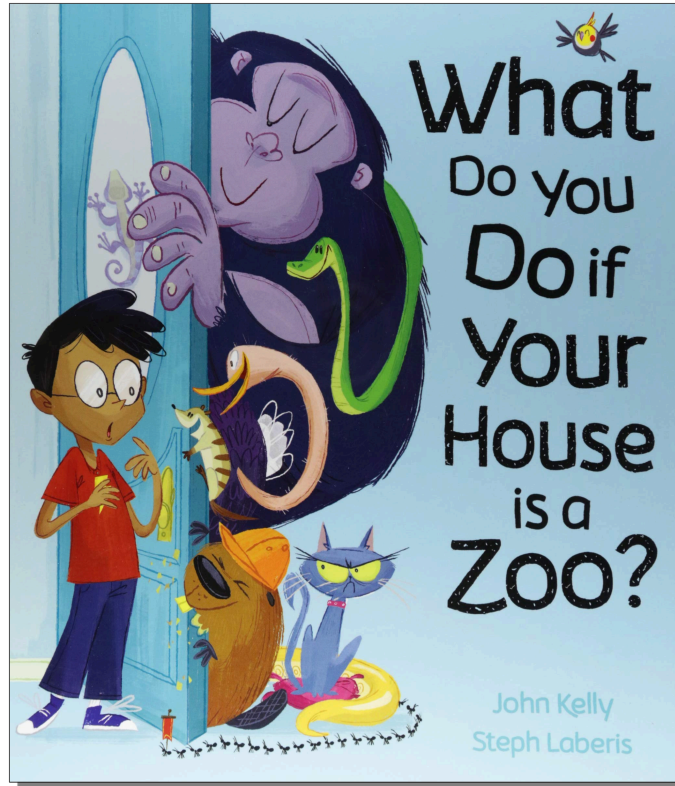# What do You do if your House is a Zoo?

by John Kelly and Steph Laberis

Multi-Level LES for Special Needs Classes

Teacher's Guide

Note

This LES was written for groups of special needs students where students following the regular cycle 1-2-3 curriculum are in the same groups as students with modified tasks. In those groups, students of all ages might be mixed together. Having that in mind, all tasks are made to be presented parallely to the students of a group. Students following the regular curriculum should be given the activities planned for that cycle. Other students could be offered tasks from various booklets to accommodate their strengths and weaknesses.

Bird's Eye View

Estimated Duration : 6 periods of 60 minutes

Material Needed:

Zoo House Cycle 1 Student Booklet	Zoo House Slides	
Zoo House Cycle 2 Student Booklet	Book: What Do You Do if Your House is a Zoo? by John Kelly and Steph Laberis	
Zoo House Cycle 3 Student Booklet		

Each student should be evaluated according to his age/group level with or without the adaptation or modification presented in his/her intervention plan.

CYCLE 1 :

- **Competency 1: To Act on Understanding of Texts**
  - ○ **Evaluation Criteria:** Evidence of Understanding of Text
    - ■ **Information clarifying the criteria:** Use of words and expressions from text in order to join in during story retelling.
- **Competency 2: To Communicate Orally in English**
  - ○ **Evaluation Criteria:** Use of words and expressions to transmit oral messages
    - ■ **Information clarifying the criteria:** Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions.

CYCLE 2-3

- **Competency 1: To Interact Orally in English**
  - ○ **Evaluation Criteria:** Use of functional language
    - ■ **Information clarifying the criteria:** Use of targeted useful expressions and vocabulary, combination of useful expressions to express personal messages, pronunciation of frequently used expression and targeted vocabulary

- ○ **Evaluation Criteria:** Participation in Exchanges
  - ■ **Information clarifying the criteria:** participation in classroom routines, perseverance in using English at all times, initiation and maintenance of oral exchanges, reaction to oral messages, support during peer interaction, expression of personalized messages
- ○

- ● **Competency 2: To Reinvest Understanding of Texts**
  - ○ **Evaluation Criteria:** Evidence of Understanding of Texts
    - ■ **Information clarifying the criteria:** Demonstration of understanding or overall meaning of texts, identification of key elements in texts, establishment of connections between text and own experience, expression of appreciation of texts, sharing of understanding of texts with others
  - ○ **Evaluation Criteria:** Use of Knowledge from texts in a Reinvestment Task
    - ■ **information clarifying the criteria:** selection of information/ideas from texts relevant to task, coherence of organization of selected information/ideas, use of words and expressions from texts, delivery of a personalized product by: summarizing information/ideas drawn from texts, combining information/ideas from texts with own ideas and language.

- ● **Competency 3: To Write Texts**
  - ○ **Evaluation Criteria:** Application of targeted language conventions
    - ■ **Information clarifying the criteria:** Use of grammar targeted for tasks, use of punctuation targeted for tasks, spelling of words from provided models and available resources.
  - ○ **Evaluation Criteria:** Characteristics of the written texts
    - ■ **Information clarifying the criteria:** writing a text that: is on topic, respects que required text form and requirements, is well structured, takes the intended purpose and audience into account, is creative.

- ● **Strategies:**
  - ○ Activate Prior Knowledge
  - ○ Resourcing
  - ○ Inferencing (explicit teaching)
  - ○ Scanning (explicit teaching)

Page numbers have been added to the book in order to help with navigation.

This is page 1

Teacher's Notes

1	Having Pets

Teacher starts a discussion on pets by brainstorming a list of animals that can be pets. This list can be presented on the board as a reference for the discussion. Then teacher presents the questions and functional language on page 1 of the student booklet. Then, teacher reads pages 1 to 4 of the book.

Strategy : Activate Prior Knowledge

Cycle 1	Cycle 2	Cycle 3
● <u>Competency 2:</u> To Communicate Orally in English	● <u>Competency 1:</u> To Interact Orally in English	● <u>Competency 1:</u> To Interact Orally in English
Appendix 1 Evaluation Rubric	Appendix 2 Evaluation Rubric	Appendix 3 Evaluation Rubric

2	My Address

Teacher presents a list of abbreviation useful when it comes to addresses. Students then have to write their own address. Teacher reads page 3 and present Oscar's address as an example (the postal code is missing). They then discuss and ask their classmates about their own living places.

Cycle 1	Cycle 2	Cycle 3
● <u>Competency 2:</u> To Communicate Orally in English	● <u>Competency 1:</u> To Interact Orally in English	● <u>Competency 1:</u> To Interact Orally in English
Appendix 1 Evaluation Rubric	Appendix 2 Evaluation Rubric	Appendix 3 Evaluation Rubric

3	Quality Pets	

Using the Strategy Note on page 1, teacher presents the strategy "Inferencing". He/She explains that the information we are looking for is not textually present in the text. It's like gathering clues to solve a riddle. Then students complete activity 3 on page 3 of their student booklet. Teacher reads pages 5 and 6 (3 first letters from pets) to students.

Cycle 1	Cycle 2	Cycle 3
● <u>Competency 1:</u> To Act Upon Understanding of Texts	● <u>Competency 2:</u> To Reinvest Understanding of Texts (Evidence)	● <u>Competency 2:</u> To Reinvest Understanding of Texts (Evidence)
Students circle one image that best represents the animal. It's an element that is NOT in words in the text.	Students choose a quality from a wordbank to give to each animal. Students could be presented with the functional language: "*What does … mean?*" in order to speed up the process and help them get to the inferencing part. They are using a "human" resource. They then write the chosen adjective on page 2 of their student booklet.	
		Students have to explain which clues they used to make an informed guess.
Appendix 4 Answer key and Evaluation Rubric	Appendix 5 Answer key and Evaluation Rubric	

4	Hard Choices	

Using the Strategy Note on page 3, teacher presents the strategy "Scanning". Students then read pages 9 and 10. They put Xs in the right columns.

Cycle 1	Cycle 2	Cycle 3
● <u>Competency 1:</u> To Act Upon Understanding of Texts	● <u>Competency 2:</u> To Reinvest Understanding of Texts (Evidence)	● <u>Competency 2:</u> To Reinvest Understanding of Texts (Evidence)
Each animal has only one characteristic in the table. Text should be read to students.	The number of animals is indicated for each characteristic. Students might require the help of a peer or an adult for some parts of the reading.	Students must find all animals without a cue of the number for each characteristic. Each animal can be used multiple times.
Appendix 6 Answer key and Evaluation Rubric	Appendix 7 Answer key and Evaluation Rubric	Appendix 8 Answer key and Evaluation Rubric

5	Helping Oscar

Teacher presents the task to the students. They will have to write an letter to one of the candidates to accept it as their pet. They write their story as if they were Oscar himself. Students have a model on page 5 of their student booklet. They write their draft / final copy on page 6. Evaluation rubric could be presented to help student know what they are expected to do. Teacher emphasises the fact that students should use passages of the texts on pages 5-6 and 9-10 of the book.

Cycle 1	Cycle 2	Cycle 3
● <u>Competency 1:</u> To Act Upon Understanding of Texts (personalized version)	● <u>Competency 2:</u> To Reinvest Understanding of Texts (Reinvest) ● <u>Competency 3:</u> To Write Texts	● <u>Competency 2:</u> To Reinvest Understanding of Texts (Reinvest) ● <u>Competency 3:</u> To Write Texts
Students complete the "personalized version" on page 6 using the model. They write : - name of the animal - animal kind - Oscar's address all copied from the book. This is evaluated ONLY for second graders.	Students write their letter on page 6 using the model. They write : - name of the animal - animal kind - a promise to the animal (using an info from the text) OR - a think they like about this pet. - Oscar's address all copied from the book. - a personal sentence about a thing Oscar could do with this pet.	Students write their letter on page 6 using the model. They write : - name of the animal - animal kind - a promise to the animal (using an info from the text) OR - a think they like about this pet. - Oscar's address all copied from the book. - a personal sentence about a thing Oscar could do with this pet. By observing the images in the book, they write a description of Oscar as if he was presenting himself to the pet.
Appendix 9 : Evaluation Rubric	Appendix 10: Evaluation Rubrics	Appendix 11: Evaluation Rubrics

6	Agenda

Teacher reads the entire book to the students. Then, he/she presents the task. Students must place in order the events of the story using numbers. Teacher reads the book as many times as necessary for students to finish the task (up to 4 times seems reasonable). Teacher could also use a video version of the book.

Cycle 1	Cycle 2	Cycle 3
● Competency 1: To Act Upon Understanding of Texts	● Competency 2: To Reinvest Understanding of Texts (Evidence)	● Competency 2: To Reinvest Understanding of Texts (Evidence)
Students number the events in the order they happen in the story.	Students write the numbers of the events in the appropriate square (according to the day they happen).	
Appendix 12 : Answer Key and Evaluation Rubric	Appendix 13: Answer Key and Evaluation Rubric	

Activities 1 to 6 are the main activities of the LES, Activities 7 to 9 are extra activities to be used when students are finished with the main task or as a winding down activity.	
7	Extra - Colouring

Students colour Steph Laberis' art work.

8	Extra - Animals

Students find all the animals present in the picture.
Appendix 14 : Answer Key

9	Extra - Word Search

Students complete the Word Search
Answer Key : PET

Cycle 1 – Activities 1-2 – Evaluation Rubric

Evaluation Criteria	Information clarifying the criteria [1]	A	B	C	D	E
Use of words and expressions to transmit oral messages	Initiate and responds to exchanges using the contextual language provided in the student booklet	Oral messages demonstrate a correct use of words, strings of words and short expressions **almost always**	Oral messages demonstrate a correct use of words, strings of words and short expressions **most of the time**	Oral messages demonstrate a correct use of words, strings of words and short expressions **sometimes**	Use words, strings of words and short expressions **only when someone helps**	*N*ever use words, strings of words and short expressions to transmit oral messages

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[1] Adapted from S. Jansma and N. Gagné (2011)
The *Progression of Learning* gives additional information on the learning specific to each school year

Cycle 2 – Activities 1-2 – Evaluation Rubric

Evaluation Criteria	Information clarifying the criteria [2]	A	B	C	D	E
Participation in exchanges	Perseverance in using English at all times Initiation and maintenance of oral exchanges Reaction to oral messages Support of peers during interaction Expression of personalized messages	Participation is **outstanding**	Participation is **very good**	Participation is **acceptable**	Participation in class is possible **only when someone helps**	No participation
Use of functional language	Use of targeted useful expressions and vocabulary Combination of useful expressions and vocabulary to express personal messages Pronunciation of frequently used expressions and targeted vocabulary	Student uses the presented functional language and a few personal expressions	Student uses one or two elements of functional language repetitively and very little or no personal expressions	Student uses parts of the presented functional language	Student uses functional language **only when someone helps**	Common classroom language or new vocabulary are not used

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[2] Adapted from S. Jansma and N. Gagné (2011)
The *Progression of Learning* gives additional information on the learning specific to each school year

Cycle 3 – Activities 1-2 – Evaluation Rubric

Evaluation Criteria	Information clarifying the criteria [3]	A	B	C	D	E
Participation in exchanges	Perseverance in using English at all times Initiation and maintenance of oral exchanges Reaction to oral messages Support of peers during interaction Expression of personalized messages	Participation is **outstanding**	Participation is **very good**	Participation is **acceptable**	Participation in class is possible **only when someone helps**	No participation
Use of functional language	Use of targeted useful expressions and vocabulary Combination of useful expressions and vocabulary to express personal messages Pronunciation of frequently used expressions and targeted vocabulary	Student combines functional language and personal expressions easily and varies expressions each time he / she participates.	Student uses the presented functional language and a few personal expressions	Student uses one or two elements of functional language repetitively and very little or no personal expressions	Student uses only parts of the presented functional language AND / OR Student uses functional language **only when someone helps**	Common classroom language or new vocabulary are not used

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[3] Adapted from S. Jansma and N. Gagné (2011)
The *Progression of Learning* gives additional information on the learning specific to each school year

Cycle 1 – Activity 3 – Answer Key

Answer key

Cycle 1 – Activity 3 – Evaluation Rubric

A	B	C	D	E
3 good answers	2 good answers	1 good answer	tried something	no answer

Cycles 2-3 – Activity 3 – Answer Key

Cycles 2-3 – Activity 3 – Evaluation Rubric

	A	B	C	D	E
Grade 3	3 good answers	2 good answers	1 good answer	tried something	no answer
Grade 4	3 good answers	2 good answers	1 good answer	-	no good answer
Grade 5	all answers are good and justifications are all from the text	2 answers are good and justifications are mostly from the text	1 answer is good and / or justifications are sometimes unclear or vague	answers are not good and/or justifications are out of topic	answers are not good and justifications are absent
Grade 6	all answers are good and justifications are precise and from the text	2 answers are good and justifications are from the text	2 answers are good and / or justifications are sometimes unclear	1 answer is good and/or justifications are out of topic	answers are not good and justifications are absent

Cycle 1 – Activity 4 – Answer Key

		Princess the cat	Goldie the goldfish	Bill the goat	meerkats	Olive the ostrich	Henrietta the horse	Kingsley the gorilla	Anthony the ant	Wilf the wolf	Ollie the octopus	Space monkey	Bertram the bull	Bill and Bob the beavers	Walter the whale
1.	new planets											X			
2.	clean bowl		X												
3.	run					X									
4.	security				X										
5.	river or lake														X
6.	winner						X								
7.	comfort and cushions	X													
8.	climb							X							
9.	brothers							X							
10.	juggling										X				
11.	antique china												X		
12.	builders													X	
13.	gray									X					
14.	eat anything			X											

Cycle 1 – Activity 4 – Evaluation Rubric

|	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade 1	13-14	12	11	9-10	8	7	6	5	4	3	2	1	0
Grade 2	14	13	12	11	10	9	8	7	6	5	4	2-3	0-1

Cycle 2 – Activity 4 – Answer Key

	Princess the cat	Goldie the goldfish	Bill the goat	meerkats	Olive the ostrich	Henrietta the horse	Kingsley the gorilla	Anthony the ant	Wilf the wolf	Ollie the octopus	space monkey	Bertram the bull	Bill and Bob the beavers	Walter the whale
1. likes to discover new planets. (1)											X			
2. likes clean and neat environments. (2-3)		X						X		X				
3. likes to run. (1)					X									
4. likes to protect people and things. (1)				X										
5. eats a lot of food. (2)			X											X
6. likes to play in the sand. (1)					X									
7. lives in water. (2-3)		X								X				X
8. likes to jump. (1)						X								
9. likes cushions and comfort. (1)	X													
10. has many brothers. (1)								X						
11. very strong, good for heavy lifting or picking up heavy things. (2)							X	X						
12. can do many things at the same time like washing and knitting. (1)										X				
13. likes delicate antique porcelain. (1)												X		
14. is on a diet. (1)														X
15. very competitive. (1)						X								
16. likes to build stuff. (1)													X	
17. likes to nap. (1)									X					
18. likes to climb. (1)							X							

Cycle 2 – Activity 4 – Evaluation Rubric

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade 3	22-25	21	20	18-19	17	16	14-15	13	12	10-11	7-9	4-6	0-3
Grade 4	23-25	22	21	20	18-19	17	16	14-15	13	12	10-11	7-9	0-6

Cycle 3 – Activity 4 – Answer Key

		Princess the cat	Goldie the goldfish	Bill the goat	meerkats	Olive the ostrich	Henrietta the horse	Kingsley the gorilla	Anthony the ant	Wilf the wolf	Ollie the octopus	space monkey	Bertram the bull	Bill and Bob the beavers	Walter the whale
1.	likes to discover new planets.											X			
2.	likes clean and neat environments.		X						X		X				
3.	likes to run.					X									
4.	likes to protect people and things.				X										
5.	eats a lot of food.			X											X
6.	likes to play in the sand.					X									
7.	lives in water.		X								X				X
8.	likes to jump.						X								
9.	likes cushions and comfort.	X													
10.	has many brothers.								X						
11.	very strong, good for heavy lifting or picking up heavy things.							X	X						
12.	can do many things at the same time like washing and knitting.										X				
13.	likes fragile things.												X		
14.	is on a diet.														X
15.	very competitive.						X								
16.	likes to install fountains in gardens.													X	
17.	likes to nap.									X					
18.	likes to climb.							X							

Cycle 2 – Activity 4 – Evaluation Rubric

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade 5	22-25	21	20	18-29	17	16	14-15	13	12	10-11	7-9	4-6	0-3
Grade 6	23-25	22	21	20	18-19	17	16	14-15	13	12	10-11	7-9	0-6

Cycle 1 – <u>GRADE 2 ONLY</u> – Activity 5 – Evaluation Rubric

Evaluation Criteria	Information clarifying the criteria[4]	A	B	C	D	E
Evidence of understanding of texts	Use of words and expressions from texts and provided resources to create a personalized version of texts **(Elementary 2 only)**	All 3 elements are appropriate and accurate	All 3 elements are appropriate but some might have accuracy mistakes in order or spelling.	2 of the 3 elements are appropriate	only one element is appropriate	Elements are not appropriate considering the text they were taken from

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[4]Adapted from S. Jansma and N. Gagné (2011)

Cycle 2 – Activity 5 – Evaluation Rubric

C2 –Reinvestment Task

1. Selection Select the information and ideas about the chosen pet as well as vocabulary from the book.	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
2. Organization Organize the information and ideas in your letter in a logical order (follow the instructions).	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
3. Personalization - make your text unique by combining information, ideas and language from the book with your own ideas and words (personal sentence) - Correctly use the, ideas and language from the book. - The information and ideas are accurate. (good characteristics for the chosen pet, characteristics found in the text)	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
4. Necessary Elements ➔ salutation ➔ introduction ➔ promise or thing you like ➔ personal sentence ➔ address ➔ closing ➔ signature	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
FINAL MARK												

C3 – Write Texts

1. Application of targeted language conventions - Spelling of words from the book - Capital Letters - Periods - Basic sentence structure	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
2. Characteristics of the written text Your text is understandable by a native speaker.	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
FINAL MARK												

Cycle 3 - Activity 5 - Evaluation Rubric
C2 -Reinvestment Task

1. Selection Select the information and ideas about the chosen pet as well as vocabulary from the book.	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
2. Organization Organize the information and ideas in your letter in a logical order (follow the instructions).	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
3. Personalization ➔ Make your text unique by combining information, ideas and language from the book with your own ideas and words ➔ Correctly use the, ideas and language from the book. ➔ The information and ideas are accurate. (good characteristics for the chosen pet, characteristics found in the text)	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
4. Necessary Elements ➔ salutation ➔ introduction ➔ promise or thing you like ➔ personal sentence ➔ address ➔ closing ➔ signature Oscar's description will be evaluated in C3 only	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
FINAL MARK												

C3 - Write Texts

1. Application of targeted language conventions ➔ Spelling of words from the book ➔ Capital Letters ➔ Periods ➔ Basic sentence structure	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
2. Characteristics of the written text ➔ Your description of Oscar is accurate and detailed ➔ Your text is understandable by a native speaker.	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
FINAL MARK												

Cycle 1 – Activity 6 – Answer Key

1 Parents say Oscar can have a pet.	**10** Animals leave the house.	**8** Oscar felt lonely. His house is a zoo.
5 Meerkats organize security.	**11** Oscar finds a letter.	**7** Beaver Brothers and Walter the whale create little disasters.
9 The family goes camping in the yard. Space Monkey crashes in the shed.	**2** Oscar writes an ad in the paper.	**12** Rufus arrives. Oscar is happy.
3 Oscar receives letters.	**4** Oscar reads the letters.	**6** Kingsley the gorilla carried mom to work.

Cycle 1 – Activity 6 – Evaluation Rubric

A	B	C	D	E
All events are placed in the correct order	Most events are placed in a logical order. 1-2 are misplaced.	More than half of the events are placed in a logical order. 3-5 are misplaced.	Half the events are misplaced or more.	It's difficult to find logic in the order presented.

Cycles 2-3- Activity 6 - Answer Key

Sunday	**12**
Monday	**3**
Tuesday	**7**
Wednesday	**9-6**
Thursday ,Friday, Saturday, Sunday	**1-14** (Thursday) following events can be placed any day between Thursday and Sunday, but in the correct order. **10-2-8-5-13**
Monday	**4-11**

	A	**B**	**C**	**D**	**E**
Grade 3	10 -12 events are on the right day All or almost all in the correct order each day	10-12 events are on the right day There are mistakes in the order of each day events	8-9 events are on the right day There are mistakes in the order of each day events	6-7 events are on the right day There are mistakes in the order of each day events	0-5 events are on the right day There are mistakes in the order of each day events
Grade 4	11-12 events are on the right day All or almost all in the correct order each day	10 events are on the right day There are mistakes in the order of each day events	9 events are on the right day There are mistakes in the order of each day events	7- 8 events are on the right day There are mistakes in the order of each day events	0-6 events are on the right day There are mistakes in the order of each day events
Grade 5	12 events are on the right day All or almost all in the correct order each day	11 events are on the right day There are mistakes in the order of each day events	9-10 events are on the right day There are mistakes in the order of each day events	7-8 events are on the right day There are mistakes in the order of each day events	answers are not good and justifications are absent
Grade 6	12 events are on the right day All in the correct order each day	12 events are on the right day Almost all in the correct order each day	10-11 events are on the right day There are mistakes in the order of each day events	9 events are on the right day There are mistakes in the order of each day events	0-8 events are on the right day There are mistakes in the order of each day events

Activity 8 – Answer Key

1. meerkat
2. whale
3. cat
4. beaver
5. snake
6. parrot
7. wolf
8. horse
9. sloth
10. owl
11. rat
12. lion
13. guinea pig
14. gorilla
15. birds
16. octopus
17. lizard
18. ostrich
19. ants