Elementary Competency 2 Practice Answers

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| **Read the case study. Identify the following information:*** Underline the grade level.
* Put a star next to the meaningful/authentic task.
* Circle the purpose and audience.
* Write CM next to the sentences where students construct meaning of texts.
* Write DU next to the sentences where students demonstrate understanding of texts.

Reinvestment Task:* Write SKT next to the sentences where students select knowledge from texts.
* Write OKT next to the sentences where students organize knowledge from texts.
* Write PKT next to the sentences where students personalize knowledge from texts.
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Elementary Cycle Two, ESL Program

![C:\Users\jose.pinard\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N1C9GRSA\Free_Blue_Star[1].jpg]()

 In an LES entitled “Which Animal is the Best Classroom Pet?” students are presented with three texts on uncommon pets (e.g. iguana, snake, rat). They must gather information in order to convince the target audience about their suggestion for the best classroom pet. Students recommend to classmates and the teacher the animal that would make the best classroom pet and explain why.

CM

 First, students explore the theme with the entire class (e.g. preview vocabulary, discuss preferences). Students then read the three texts individually. After, in pairs, they highlight five important facts about the animal they read about. Using one of the animal texts as an example, the teacher models how to fill in the graphic organizer (e.g. care requirements, food and eating habits, life expectancy. Individually or in pairs, students then fill in graphic organizers for the other two animals. The teacher models how to complete a proposal form using the same animal as for the graphic organizer prior to the students carrying out the task (e.g. name of animal, reasons for choice). Students are asked to individually choose the knowledge that they would like to include in their proposal form. They complete a template with information for the different sections of the proposal form. Using knowledge from the text, students recommend to classmates and the teacher the animal that would be the best classroom pet and explain why. Each student delivers a personalized final product individually.

DU

PKT

OKT

SKT

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**\*** In an LES entitled “Which Animal Is the Best Classroom Pet?” students are presented with three texts on uncommon pets (e.g. iguana, snake, rat). They must gather information in order to convince the target audience about their suggestion for the best classroom pet. Students recommend to classmates and the teacher the animal that would make the best classroom pet and explain why.

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| **Purpose** | Gather information in order to convince/recommend the target audience about their suggestion for the best classroom pet. |
| **Audience** | Classmates and the teacher |
| **CM** | First, Students explore the theme with the entire class (e.g. preview vocabulary, discuss preferences). Students then read the three texts individually. After, in pairs, they highlight five important facts about the animals they read about. |
| **DU** | Individually or in pairs, students then fill in graphic organizers for the other two animals. |
| **SKT** | Students are asked to individually choose the knowledge that they would like to include in their proposal. |
| **OKT** | They complete a template with information for the different sections of the proposal form. |
| **PKT** | Using knowledge from the text, students recommend to classmates and the teacher the animal that would make the best classroom pet and explain why. Each student delivers a personalized final product individually.  |