

****** School
20** – 20**
EL2
Year Plan**

Jenny-Lyn Usher

Outline of Year Plan

This year plan has been created as a working document to guide the 20**-20** EL2 program administered by Jenny-Lyn Usher at *** School in ***, Canada. The report includes the following eleven (11) sections;

Glossary – Explanation of terms and abbreviations.

Professional Development Goals – Key areas that I need to improve and a plan for this professional development.

Documentation and Resources – Curriculum documents and additional sources used in the creation of this year plan.

General Class Demographics – Overview of the students in the EL2 program.

Class Environment – The physical organization of the classroom and resources.

Routines – The daily routines and classroom activities, which have limited changes during the year.

Behaviour Management Plan – Prevention, response and follow-up to encourage positive classroom behaviour.

General Year Outline – Overview of the program themes combined with the program goals and methods.

*Long Term Goals – The key outcomes for the 20**-20** year to develop students’ English language skills.*

*EL2 Stage Goals – The key outcomes for the 20**-20** year based on stage 1 and 2 of the EL2 program.*

Methods – Overview of the teaching techniques used to support students’ language development.

Assessment – Methods to identify students’ progress throughout the year in regards to the identified outcomes.

Materials – These are a sample of the materials which will be used during the school year to administer lessons.

Documentation and Resources

The following curriculum texts and additional professional development resources were used to develop the 20**-20** EL2 program.

EL2 Junior Secondary Handbook for Nunavut Schools, Ilinniaqtuliyikkut Dept. of Education, 2006

Communication K-6 (English), Aboriginal Languages and Bilingual Education Division, 1989

Nunavut Department of Education Website, www.edu.gov.nu.ca

Guidelines for Teaching in a Bilingual Setting, 2001

English As a Second Language and English Literacy Development, Ontario Ministry of Education, 2001

English Language Arts (K-9), Alberta Learning, 2000

Kindergarten Program Statement, Alberta Education, 2008

Full-Day Early Learning – Kindergarten Program, Ontario Ministry of Education, 2010-11

Professional Development

The following are key goals that I plan to improve on over the 20**-20** school year; along with a plan for training, mentoring and additional resources to support this development.

Planning	- Create theme plans.	1) Seek samples of theme plans. 2) Seek samples of templates. 3) Create a template for theme planning. 4) Design theme plans. 5) Get feedback on the theme plans from ed. consultant.
Teaching	- Further understanding of ESL appropriate reading strategies.	1) Attend OISE Reading course Part 1 2) Work with mentor to review plans. 3) Register for Reading Recovery Training
	- Further understanding of ESL appropriate teaching strategies.	1) Attend OISE ESL course Part 2. 2) Work with Educational consultant. 3) Work with mentor to review plans. 4) Get feedback from observations.
	- Better incorporate PWIM, PW..etc into long-term planning.	1) Read texts on techniques. 2) Work with PW consultant to review plans. 3) Get feedback from observations.
Assessment	- Develop an organized system for collecting student assessment.	1) Seek samples of documentation 2) Speak to mentor for feedback on plans. 3) Create an assessment template. 4) Monitor its use and improve plans
	- Develop an organized method for recording anecdotal notes during class.	1) Talk to other teacher’s about possible ideas 2) Try out methods, assess usefulness. 3) Select a method that works.
	- Improve reading assessment strategies.	1) DRA training through video & manual. 2) Practice with grade 4 & 6 students. 3) Talk to mentor about assessing ESL gr 3s 4) Practice with grade 3s. 5) Review process to improve methods.
Additional	- Assist staff with computer development on PD days	1) Create a pd calendar. 2) Create pd worksheets for sessions. 3) Advertise sessions 4) Teach sessions
	- Communicate with parents about students’ progress.	1) Design a monthly EL2 newsletter. 2) Translate & hand out newsletter. 3) Prepare EL2 visit days each month. 4) Advertise visits in the community.
Cultural	- Learn functional Inuktitut to use outside of the classroom	1) Register for Inuktitut classes.

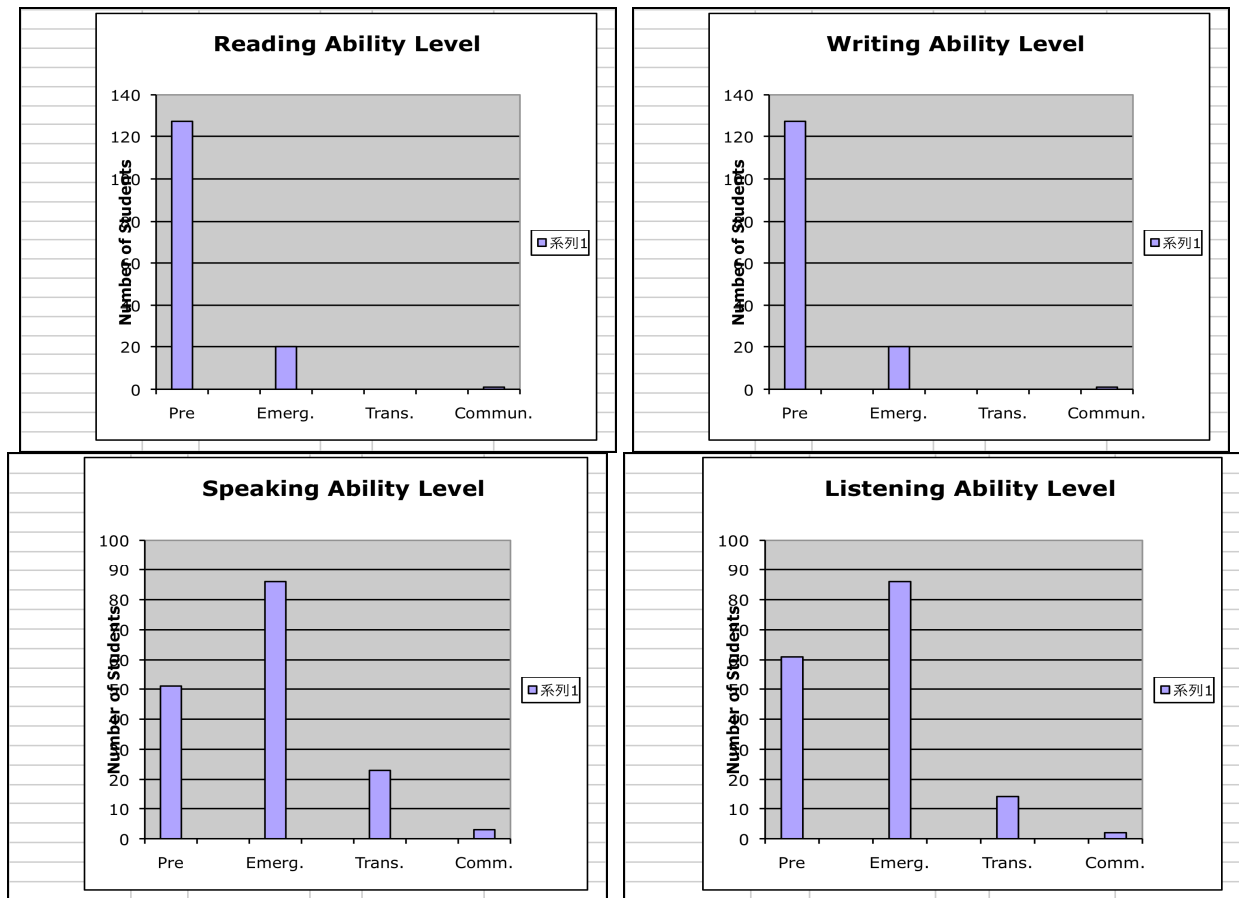
General Class Demographics

This is an estimate based on informal and observational assessment from August 14th to September 1st 20**. Further information is being collected and recorded in the individual student's assessment files.

Household Language	Kindergarten	Grade 1	Grade 2	Grade 3
Inktitut	30	30	25	25
English	2	3	2	3
Unknown	11	7	9	11

	Kindergarten	Grade 1	Grade 2	Grade 3
Pre-Skill	36	4	4	3
Emergent EL2	4	30	20	15
Transitional EL2	2	5	10	15
Communicative EL2	1	1	2	5
Confident EL2				1
Proficient EL2				

Distribution of skill/content levels:



Pre-Skill: Has not demonstrated an interest or ability in this skill.

Emergent: Demonstrated some interest and simple experimentation with the skill.

Transitional: Demonstrating improvement in using the skill, beginning conventional rules.

Communication/Confident: Expresses idea coherently and experiments with the skills rules.

Proficient: Is capable of using the skill to further higher order learning.

(See EL2 Junior Secondary Handbook for skill specific guidelines.)

Additional Considerations

	Kindergarten	Grade 1	Grade 2	Grade 3
Hearing Impairment:	1 student	unknown	unknown	unknown
Attendance Concerns:	unknown	6 students	5 students	5 students
Behavioural Medication:	n/a	n/a	n/a	n/a

Class Environment

Presentation

The walls of the room have been separated into sections for the class's independent reading programs (Magic100, word families), shared lesson themes (PWIM), vocabulary (Word Wall), daily routines and finished work. This will demonstrate the importance of students' work effort, while also providing supportive language tools.

Activity Sitting/Standing Arrangement

The center area of the classroom will remain free of tables, chairs or other furniture so that it can be used for interactive activities such as TPR, charades, Word Wall cheers ...etc.. This will support kinesthetic and visual learners while provide an engaging education experience.

Seating Arrangement

To encourage the Inuit principals of Pilriqatigiingniq (collaboration), Pijitsirarniq (serving through leadership) and Qanuqtuurungnarniq (resourcefulness), tables will be arranged in small groups to allow for a collaborative working environment. Communication of ideas, sharing of resources and using positive language when handling disagreements will be encouraged and promoted. However, this arrangement may be changed due to the students' initial behaviour choices and re-introduced after the initial period of adjustment.

Centers

Language centers will be arranged around the room for the weekly student choice time. Students will move to each center in groups of 3 or 4 for 5 to 8 minutes depending on available class time. Centers will include (but not be limited to):

- Library – Wide selection of topic-related print materials.
- Recording Studio – Tape recorders, puppets ..etc.. for students to practice speaking.
- Authors' Desk– Writing activities such as 'write the room', alphabet stamps...etc...
- Movie Theater – Short videos or audio recordings of books and music.
- Game Area – Puzzles, games and other theme related interactive activities
- Literacy Games – Folder activities to develop phonics and reading skills.

Routines

Curriculum Guidelines

Stage 1 EL2: 30 minutes per day.

80% language for understanding with a focus on oral skills.

20% language for production with a focus on oral skills.

(See EL2 Junior Secondary Handbook for skill specific guidelines.)

Weekly Format

	Kindergarten	Grade 1	Grade 2	Grade 3
Week #1	All language skills	Speaking/Listening	Speaking/Listening	Speaking/Listening
Week #2	All language skills	Reading/Writing	Reading/Writing	Reading/Writing

General Lesson Format

The following is a sample of a lesson but timing may change for specialized activities (e.g. Picture/Writing).

- 00:00 - Arrival and student's prepare for lesson.
- 00:05 - Group Reading Activity (e.g. daily message, book)
- 00:10 - Group Vocabulary Activity (e.g. Word Wall, Boom game)
- 00:15 - Individual Activity
 - Speaking (e.g. role play) Listening (e.g. Bingo)
 - Reading (e.g. PWIM reading) Writing (e.g. Make a sentence)
- 00:25 - Clean-up

Routines for the start of classes

	Kindergarten	Grade 1	Grade 2	Grade 3
Week #1	Hello. How are you? Monthly Song Group Reading	Hello. How are you? Monthly Song Group Reading	Calendar Routine Monthly Song Group Reading	Calendar Routine Monthly Song Group Reading

Managing Unfinished and Finished Work

Each student will receive a folder. On one side they will place unfinished work and the other side finished work that will be collected at the end of the day. A calendar is attached to the front of the folder. When the student finishes the work for that day, the date on the calendar will be stamped. Students with unfinished work will have extra time provided each Friday to catch-up.

Behaviour Management Plan

Prevention: Action Pictures and Role Play

To encourage positive behaviour management, students will be taught the expected routine behaviours through a combination of pictures, demonstration and role-play games. These will be repeated throughout the year as a reminder of expectations.

Prevention: Activity Demonstration

To prevent behaviour problems due to confusion, students will be taken through the activity as a collective class and then small group remedial assistance provided immediately. Care will be taken to insure visuals are used to reduce the challenge of vocabulary. Pair and group work will be encouraged during class to further develop Pilriqatigiingniq and peer support. Also games will be repeated (with the vocabulary changed) so that students can learn the process and will need less teacher instruction.

Prevention & Positive Reinforcement: Verbal Encouragement, thumps up and “High Fives”

When students demonstrate positive behaviours and successfully complete work, verbal encouragement (e.g. “Way to go”) will be used to acknowledge them and promote future repetition. “High fives” (right palm to right palm clap) will also be used as it turns positive encouragement into a kinesthetic form and reduces influence of language difficulties for ESL/ELL students. Thumbs up is another language-reduced option but will be used during situations when high fives are not possible (e.g. class is sitting in a circle).

Positive Reinforcement: Positive Classroom Behaviour Stickers

The following idea will be attempted during the second term. If successful it will be continued for the remainder of the year. However, if unsuccessful then a different technique will be adopted. An assortment of stickers will be hidden inside plastic eggs and collected in a large treasure chest. Each week four students will be recognized for positive behaviour choices, they will pick an egg and receive the sticker inside as a reward.

Positive Reinforcement: Finished Work Fun Friday

Each student’s folder has a monthly calendar on the front. When the student finishes their work they receive a happy face stamp on that date. If they have finished their work from Monday to Thursday they will also receive a star stamp and can participate in the Fun Friday Literacy Centers activities. Students who have unfinished work will be expected to use the extra time on Friday with more one on one help, before joining the centers. (Note: Work has been differentiated to prevent the influence of skill on need for extra work time.)

Negative Reinforcement: Group Reminders

When one or more students are engaging in a mild disruptive behaviour (e.g. not watching instruction) a group reminder will be used without centering out the individual. Wording introduced during the Action Pictures and Role Play prevention techniques will be used to ensure consistency.

Negative Reinforcement: Behaviour Response Routines

When an inappropriate or disruptive behaviour (e.g. talking during instruction) occurs the following process will be used:

Warning 2: Verbal.

“(name). (behaviour) is (consequence/emotion). Please (required behaviour) or you will be sitting at the door.”

Repeat 1: 5 Minute time-out beside the door.

Repeat 2: 10 Minute time-out beside the door plus classroom teacher informed.

Repeat 3: Visit to office.

If a student refuses to move to the assigned time-out location, the small group or class will be moved and the student will remain in that location.

Follow-Up: Post-Behaviour Response Routines

After the student receives a time out or alternative, a few moments will be taken to check-in with the student. The student will be asked what behaviour led to the discipline, how it effected their peers and what behaviour they will use in the future.

Follow-Up: Class-Wide Behaviour Response

If a particular behaviour is reoccurring within a grade 2 or 3 class, a group discussion will occur to identify the behaviour and guide the students as they decide upon an acceptable consequence. This response will be supported and enforced by the teacher. The intent of this method is to support the principal of Aajiqatigiingniq (consensus decision making), while helping the students to monitor their own behaviour choices.

General Year Outline: Topics

	Year Round	Grade 3	Grade 2	Grade 1	Kindergarten
	August (School)	Days of the Week Numbers General Communication	Days of the Week Numbers General	Greetings/Taking Leave General Communication	Greetings/Taking Leave General Communication
	September (Verbs)	Class Contract School Items PWIM: Story	Class Contract School Items PWIM: Story	Class Contract Introductions (Name) School Items PWIM: Story	Class Contract Classroom Routines Fine Motor Skills Assessment
	October (Holiday)	Actions at School Actions Everyday PWIM: Story	Actions at School Actions Everyday PWIM: Story	Actions at school Actions Everyday PWIM: Story	Alphabet: A, B, C, D, E, F
	November (Family)	Thanksgiving Country PWIM: Story	Thanksgiving Country PWIM: Story	Thanksgiving Country PWIM: Story	Alphabet: G, H, I, J, K, L, M, N, O Fine Motor Skill: Colouring
	December (Holiday)	Family Members Family Members Roles PWIM: Story	Family Members Family Members Roles PWIM: Story	Family Members Male/Female Roles PWIM: Story	Alphabet: P, Q, R, S, T, U, V, W Fine Motor Skill: Tracing objects
	January (Activities)	Prepositions X-Mias *****Break*****	Prepositions X-Mias *****Break*****	Colours/Shapes X-Mias *****Break*****	Alphabet: X, Y, Z Fine Motor Skill: Within lines
	February (The Sky)	Traditional Games Sports PWIM: Story	Traditional Games Sports PWIM: Story	Traditional Games Sports PWIM: Story	School Items Actions at School PWIM: Group Story Fine Motor Skill: Tracing lines
	March (Food)	Time Sequence Words PWIM: Story	Weather Seasons PWIM: Story	Weather Seasons SPWIM: Story	Actions at Home Family Members PWIM: Group Story Fine Motor Skill: Connecting dots
	April (Community)	*Text to self/text/world* Traditional / Southern Around the World PWIM: Story	*Text to self/text/world* Traditional / Southern Around the World PWIM: Story	*Text to self/text/world* Traditional Southern PWIM: Story	Northern Animals Hunting on the Land PWIM: Group Story Fine Motor Skill: Sim. writing
	May (Nature)	Community Buildings Community Jobs PWIM: Story	Community Buildings Community Jobs PWIM: Story	Community Buildings Community Jobs PWIM: Story	Colours Shapes PWIM: Group Story Fine Motor Skill: Sim. writing
	June	Animals in Canada Animals around the world PWIM: Story	Animals in the North Animals in the South PWIM: Story	Animals in the North Animals in the South PWIM: Story	Pronouns Body Vocabulary PWIM: Group Story Fine Motor Skill: Review
		Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment

Long-Term Goals

The following goals will set the foundation of the 20** - 20** EL2 program.

Resource: Communication K-6 (English), Aboriginal Languages and Bilingual Education Division, 1989

(A) “Enable students to recognize ...English as a useful and living language.”

- Develop lessons and activities that relate to the student’s personal experience.
(e.g. Student or group written stories during Picturing Writing process)
- Provide extra curricular opportunities to use English.
(e.g. Choir)

(B) “Enable students to use English as one means to effectively communicate with others.”

- Create many opportunities to develop their communication skills in English.
(e.g. Partner picture dictation)
- Incorporate peer and student/teacher communication into the classroom behaviour management plan.
(e.g. Use of feelings to develop students’ understanding of consequences.)

(C) “Enable students to use English...construct their personal views of the word and its cultures and clarify their role in it.”

- Plan lessons and activities that promote Inuit Qaujimaqatuqangit and traditional culture.
(e.g. Traditional sports as a vocabulary, PWIM and Picturing Writing topic.)
- Use a wide variety of international literature, while providing text to self-connections to support comprehension.
(e.g. Group reading and classroom library resources)

(D) “Enable students to use English...(to) develop effective learning-thinking strategies.”

- Demonstrate, teach and encourage use of key thinking skills in a wide variety of language skills.
(e.g. Spelling/Reading – Sounding out words, identifying smaller words/phonemes)
- Use (pre-planned) thinking examples to encourage students that challenges can be solved by effort.
(e.g. Stopping and giving hints rather than giving the student the correct answer immediately.)

(E) “Participating in formal and informal activities.”

- Incorporate multiple intelligences in lesson planning of structured and flexible activities.
(e.g. Formal = Pairs of students perform a conversation. Informal = Fun Friday Literacy Center puppets.)

EL2 Stage Goals

Majority of the students are considered Stage one (1) and two (2) in the *EL2 Junior Secondary Teacher's Handbook*. (Please see the General Class Demographics for more details.) Therefore the stage goals included in this 20** - 20** year plan will focus on competencies in this range. However, additional competencies from stages 3 through 4 will be added to the plans for individual students, whose English language skills are further developed.

These are initial estimates of when particular goals will be introduced, practiced and assessed. However, timing may change during the school year to accommodate the students' progress.

Not formally introduced	Introduced, Practiced, Assessed	Monitored
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Stage 1 Goals

	Kindergarten Sept - Nov - June	Grade 1 Sept - Nov - June	Grade 2 Sept - Nov - June	Grade 3 Sept - Nov - June
1.1.1 Expressing & responding to greetings				
1.1.1 Expressing and returning leave taking				
1.1.2 Interrupting politely				
1.1.2 Taking turns				
1.1.3 Answering questions				
1.1.3 Providing details				
1.1.4 Agreeing & disagreeing				
1.2.1 Identifying key words in instructions				
1.2.2 Using location indicators				
1.2.3 Using key words to complete a task				
1.2.3 Using resources in the class				
1.3 using language & image to show respect				
1.3.2 Cooperating with others				
1.3.2 Contributing to a group processes				
1.5.4 Choosing appropriate words				
CPC 2: Language to negotiate & manage info.				
2.1.2 Experiment with language, image and structure				
2.2.2 Finding required information in oral/written texts				
CPC 3: Understanding of Texts				
3.1.2 Listening for specific information in a text				
CPC 4: Create texts.				
4.1.1 Discriminating between sounds				
4.1.2 Using appropriate stress and intonation				
CPC 5: Respond to texts & experience.				
6.7.1 Assessing individual progress.				
CPC 6: Setting personal goals.				
6.7.3 Assessing contribution to a group effort.				
6.7.4 Assess group effort.				

Stage 2 Goals

Not formally introduced	Introduced, Practiced, Assessed	Monitored
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	Kindergarten <i>Sept - Nov - June</i>	Grade 1 <i>Sept - Nov - June</i>	Grade 2 <i>Sept - Nov - June</i>	Grade 3 <i>Sept - Nov - June</i>
CPC 1: Language to build community	1.1.1 Introducing			
	1.1.2 Contributing to the conversation			
	1.1.3 Explaining how and why			
	1.1.3 Retelling			
	1.1.3 Telling a story			
	1.1.4 Expressing needs			
	1.2.1 Following a sequence			
	1.2.2 Describing a procedure			
	1.2.2 Using sequence words			
	1.2.2 Stating commands			
	1.2.2 Using what you know			
	1.2.2 Skipping the question and moving on			
	1.2.2 Asking for help			
	1.2.2 Guessing			
	1.3.1 Appreciating diversity of expression, opinion			
	1.4.1 Speaking with your audience in mind			
	1.4.2 Understanding the purpose of the speaker			
	1.4.3 Using appropriate registers			
	1.5.1 Choosing appropriate intonation for meaning			
	1.5.2 Using appropriate language in different settings			
1.5.3 Using appropriate non-verbal messages				
CPC 2: Language to negotiate & manage info	2.1.2 Experiment with language, image & structure			
	2.1.3 Considering new perspectives			
	2.1.4 Expanding interests & expressing preferences			
	2.2.3 Paraphrasing information			
	2.2.3 Summarizing ideas			
	3.1.1 Recognizing the significance of print			
	3.1.1 Decoding words & recognizing sight words			
	3.1.1 Understanding the conventions of texts			
	3.1.2 Predicting and checking predictions			
	3.1.2 Asking questions			
CPC 3: Understanding of Texts	3.1.2 Recognizing similarities & differences			
	3.1.2 Recognizing sequence of events			
	3.1.2 Recognizing & using sequence words			
	3.2.1 Recognizing different genres			
	3.2.2 Recognizing characters, plot and theme			
	3.2.2 Following a plot development			

Stage 2 Goals Continued

Not formally introduced	Introduced, Practiced, Assessed	Monitored
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	Kindergarten <i>Sept - Nov - June</i>	Grade 1 <i>Sept - Nov - June</i>	Grade 2 <i>Sept - Nov - June</i>	Grade 3 <i>Sept - Nov - June</i>
CPC 4: Create texts.	4.1.1 Recognize stress			
	4.1.2 Using appropriate pronunciation			
	4.1.2 Choose appropriate vocabulary			
	4.1.2 Use varied sentence patterns			
	4.1.3 Reading printing and manuscript			
	4.1.3 Reading respective lines			
	4.1.4 Following noun group conventions			
	4.1.4 Following verb group conventions			
	4.2.4. Labeling and Listing			
	4.3.4 Writing simple texts			
	4.3.4 Writing autobiographical texts			
	4.3.4 Writing personal texts			
CPC 5: Respond to texts & experience.				
CPC 6: Setting personal goals.	6.1.1 Comfortable making presentations.			
	6.1.2 Use tone to convey feelings, emotions			
	6.1.3 English pronunciation & convention			
	6.2.1 Strategies for oral instructions			
	6.2.2 Strategies for written instructions			
	6.4.1 Strategies for reading			
	6.5.1 Multi-media technique identification			
	6.6.1 Use mental pictures or sketches			

Methods

These methods and activities will be used daily, weekly or monthly to develop the long-term, stage, grade and additional goals that support students' Language development. Please note that this list is not exhaustive as additional methods will be added as they become relevant to the needs of the individuals and classes.

Method	Summary	Grades	Topics See pg. 6	Long-Term Goal See pg. 6	Stage Goal See pg. 7 to 9	Inuit Qaujimaqatugangit
Group Reading	A vocabulary or topic-related book is read to the class with supporting Q/A, word identification, reading strategies...etc..	Kindergarten Grade 1 Grade 2 Grade 3	All	A, B, C, D, E	Stage 1 1.1.3, 2.1.4 Stage 2 1.1.2, 1.1.3, 1.2.2, 3.1.1, 3.1.1, 3.1.2,	
Relevant Literature	During Fun Friday literacy centers, when finishing work early and at other scheduled times, students spend time in the classroom library. These books use many of the words being studied in the active topic.	Kindergarten Grade 1 Grade 2 Grade 3	All	A, B, C, D, E	Stage 1 Stage 2 2.1.4, 3.1.1, 3.1.1, 3.1.2, 3.2.2	
Songs	Songs will be introduced to review theme vocabulary, introduce conventions of spoken language (e.g. pitch) and encourage students' engagement.	Kindergarten Grade 1 Grade 2 Grade 3	All	A,B, E	Stage 1 4.1.2., Stage 2 1.4.3, 1.5.1, 1.5.3, 3.1.2, 4.1.1, 4.1.2	Piliriqatigiingniq (Collaboration)
Poetry, Choral reading.etc	Poetry, choral reading and other rhythmic group speaking will be used to review theme vocabulary, introduce conventions of spoken language and encourage students' engagement	Kindergarten Grade 1 Grade 2 Grade 3	All	A,B, E	Stage 1 4.1.2, Stage 2 1.4.3, 1.5.1, 1.5.3, 2.1.2, 3.1.2, 4.1.1, 4.1.2, 4.1.4	Piliriqatigiingniq (Collaboration)
Fun Friday Language Centers	Students move around Language-focused centers that relate to the theme covered during the previous week. Leadership is encouraged. 1) Library 2) Recording studio – puppets, tape recorders 3) Author's Desk – etch sketch, whiteboards 4) Movie Theater – books on tape or video 5) Kinesthetic – activities that involve movement 6) Folder games –grammar & phonics	Kindergarten Grade 1 Grade 2 Grade 3	All	A, B, C, D, E	Stage 1 2.1.2, 2.2.2, 4.1.1 Stage 2 1.1.2, 2.1.2, 2.1.4, 3.1.1, 3.1.1, 3.1.2, 3.1.2, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4	Pijitsiraniq (Serving) Aajiiqatigiingniq (Consensus-Decision Making) Qanuqtuurungnarniq (Resourceful) Piliriqatigiingniq (Collaboration)
Calendar Routine	Daily routine of song, month, days of the week and numerical date.	Grade 2 Grade 3	Daily Routine	A, B, D, E	Stage 1 Stage 2 1.1.2, 3.1.1, 3.1.1, 4.1.3	Piliriqatigiingniq (Collaboration)
Greeting & Leaving Routine	Students are greeted and introduced to a wide variety of feeling and emotion vocabulary. (eg. happy) At the end of each class students complete a leaving routine to practice appropriate vocabulary.	Kindergarten Grade 1	Daily Routine	A, B, D, E	Stage 1 1.1.1, Stage 2 1.5.3,	Piliriqatigiingniq (Collaboration)
Art and the Alphabet	Art techniques such as painting, tracing, stamping and gluing is used to introduce students to letters of the alphabet.	Kindergarten	Alphabet	E	Stage 1 Stage 2 3.1.1, 4.1.3	Qanuqtuurungnarniq (Resourceful)
Vocabulary Games using Flashcards	Students participate in large class games or lead small group games that use key vocabulary with supporting visuals. 1) Listen and Repeat 2) Guess the picture 3) Match the picture 4) Touch the picture 5) Toss to the picture 6) Charades 7) Missing picture	Kindergarten Grade 1	All	A, B, D, E	Stage 1 Stage 2 2.1.2, 2.1.4, 3.1.2, 3.1.2, 4.1.4,	Pijitsiraniq (Serving) Aajiiqatigiingniq (Consensus-Decision Making) Piliriqatigiingniq (Collaboration)
Daily Message	A 'letter' to the student is written on chart paper. The message is read in unison with a student leader. Follow-up grammar, vocabulary, reading skill or other academic activities.	Grade 1 Grade 2 Grade 3	All	A, B, C, D	Stage 1 1.1.3, 2.2.2, 3.1.2, Stage 2 1.1.2, 1.2.2, 3.1.1, 3.1.2, 4.1.3, 4.1.4	Pijitsiraniq (Serving) Piliriqatigiingniq (Collaboration)
PWIM (Brainstorm)	Students use photographs and pictures to develop their own topic vocabulary, collaborate in a group and personalize future academic activities.	Grade 2 Grade 3	All	A, B, C, E	Stage 1 Stage 2 4.1.4	Aajiiqatigiingniq (Consensus-Decision Making) Qanuqtuurungnarniq (Resourceful) Piliriqatigiingniq (Collaboration)
PWIM (Reading)	Students use the vocabulary list to develop reading skills. They identify what they 'know' and are 'learning'. Then use pictures to solve unknown words.	Grade 2 Grade 3	All	A, D, E	Stage 1 1.2.3, Stage 2 3.1.1, 3.1.2, 4.1.3, 4.1.4	Qanuqtuurungnarniq (Resourceful)

PWIM (Categories)	Students use the vocabulary list to find similarities between words. These include meaning, phonetic sound and written structure.	Grade 2 Grade 3	All	D, E	Stage 1 Stage 2 3.1.1, 3.1.1, 3.1.2, 4.1.3, 4.1.4	
PWIM (Make a Sentence / Make a Paragraph)	Students make sentences using words from the vocabulary list. These sentences are categorized to create paragraphs about sub-topics of a larger topic.	Grade 2 Grade 3	All	A, B, D, E	Stage 1 Stage 2 2.1.2, 2.2.3, 3.1.1, 3.1.1, 3.1.1, 4.1.3, 4.1.4, 4.3.4	Qanuqtuurungnarniq (Resourceful) Piliriqatigiingniq (Collaboration)
Reader's Theater	Students read a script with tailored parts to match the students' language ability. Student directors are assigned for each scene.	Grade 3	To be decided	A, B, E	Stage 2 1.1.3, 2.1.2, 3.1.1, 3.2.2, 4.1.3	Pijitsiraniq (Serving) Piliriqatigiingniq (Collaboration)
Picturing Writing	1) Students create a picture based on the class's weekly topic. After brainstorming key nouns and adjectives, they write about the picture. 2) Students design a picture guided by the theme of a class book. They receive the sentence structure to describe the picture and write the text. The finished pages are collected for a group book. 3) Students collect multiple pictures to write their own book on the weekly topic.	Grade 1 Grade 2 Grade 3	All	A, B, D, E	Stage 1 Stage 2 1.1.3, 2.1.2, 2.2.3, 3.1.1, 3.1.1, 3.1.1, 3.2.2, 4.1.3, 4.3.4	Qanuqtuurungnarniq (Resourceful)
Picture Dictation	1) The teacher describes a picture using key vocabulary from the class topic. The students listen carefully and draw the picture. 2) A picture is given to one student and they describe it to their partner.	Grade 1 Grade 2 Grade 3	All	A, B, D, E	Stage 1 2.1.2, Stage 2 3.1.2	Pijitsiraniq (Serving) Piliriqatigiingniq (Collaboration)
Sequence activities 1) cut and paste 2) draw next step 3) true/false	Students individually or in groups identify the sequence of pictures or hypothesis what could happen next.	Kindergarten Grade 1 Grade 2 Grade 3	Actions Everyday Animals Southern Food Community Jobs	A, B, D, E	Stage 1 Stage 2 1.1.3, 1.2.1, 1.2.2, 3.1.2	Aajiqatigiingniq (Consensus-Decision Making) Piliriqatigiingniq (Collaboration)
Total Physical Response	1) Teacher describes a series of actions (e.g. getting ready in the morning) that uses theme vocabulary. The students act out the instructions. 2) A student describes a series of actions that uses key vocabulary. Their partner acts out the instructions.	Kindergarten Grade 1 Grade 2 Grade 3	Actions at school Actions everyday Prepositions Traditional sports Sports Community Jobs Animals	A, B, E	Stage 1 1.2.1, 1.2.2, 1.2.3, Stage 2 1.1.3, 1.2.2, 2.1.2	Pijitsiraniq (Serving) Qanuqtuurungnarniq (Resourceful) Piliriqatigiingniq (Collaboration)
Word Families Brainstorm	A word family is introduced to the students and written in the middle of chart paper. The small group uses a deck of alphabet and word family cards to discover words and record them on the paper.	Grade 1 Grade 2	Reading program	A, B, E	Stage 1 4.1.1, Stage 2 3.1.1, 4.1.3	Aajiqatigiingniq (Consensus-Decision Making) Piliriqatigiingniq (Collaboration)
Word Wall	Key vocabulary on the class's theme is posted on the word wall. Students use movement while spelling each word. (e.g. clap vowels, snap consonants)	Grade 1 Grade 2 Grade 3	All	A, B, E	Stage 1 4.1.1, Stage 2 3.1.1, 4.1.3	Piliriqatigiingniq (Collaboration)
Charades	Students act out the verb and it is guessed by their peers.	Kindergarten Grade 1 Grade 2 Grade 3	Actions at school Actions everyday Sports Animals	A, B, E	Stage 1 Stage 2 2.1.2	Piliriqatigiingniq (Collaboration)
Assessment Plan	See details in that specific section of the Year Plan	Kindergarten Grade 1 Grade 2 Grade 3	Daily Routines	A, B, E	Stage 1 6.7.1, 6.7.3, 6.7.4, Stage 2 CPC 6 Goals	Qanuqtuurungnarniq (Resourceful) Piliriqatigiingniq (Collaboration)
Behaviour Management Plan	See details in that specific section of the Year Plan	Kindergarten Grade 1 Grade 2 Grade 3	Daily Routine	A, B, D	Stage 1 1.1.2, 1.3, 1.3.2, 1.3.2, 1.5.4 Stage 2 1.1.2, 1.1.4, 1.3.1,	Pijitsiraniq (Serving) Aajiqatigiingniq (Consensus-Decision Making) Piliriqatigiingniq (Collaboration)

** Avatimik Kamattiarniq (Environmental stewardship) will be incorporated into the monthly themes such as animal, community jobs and seasons. While Pilimmaksarniq (Skills & Knowledge) is incorporated into every lesson and activity.**

Assessment

Long-Term Goals – Ongoing and End of Term Assessment

	<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>
<i>(A) English as a useful & living language</i>	Observation - Rubric: Record frequency and samples of the students' attempts to read, speak or write English.	Observation - Rubric: Record frequency and samples of the students' attempts to read, speak or write English.	Observation - Rubric: Record frequency and samples of the students' attempts to read, speak or write English.	Observation - Rubric: Record frequency and samples of the students' attempts to read, speak or write English.
<i>(B) English as one means to communicate.</i>	Observation - Rubric: Record frequency and samples of the students' use of English to communicate with peers and educators during EL2.	Observation - Rubric: Record frequency and samples of the students' use of English to communicate with peers and educators during EL2.	Observation - Rubric: Record frequency and samples of the students' use of English to communicate with peers and educators during EL2.	Observation - Rubric: Record frequency and samples of the students' use of English to communicate with peers and educators during EL2.
<i>(C) English to construct personal view of the world</i>	Observation - Notes: Record use of new vocabulary in a variety of activities Individual Assessment - Notes: Guided conversation with teacher using visual aids.	Observation - Notes: Record use of new vocabulary in a variety of activities Individual Assessment - Notes: Guided conversation with teacher using visual aids.	Finished Work - Marks: Assess the student's Picturing Writing books for use of vocabulary and creativity (personalized). Observation – Rubric: Record frequency and samples of participation in class discussions.	Finished Work - Marks: Assess the student's Picturing Writing books for use of vocabulary and creativity (personalized). Observation – Rubric: Record frequency and samples of participation in class discussions.
<i>(D) English to develop effective language-thinking skills</i>	Finished Work - Marks : Record success and challenges with finishing class work. In particular activities which use language-thinking skills. (e.g. symbol- sound relationship)	Finished Work - Marks : Record success and challenges with finishing class work. In particular activities which use language-thinking skills. (e.g. symbol- sound relationship)	Finished Work - Marks : Record success and challenges with finishing class work. In particular activities which use language-thinking skills. (e.g. symbol- sound relationship)	Finished Work - Marks : Record success and challenges with finishing class work. In particular activities which use language-thinking skills. (e.g. symbol- sound relationship)
<i>(E) Participate in activities</i>	Checklist: Record attempts at class, small group and individual activities. Observation – Notes: Record frequency and samples of behaviour and participation during class activities.	Checklist: Record attempts at class, small group and individual activities. Observation – Notes: Record frequency and samples of behaviour and participation during class activities.	Checklist: Record attempts at class, small group and individual activities. Observation – Notes: Record frequency and samples of behaviour and participation during class activities.	Checklist: Record attempts at class, small group and individual activities. Observation – Notes: Record frequency and samples of behaviour and participation during class activities.

EL2 Stage Goals – Initial, Ongoing & End of Year

<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>
See EL2 Stage checklist and supporting evidence of success.	See EL2 Stage checklist and supporting evidence of success.	See EL2 Stage checklist and supporting evidence of success.	See EL2 Stage checklist and supporting evidence of success.

Methods

Method	Outcome	Assessment
Group Reading	Demonstrate appropriate listening skills.	Observation – Frequency Rubric
	Make personal connections to an oral text.	Observation – Notes of success
	Actively participates in group-discussions with relevant thoughts.	Observation – Notes of success
	Reflects on oral texts through written work.	Finished Work – Marks & Notes
Relevant Literature	Demonstrates positive independent reading practices.	See Independent Reading Assessment sheet
Songs	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Remembers age-appropriate lyrics for songs.	Observation – Notes of challenges
	Sings in unison with peers.	Observation – Notes of challenge
Poetry, Choral reading..etc..	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Remembers age-appropriate words.	Observation – Notes of challenges
	Speaks in unison with peers.	Observation – Notes of challenge
Calendar Routine	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
Greeting & Leaving Routine	Uses appropriate greeting & leaving language with peers and adults	Observation – Notes of success/challenge
Art and the Alphabet	Follows directions appropriately.	Observation – Notes of success/challenges
	Successfully completed art projects.	Finished Work – Marks & Notes
Vocabulary Games using Flashcards	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Learns and remembers new words and phrases.	Observation – Frequency Rubric
	Demonstrates memory skills and strategies.	Observation – Notes of success/challenges
	Uses physical strategies to boost memory (learning style).	Learning Style Assessment
Daily Message	Demonstrate appropriate listening skills.	Observation – Frequency Rubric
	Make personal connections to an oral text.	Observation – Notes of success
	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Reads in unison with peers.	Observation – Notes of challenge
PWIM (Brainstorm)	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Demonstrate prior knowledge of the topic.	Finished Work – Vocabulary List
PWIM (Reading)	Reads familiar words.	Vocabulary test & checklist
	Uses reading strategies (e.g. pictures) to solve new words	Observation – Notes of success/challenges
PWIM (Categories)	Identifies similarities and differences between words.	Finished Work – Marks & Notes
PWIM (Make a Sentence / Make a Paragraph)	Writes grade (or skill) appropriate texts	Finished Work – Marks & Notes
	Creates grade (or skill) appropriate paragraph on a topic.	Finished Work – Marks & Notes
	Writes clearly, with well-defined letter formation and punctuation.	Finished Work – Marks & Notes
	Uses resources in the classroom to support their language learning.	Observation – Notes of success/challenges

Reader's Theater	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Remembers age-appropriate lyrics for songs.	Observation – Notes of challenges
	Sings in unison with peers.	Observation – Notes of challenge
Picturing Writing	Writes grade (or skill) appropriate texts	Finished Work – Marks & Notes
	Creates grade (or skill) appropriate paragraph on a topic.	Finished Work – Marks & Notes
	Writes clearly, with well-defined letter formation and punctuation.	Finished Work – Marks & Notes
	Uses resources in the classroom to support their language learning.	Observation – Notes of success/challenges
	Uses creativity (personal ideas) in writing activities.	Finished Work – Marks & Notes
Picture Dictation	Follows directions carefully and accurately.	Observation – Notes of success/challenges
	Uses detail when describing pictures in English	Observation – Notes of success/challenges
	Works appropriately (e.g. behaviour) with a partner.	Observation – Notes of success/challenges
Sequence activities	Makes logical connections when organizing a sequence of events.	Finished Work – Marks & Notes
	Can describe the events using appropriate words and phrases.	One on one Retelling – Marks & Notes
Total Physical Response	Can describe the events using appropriate words and phrases.	One on one Retelling – Marks & Notes
	Follows directions carefully and accurately.	Observation – Notes of success/challenges
	Uses clear words and phrases when dictating instructions	Checklist – Instructions (success/challenge)
	Works appropriately (e.g. behaviour) with a partner.	Observation – Notes of success/challenges
Word Families Brainstorm	Accurately identifies words in the word family.	Finished Work – Checklist & Notes
	Uses reading strategies (e.g. pictures) to solve new words	Observation – Notes of success/challenges
	Works appropriately (e.g. behaviour) in a small group.	Observation – Notes of success/challenges
Word Wall	Participates during a variety of classroom activities.	Observation – Notes of success/challenges
	Can spell age (or skill) appropriate words.	One on one spelling – Marks & Notes
	Speaks in unison with peers.	Observation – Notes of challenge
Charades	Uses appropriate/accurate physical or facial gestures to convey ideas.	Observation – Notes of challenge

Additional Assessment Tools

Reading

Magic 100 Sight Words Program

- Initial, continues and end of year sight word assessment for Grade 2 & 3

Development Reading Assessment – Pearson School

- Initial and end of year reading assessment for Grade 3

Basic Reading Inventory: Pre-Primer Through Grade 12 – Jerry Johns

- Initial and end of year literacy assessment for Kindergarten to Grade 3

Running Records

- Initial and end of year reading assessment for Grade 2 and 3

Writing

Transforming Assessment Strategies – Sandra Herbst

- Term 2 introduction to promote self-assessment in grades 1 to 3

Materials

The following materials will be used to run lessons on the topics included in pg. 6 with the methods below. Additional resources will be added throughout the year as they become identified and available.

Method	Summary	Materials
Group Reading	A vocabulary or topic-related book is read to the class with supporting Q/A, word identification, reading strategies...etc..	Classroom library of over 200 books on a variety of topics.
Relevant Literature	During Fun Friday literacy centers, when finishing work early and at other scheduled times, students spend time in the classroom library. These books use many of the words being studied in the active topic.	Classroom library of over 200 books on a variety of topics.
Songs	Songs will be introduced to review theme vocabulary, introduce conventions of spoken language (e.g. pitch) and encourage students' engagement.	Music Books: My, Your Canada, Christmas Songs, Disney Theme Songs Website: http://www.theteachersguide.com/ChildrensSongs.htm , Popular Children's Songs posters
Poetry, Choral reading.etc	Poetry, choral reading and other rhythmic group speaking will be used to review theme vocabulary, introduce conventions of spoken language and encourage students' engagement	Resource Text: Choral Reading Grades 2-3, Books: Where the Sidewalk Ends, Alligator Pie, Garbage Delight
Fun Friday Language Centers	Students move around Language-focused centers that relate to the theme covered during the previous week. Leadership is encouraged. 7) Library 8) Recording studio – puppets, tape recorders 9) Author's Desk – etch sketch, whiteboards 10) Movie Theater – books on tape or video 11) Kinesthetic – activities that involve movement 12) Folder games –grammar & phonics	3 pairs of large party eyeglasses, 6 containers of play dough, 6 small whiteboards, markers & erasers, 4 etch sketch toys, 2 alphabet puzzles, Picture & word flashcards, Magnetic letters, Bananagrams, Take it to Your Seat Activity books & folder games, Alphabet stamps, Variety of paper, 6 puppets, Bean bags
Calendar Routine	Daily routine of song, month, days of the week and numerical date.	Calendar Days of the week and number tags
Greeting & Leaving Routine	Students are greeted and introduced to a wide variety of feeling and emotion vocabulary. (eg. happy) At the end of each class students complete a leaving routine to practice appropriate vocabulary.	Puppets (to allow the students to practice during Language Centers)
Art and the Alphabet	Art techniques such as painting, tracing, stamping and gluing is used to introduce students to letters of the alphabet.	Paper, Paint, Markers, Glue, Scissors Stamps, Tissue paper
Vocabulary Games using Flashcards	Students participate in large class games or lead small group games that use key vocabulary with supporting visuals. 1) Listen and Repeat 8) Guess the picture 9) Match the picture 10) Touch the picture 11) Toss to the picture 12) Charades 13) Missing picture	Website Resources: http://www.mes-english.com/ Magazines Books Websearch.
Daily Message	A 'letter' to the student is written on chart paper. The message is read in unison with a student leader. Follow-up grammar, vocabulary, reading skill or other academic activities.	Chart paper Markers PWIM pictures
PWIM (Brainstorm)	Students use photographs and pictures to develop their own topic vocabulary, collaborate in a group and personalize future academic activities.	PWIM pictures Magazines & Books
PWIM (Reading)	Students use the vocabulary list to develop reading skills. They identify what they 'know' and are 'learning'. Then use pictures to solve unknown words.	Computer Paper Know and Learning Charts
PWIM (Categories)	Students use the vocabulary list to find similarities between words. These include meaning, phonetic sound and written structure.	PWIM Category worksheets Stationary
PWIM (Make a Sentence / Make a Paragraph)	Students make sentences using words from the vocabulary list. These sentences are categorized to create paragraphs about sub-topics of a larger topic.	Chart paper PWIM MaS worksheets Stationary
Reader's Theater	Students read a script with tailored parts to match the students' language ability. Student directors are assigned for each scene.	Book: Readers Theater for Building Fluency Puppets
Picturing Writing	2) Students create a picture based on the class's weekly topic. After brainstorming key nouns and	Art supplies (e.g. pencil crayons, glue, construction paper) PW templates

	adjectives, they write about the picture. 2) Students design a picture guided by the theme of a class book. They receive the sentence structure to describe the picture and write the text. The finished pages are collected for a group book. 3) Students collect multiple pictures to write their own book on the weekly topic.	Stationary
Picture Dictation	1) The teacher describes a picture using key vocabulary from the class topic. The students listen carefully and draw the picture. 2) A picture is given to one student and they describe it to their partner.	Picture dictation template Stationary Teacher made pictures
Sequence activities 4) cut and paste 5) draw next step 6) true/false	Students individually or in groups identify the sequence of pictures or hypothesis what could happen next.	Classroom library of over 200 books on a variety of topics. Chart paper Stationary, scissors and glue Book: Sequencing Activities
Total Physical Response	1) Teacher describes a series of actions (e.g. getting ready in the morning) that uses theme vocabulary. The students act out the instructions. 2) A student describes a series of actions that uses key vocabulary. Their partner acts out the instructions.	Book: Sequencing Activities Classroom library of over 200 books on a variety of topics. PWIM pictures PW templates Additional worksheets
Word Families Brainstorm	A word family is introduced to the students and written in the middle of chart paper. The small group uses a deck of alphabet and word family cards to discover words and record them on the paper.	Alphabet cards Chart paper Markers & stationary Word family posters
Word Wall	Key vocabulary on the class's theme is posted on the word wall. Students use movement while spelling each word. (e.g. clap vowels, snap consonants)	Blank flash cards Sentence strips & chart paper Website Resources: http://www.mes-english.com/ & PWIM pictures
Charades	Students act out the verb and it is guessed by their peers.	Website Resources: http://www.mes-english.com/ & PWIM pictures
Assessment Plan	See details in that specific section of the Year Plan	Book: Basic Reading Inventory Book: Marie Clay Reading Recovery texts Teacher made assessment checklists & rubrics
Behaviour Management Plan	See details in that specific section of the Year Plan	Action reminder cards Time out warning card Traffic light poster Listening behaviour poster