

IV. Sharing information

- Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.

Task Create a booklet/collage of illustrations/photographs based on a field trip.

Tool A single point rubric and anecdotal notes; peer assessment

The Language Experience Approach (LEA) is an effective way to develop reading and writing. Field trips are used to immerse Ss in personally relevant and meaningful experiences and generate oral vocabulary. The activity below is appropriate for mixed-ability, multi-level classes and can be used at all levels of literacy proficiency with appropriate modifications. (See Continuum: Writing Skills Development in *CLB: ESL for ALL*, pp. 124-137.)

1. Prior to class, organize a field trip in the community (taking public transit, visiting a local grocery store/library/bank branch, etc.). During the trip, take pictures to document the experience.
2. In class, project pictures using a screen projector/smart board, or simply print out a few pictures related to target vocabulary and display them on a desk in front of the class. Review picture-by-picture, brainstorm vocabulary, encourage Ss to approach the screen/desk to touch and show things they remember/notice, express their feelings (e.g., station, train, happy, sad, scared, shy). On the white board, create a word bank for future reference (separate 'things' and 'feelings' in two columns).
3. On the wall, display 3-5 flip chart pages to model the task.
4. Provide Ss with 3-5 printed out pictures to attach on the wall pages in the correct order. As a whole class, elicit and record words to describe the experience (e.g., bus stop happy). Invite volunteers to number the pages.
5. Distribute 3-5 lined pages stapled together as a booklet to each S. Provide Ss with a number of different media to illustrate a book about their trip (e.g., magazines, construction paper, scrap paper, coloured paper, glue, scissors, tape, markers, pencil crayons, etc.).
6. As the Ss work, circulate and observe their work and make written comments. Encourage Ss to use the model on the wall and direct them to the word bank on the w/b for reference as needed.
7. Individually review Ss' completed booklets and provide feedback.
8. As a follow up, Ss share their work with a learning partner. Encourage Ss to place a happy face sticker on one page of their partner's booklet that they like the most. If able to, have them express why they liked that part of the work.

- ★ All of the Literacy Skills on the single-point rubric should be practiced and consistently reinforced in the classroom prior to the assessment.
- ★ Use color-coding consistently to aid comprehension and facilitate feedback.
- ★ Use the back of the rubric for anecdotal notes and next steps.
- ★ Modify/create your own rubric using the template and *CLB: ESL for ALL*, pp. 124-137.

Example of S work:



Pictures courtesy of pixabay.com and openclipart.org

Single-point rubric example:

Name: Marlene K.

Date: September 30th, 2015

 **CLB 1L-IV - Sharing information**












Task: Create a booklet/collage of illustrations/photographs based on a field trip.

 **Yes – green**

 **Yes with help – yellow**

 **Not yet – red**

Observation color-coded

	Demonstrated the use of and brainstormed oral vocabulary to support writing.
	Wrote letters and numbers in recognizable form.
	Formed words mainly in lower case letters, with some mixture of upper case.
	Used appropriate spacing.
	Used the line to guide writing.
	Used letter counting and oral spelling to check accuracy.
	Used photos/drawings to communicate ideas and illustrate writing.
	Attempted to use punctuation.
	Attempted to spell a few familiar words from memory.
	Looked back at the model while copying.
	Demonstrated understanding of page numbering conventions.



Demonstrated understanding of the task.

Next Steps:

- WaLK – do not use upper case letters in the middle/end
- Ridee/the skytrain – space out words
- Proofread and check for accuracy
- Try to write from memory and check from a model

Achieved 75% (Green)

Achieved with help (Yellow)

Not Achieved (Red)

Name: _____

Date: _____

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Demonstrated understanding of the task.

Next Steps:

Achieved 75% (Green)	Achieved with help (Yellow)	Not Achieved (Red)
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