learning Sample:** The assessment for this activity I feel would be good to build co-operatively with students. By doing this they see how they can go about creating the final product. Below is a grading rubric template that could be used.

*Sample on next page.*

<b>The Painted Pen A Fiction Writing Handbook</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Fiction Writing Strategies</b>				
<b>Writing Samples</b>				
<b>Presentation</b>				
<b>Sources and Citing</b>				
<b>Overall</b>				

**Total\_\_\_\_\_/20**

Comments:

---



---

## BC Government Document

Ministry of Education, Province of British Columbia. (2007). *English language arts 9: integrated resource package 2007*. Retrieved from [http://www.bced.gov.bc.ca/irp/pdfs/english\\_language\\_arts/2007ela\\_812\\_9.pdf](http://www.bced.gov.bc.ca/irp/pdfs/english_language_arts/2007ela_812_9.pdf)