

## Targeting all learners with Language Development

Welcome to what we hope will be a highly engaging language development unit for your class. This unit was created as a response to the need to support an extremely broad range of learners in developing their oral and written language.

In concept, this unit was designed to take place over the course of a whole term, or even a whole year. You can certainly try it as a dedicated unit that is taught within a strict time-frame, but if so, we would encourage you to revisit the activities throughout the year, to provide ongoing practice opportunities. The activities also work really well as quick fillers for when you have those odd 15 minutes of time to fill up, and for content vocabulary practice!

### Introducing the *Describe It!* sheet:

How to introduce the *Describe It!* sheet will depend on both what works for you, and the make-up of your class. One way is to simply put a copy of the sheet (see end of this package for *Describe It!* sheet) on the overhead and work your way through the sections, using common examples and/or objects in the classroom. Another is to introduce it at the same time as the first lesson from the unit, referencing it as you work through the activity.

### Warm Up:

During the Language Development unit, you may choose to start each lesson with a quick warm-up. This helps them remember what they've already been taught and get them ready for the creativity and sharing of ideas needed for this unit.

The warm-up activity that we would recommend is to have them compare two things and come up with ways they are the same, and ways they are different. This can be done independently, in pairs, small groups, or as a class. It can be reported orally, or recorded on the board. Encourage them to try and come up with similarities and differences that encompass many, or all, of the elements from the *Describe It!* sheet. Note that in the "Different" examples, it isn't enough to simply indicate the one difference, (e.g. - cats have claws that retract)... you want your students to then also indicate what happens in the other case as well. This will likely need to be modelled or they may need to be prompted to give you the second half of the observation.

For example:

Comparing Cat and Dog	
<u>Same</u>	<u>Different</u>
Both have four legs	Cats have claws that retract, Dogs have claws that stay out
Both usually have fur	Dogs are pack animals, Cats are more independent
Both are pets	Dogs can be big or small, Cats are usually about the same size as each other

## Part 1 - Describing Animals/Things

### Animals Lesson # 1.

#### Materials:

- *Describe It!* handout for each group or each student
- Pictures of various animals (minimum one per group plus one to use as an example)
- Paper and pencils

#### Part 1:

- Show picture of cat and have them generate ideas to describe it (this gives you a baseline)
- Teacher reviews *Describe It!* handout using a very familiar animal picture as an example. (e.g.- a cat)
- Teacher goes into significant detail and encourages students to also help describe the animal.
- Point out to students that they just spent X number of minutes talking about the animal... this is to help them understand that there are many, many things to say about even the simplest, most obvious object.

#### Part 2:

- Each pod/group is secretly given an animal picture. (The other pods are not supposed to see the picture, as their task will be guessing which animal is being described.)
- Pods are to go through the *Describe It!* list, with one person taking notes, and write down descriptions of the animal based on those categories.
- Pods choose 3 initial descriptors/clues to the creature's identity, with two back ups in case people can't guess. When called on, they give their three clues, and the class tries to guess their animal. If it isn't guessed in 3 guesses, they give their backup clues. If it isn't guessed after two more guesses, the group shares their animal with everyone.
- After all groups have gone, review with the class which were the most useful descriptors. Also, discuss the idea of general descriptions and how those become more specific (e.g. - animal, mammal, feline, house cat, my cat)

An example: It has four legs, it lives in Africa, and it is black and white. What is it?

Answer: Zebra

#### Things to watch out for:

- Circulate after first handing out animal photos to make sure that the groups know what their animal is, and what it is called.
- Remind students that their goal is for others to be able to guess what their animal is, not to stump the other students

#### Extensions:

- This game can be played using any object or animal. It can also be played in partners rather than groups.
- After teaching this, have students write riddles about the animal or object of their choice.
- This game could be used as a great way to practice content vocabulary, having students create or guess descriptions of various artefacts.

**Animals Lesson #2.****Materials:**

- *Describe It!* handout for each group or each student
- Pictures of various animals (minimum two per group plus one to use as an example)
- List of questions stems for students needing support

**Part 1:**

- Review *Describe It!* sheet.
- Introduce concept of asking yes or no questions (e.g. - not “What size is it?”, but “Is it bigger than a \_\_\_\_?”)
- If team teaching, teachers should do an example of how to use asking questions to figure out what animal is being described. (This is essentially the game 20-questions.) Model how to ask questions from different categories of the *Describe It!* sheet.

**Part 2:**

- Split each group/pod into A and B groups. Each side of the pod is given a different animal picture, which they keep secret.
- Side A asks questions of side B until they have figured out the animal. Then side B asks questions of side A.
- Teacher circulates/monitors while in progress, as some students will have trouble with formulating (and answering) yes/no questions
- After both sides have gone, have students report back, and discuss as class, what worked best, and what details told them the most. Highlight how using more general questions worked better to narrow down the options than asking more specific questions right from the start. (e.g. - asking “is it a mammal” will confirm or reject a large number of animals right away... asking “is it a dog?” confirms or rejects only one.)

**Ways to support ELL/struggling learners:**

- Offer sheet of potential questions stems to help them create their yes/no questions
- Redirect their attention to the *Describe It!* sheet to help them realize what they could be asking

**Question Stems:**

Is it \_\_\_\_\_?

Is it a \_\_\_\_\_?

Can it \_\_\_\_\_?

Does it have \_\_\_\_\_?

Is it made of \_\_\_\_\_?

Does it live in \_\_\_\_\_?

Can I find it in \_\_\_\_\_?

Is it bigger than/smaller than \_\_\_\_\_?

**Extensions:**

- Play 20-questions with students for variety of animals/objects
- Have students create a short story/act out a scene in which they must include 3 different animals. The reader must be able to figure out what animals they are, but they are never allowed to identify the animals in the story.

**Objects Lesson (almost the same as Animals Lesson #1).**

**Materials:**

- *Describe It!* handout for each group or each student
- Pictures of various objects (minimum one per group plus one to use as an example)
- Paper and pencils

**Part 1:**

- Teacher reviews *Describe It!* handout using a very familiar object picture as an example. (e.g.- a retractable pen)
- Teacher goes into significant detail and encourages students to also help describe the object.
- Point out to students that we use the “What is it made out of?” and “What parts does it have?” much more for objects than we do for animals.

**Part 2:**

- Each pod/group is secretly given an object picture. (The other pods are not supposed to see the picture, as their task will be guessing which object is being described.)
- Pods are to go through the *Describe It!* list, with one person taking notes, and write down descriptions of the object based on those categories.
- Pods choose 3 initial descriptors/clues to the object’s identity, with two back ups in case people can’t guess. When called on, they give their three clues, and the class tries to guess their object. If it isn’t guessed in 3 guesses, they give their backup clues. If it isn’t guessed after two more guesses, the group shares their object with everyone.
- After all groups have gone, review with the class which were the most useful descriptors.

An example: It is used to sit on. It is made of wood and metal. It is found in a park. What is it?  
Answer: A park bench

**Things to watch out for:**

- Circulate after first handing out object photos to make sure that the groups know what their object is, and what it is called.
- Remind students that their goal is for others to be able to guess what their object is, not to stump the other students

**Extensions:**

- This game can be played using any object or animal. It can also be played in partners rather than groups.
- After teaching this, have students write riddles about the animal or object of their choice.
- This game could be used as a great way to practice content vocabulary, having students create or guess descriptions of various artefacts.

**Setting and Mood Lesson (this is likely to take more than one session).**

**Materials:**

- *Describe It!* handout for each group or student.
- Landscape or building pictures that invoke imagery and mood (minimum one per group and one more as an example)

**Part 1:**

- Teach a mini-lesson/lead a class discussion around imagery, mood, and setting using a building or landscape picture as an anchor. Reference previous lessons on adjectives, adverbs, and/or story grammar
- As a class, brainstorm imagery and mood descriptions of the scene.
- As a class, develop a poem or descriptive paragraph using the words/phrases generated in the brainstorm

**Part 2:**

- Provide each group or pod with a landscape/mood picture
- In small groups, have them brainstorm imagery and mood descriptions of the scene. Have one person record ideas, but photocopy a copy of the notes for each group member.
- Have each student independently write a descriptive poem or paragraph using their brainstorm

**Things to watch out for:**

- This lesson presumes that you have been working with students on either paragraph or poem writing and that they have some ability in these areas. If you have not, this can be the opening to a much larger lesson series helping them develop those skills
- Depending on your class' skill level, you may need to add in additional scaffolding steps, such as having the student co-create a poem or paragraph as a small group before trying it independently
- Students really, really want to turn their setting paragraphs into stories; it can be challenging for them to keep it to a simple description of a scene

**Supporting ELL/struggling learners:**

- Provide a copy of an exemplar paragraph for them to use as a model
- Instead of having those students write on an entirely new image, allow them to use the full-class image and brainstorm to write their paragraph

**Extensions:**

- Do this lesson near Winter Break and use Holiday Cards for the scenes
- Have students work on including all five senses into their paragraphs
- Have students extend their setting paragraphs into short stories

## Part 2 - Categorization

### Categorization Lesson #1

#### Materials:

- Paper and pencils
- Whiteboard/chart paper and markers

#### Part 1:

- Discuss/describe what a category is. What is categorization? Do an example with the class using one of the suggested categories on the final page of this resource.

#### Part 2:

- Give a category to the class. Write it on the board.
- In small groups, have them brainstorm as many possible things that belong in that category as they can. They must write them down (if they aren't written down, they don't count). Time limit of 2 minutes, but it can be extended if students are heavily engaged
- After you have called "pencils down", rotate around the groups, calling for each group to share one of their answers. If another group has the same answer, they silently put their hand up, and it doesn't score a point. If no other group has the answer, the group scores a point.
- Game ends either after there are no more answers to offer, or after a set number of complete rounds of the groups (teacher's choice and time-constraint based)

#### Things to watch out for:

- This is a good activity to get everyone participating in, since the answers are already written down in front of the students. You might want to have each group rotate through the person offering the answer, so that all members have some public speaking practice
- Duplication: this is a great exercise in careful listening. If a group repeats an answer that was already given, this can have a variety of consequences. It can be simply a skipped turn, or... as was the case with one class we had that were exceptionally bad at listening to others... repeated answers meant team disqualification from continued participation (they kept their points to date, but couldn't add more)
- Calling out when someone else has the same answer; we instituted a silent raising of hands if you had the same answer as the group offering theirs because it got extremely... energetic... if students were allowed to call out that they had the same answer. Disqualification as above if they called out..
- You may choose to have larger categories cancel all those below it. So, if one group gave the category "big cats", that would mean that people could no longer use tiger, lion, or leopard as options. Likewise, you might choose to allow more precise answers like lion to invalidate a more general answer of "big cats." It is important to make a decision on this and stick to it.

#### Supporting ELL/struggling learners:

- heterogenous groupings to provide ELL/struggling learners with expert language models
- group ELL learners with more expert student who speaks the same language so that they can offer the suggestion in their L1 and get it translated
- have ELL learner draw their suggestions so that group members can provide the english vocabulary word
- allow ELL learners to write the word down in their L1, and give that group a minute or two afterwards to find the English translation using a dictionary/google translate

**Categorization Lesson #2****Materials:**

- cards with the names of categories on them to use on an overhead projector or a whiteboard and marker

**Part 1:**

- Review categories with the class. As a class, come up with a number of potential categories. You may want to use the *Describe It!* sheet to help them remember the breadth of categories that are possible. Teacher lists 3-5 items; students try and guess which category those items belong to.

**Part 2:**

- Put the students in pairs. Have them sitting facing each other, knee-to-knee, with one of the student's backs to the front of the class.
- Teacher puts up/writes a category on the board.
- Student who can see the board starts to give the other student examples that would fit into that category; their partner tries to guess which category has been given.
- After about a minute or two (depending on how much trouble students have in trying to guess the category), have students switch places with their partner. Repeat the activity with a different category.
- Pull the whole group back after first two rounds to debrief about what made the task easier or harder and what strategies students were using to achieve success.
- Continue the partner swapping for as many rounds as you wish.

**Things to watch out for:**

- This activity is challenging for your ELL/low vocabulary/slow processing students as they are having to generate ideas/vocabulary on the fly. If you can build in wait time, or organize partners so that your struggling students are all the A partners and the more expert partners are all B partners, this may help you differentiate the challenge level of the categories you have put up

**Supporting ELL/struggling learners:**

- if you have split your partners up Strong A, Struggling B, give simpler categories for the B students to guess at or generate items for (depending on what their particular struggle is) rather than more challenging ones.
- after writing the category on the board, give a minute or two of silent think time for the students to generate their items before having them share with their partners
- if it is possible, have an EA or an ELL/Resource teacher (or yourself if you have a moment... maybe you're better at organizing your time than I am!) pull the struggling student(s) aside earlier in the day to have them practice generating some possible answers to the categories you will be using that day (a mini lesson#1) so they have previewed the material
- have ELL student work with a buddy (so, group of three), with ELL student and buddy moving as A, with a single student as partner B

**Categorization Lesson #3 (One of these things is not like the others...)****Materials:**

- whiteboard and marker
- pre-prepared list of object groupings

**Part 1:**

- Review categories with the class. This lesson will invoke memories to those who were regular viewers of Sesame Street, and is a common visual task in primary skills workbooks. One the board, teacher lists 3-5 things, however one of the items does NOT belong to the category. As a group, students have to identify which word doesn't belong. They must explain why... as there is frequently more than one correct answer.

**Part 2:**

- Have students work in pairs or small groups to identify the incorrect word in the series.
- Challenge them to try and come up with more than one way of grouping the objects that leaves out an element. For example: if the items are *cat, dog, bird, elephant*, the incorrect answer could be elephant for multiple reasons: the other three are pets and the elephant is a wild/work animal; the other three are smaller than a horse, and an elephant is bigger; and the other three are found all over the world, but elephants are only naturally found in India and Africa. The incorrect answer could also be bird: the other three all have four legs, and birds only have two; birds have feathers and the others have fur/hair; and birds can fly, the others all have to walk.

**Things to watch out for:**

- This activity is easy for students to engage in on the surface (going for the "obvious" answer, without trying to go deeper). Model finding alternate answers in your initial whole class examples and make sure to do class share-outs when they are working in small groups/pairs. The students will often get quite excited about the challenge of trying to find different categories that elements in the list do/don't belong to if they are shown initially that there might be more than one answer.

**Supporting Struggling/ELL learners:**

- This activity requires students to provide detailed explanations in a quick-moving small group setting. Provide sentence stems for students to use to frame their thinking, as this allows them to focus on the task, not the language of how to form their thoughts into sentences
- Work in some wait time before releasing the small groups to talk
- Use groups of labeled pictures instead of words

**Possible sentence stems/frames:**

- \_\_\_\_\_ is different from the others because \_\_\_\_\_
- \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are the same because \_\_\_\_\_

**Extensions:**

- Use this strategy/activity with lists of content vocabulary words, to have students engage more fully with the purpose and function of those elements.

### Categorization Lesson #4 (Which things belong together?)

#### Materials:

- whiteboard and marker
- pre-prepared list of object groupings

#### Part 1:

- This activity is similar to Lesson #3, but instead of saying which element is the incorrect one in the group, students look at a list of items and work to figure out which two belong together. They must explain why... as there is frequently more than one correct answer, especially as to the reason *why* a pairing belongs together.

#### Part 2:

- Have students work in pairs or small groups to identify the paired words in the series.
- Challenge them to try and come up with more than one pair in the list. For example: if the items are *Mrs. Slack, tree, Ms. Andersen, pencil*, one pairing might be *Mrs. Slack* and *Ms. Andersen* (both are teachers, both are women, both like to read) or it could be *tree* and *pencil* (both are made of wood).

#### Things to watch out for:

- This activity is easy for students to engage in on the surface (going for the “obvious” answer, without trying to go deeper). Model finding alternate answers in your initial whole class examples and make sure to do class share-outs when they are working in small groups/pairs. The students will often get quite excited about the challenge of trying to find different pairings that elements in the list do/don't belong to if they are shown initially that there might be more than one answer.

#### Supporting Struggling/ELL learners:

- This activity requires students to provide detailed explanations in a quick-moving small group setting. Provide sentence stems for students to use to frame their thinking, as this allows them to focus on the task, not the language of how to form their thoughts into sentences
- Work in some wait time before releasing the small groups to talk
- Use groups of labeled pictures instead of words

Possible sentence stems/frames:

- \_\_\_\_\_ and \_\_\_\_\_ are the same because \_\_\_\_\_
- \_\_\_\_\_ doesn't belong with \_\_\_\_\_ because \_\_\_\_\_

#### Extensions:

- Use this strategy/activity with lists of content vocabulary words, to have students engage more fully with the purpose and function of those elements.

## **Categorization Lesson #5**

### **Materials:**

- markers and chart paper
- *Describe It* sheet
- pictures of objects/animals (minimum one per group/pod and one for class use)

### **Part 1:**

- Teacher puts a picture of an object/animal on the overhead/board. As a class, brainstorm all possible categories that the item belongs to. Use the *Describe It!* sheet to help scaffold potential categories... you may want to lay out the information in web format, or list options under *Describe It!* category headings.

### **Part 2:**

- Hand out one chart paper, one marker, and one picture per group
- Have students label their chart paper with object on the top (for lists), or in the middle as the centre of a web
- Give students 3 or 4 minutes to generate all the categories they can for their object
- Rotate students to next option. Have them add to the ideas listed there.
- Rotate again until students have gone through all stations

### **Things to watch out for:**

- As the rotations go on, there are fewer missing categories to supply. Gradually diminish the time at each station in order to minimize groups becoming off-task
- Classes may require more or less scaffolding to present their ideas in an organized fashion
- Remind students to read the ideas that are already presented on the paper, and not to repeat ideas

### **Supporting Struggling/ELL learners:**

- allow students to show the category with an image/picture or labeled diagram rather than in words
- have a *Describe It!* sheet at each station to allow students to reference possible category options
- pre-create webs or category headings on the chart paper, rather than having students provided the framing themselves

### **Extensions:**

- Use this strategy/activity with content nouns, to have students engage more fully with the purpose and function of those elements. This can lead to interesting discussions around how we categorize elements and how people use them.

## Part 3 - People (Lesson series, not stand alone)

### People Lesson #1

#### Materials:

- Picture of scene that includes people in it
- Whiteboard/chart paper and markers

#### Part 1:

- Review Adjectives and Adverbs. Draw Venn Diagram on board and brainstorm adjectives and adverbs and whether you'd be more likely to use them to describe people and which you'd use to describe scenes.

#### Part 2:

- Put picture up for class to see. Class brainstorm on the following topics (You're looking for variety in responses, but responses that fit with the image. If you get off-the-wall responses, have them back up their ideas with evidence from the picture)

*Characters:* Who would it be about? (e.g. - a teacher, an adventurer, a king, a witch)

What sort of person are they? (e.g. - kind, funny, frustrated, mean)

*Setting:* Where would the story take place? (e.g. - a school, an enchanted wood)

When would it take place? (e.g. - a long time ago, after school, during a ball)

*Plot:* What would the characters' lives be like at the beginning of the story?

What are they doing at the beginning of the story?

What problems may arise for them?

How will they solve the problem?

#### Things to watch out for:

- students can be wildly creative at times... this is a situation where we want to allow for creativity, but it should be creativity that references the prompt picture.

#### Supporting ELL/struggling learners:

- give wait time for students to come up with responses for these activities before calling for suggestions
- prioritize calling on ELL learners early in the session so that the more common responses that use familiar forms and vocabulary are still available for them to suggest
- if a student repeats an answer that is already on the board, or says "I had the same answer as so-and-so", put a checkmark beside that response on the board to validate their attempt to respond
- Sentence stems to help with framing of answers.

Sentence stem options:

- \_\_\_\_\_ describes a place
- \_\_\_\_\_ describes a person
- The story could be about a \_\_\_\_\_
- They might be \_\_\_\_\_
- The story could take place at \_\_\_\_\_
- The story might happen \_\_\_\_\_

**People Lesson #2****Materials:**

- Picture of scenes that includes people in them (one for each pod/small group)
- Same picture from previous lesson
- Copies of story prompt questions for each group
- Paper and pencils

**Part 1:**

- Using picture from previous lesson, have students generate adverbs and adjectives that might be used in a story that uses that picture prompt.
- Reference/review previous lessons on story grammar that may have been taught

**Part 2:**

- Each small group/pod of students is given a different picture. In small group, brainstorm adverbs and adjectives that would describe the people and the setting in the picture.
- Small group to also brainstorm multiple responses to the story-prompt questions
- Small group to share picture to whole class and provide examples of the adjectives and adverbs they brainstormed

*Characters:* Who would it be about? (e.g. - a teacher, an adventurer, a king, a witch)

What sort of person are they? (e.g. - kind, funny, frustrated, mean)

*Setting:* Where would the story take place? (e.g. - a school, an enchanted wood)

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*Plot:* What would the characters' lives be like at the beginning of the story?

What are they doing at the beginning of the story?

What problems may arise for them?

How will they solve the problem?

**Things to watch out for:**

- Students tend to be very action-driven, so may want to spend most of their time on the story questions. You may want to help them budget their time by calling for a switch from one part (adverbs and adjectives) to the next (story prompt questions).

**Supporting ELL/struggling learners:**

- Give a graphic organizer to groups to help them organized their responses. A labeled T-chart for people and setting adjective/adverbs and a three column chart for Character questions, Setting questions, and Plot questions are suggestions of organizers. (See end of package for masters)

**Extension:**

- After the presentation, have the small groups work together to choose a few of their characters, setting, and plot choices to co-create a story together.

**People Lesson #3****Materials:**

- Picture from People Lesson #1 (whole class)
- Picture of scenes that includes people in them (one for each pair)
- Copies of story prompt questions for each student, or said prompts written on the board
- Paper and pencils

**Part 1:**

- Quickly review previous two lessons, using the picture from People Lesson #1

**Part 2:**

- Students are placed in partners
- Each pair is given a setting picture
- Together they brainstorm descriptions and setting questions
- Students individually write a short story to go with their picture prompt

*Characters:* Who would it be about? (e.g. - a teacher, an adventurer, a king, a witch)  
What sort of person are they? (e.g. - kind, funny, frustrated, mean)

*Setting:* Where would the story take place? (e.g. - a school, an enchanted wood)  
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**Supporting ELL/struggling learners:**

- Give a graphic organizer to groups to help them organized their responses. A labeled T-chart for people and setting adjective/adverbs and a three column chart for Character questions, Setting questions, and Plot questions are suggestions of organizers. (See end of package for masters)
- Story grammar graphic organizer to help students plot out the story arc before starting to write their story.



## Categories

Things that:			
Fly	Float	Have seats	Are made of plastic
Make noise	Spin	Have fur	Are made of wood
Are edible	Grow	Have eyes	Are made of metal
Live together	Climb	Have doors	Are made of glass

General Categories			
Tools	Books	Vehicles	Vacation Spots
Plants	Trees	Flowers	Fairytale Characters
Winter clothing	Desserts	Junk Food	Summer clothing

Put on cards for use in Categories Lesson #2			
Mammals	Roll	Birds	Sports
Games	Drinks	Fish	Reptiles
Fairytales	Toys	Breakfast foods	Smell good
Have wheels	Trees	Taste good	Vegetables
TV shows	Fruits	Movies	Holidays

**Categorization Lesson # 3: One of these things is not like the others:**

Pink	Red	Cat	Blue
Mars	Mike	Venus	Saturn
Chair	Table	Couch	Watermelon
Christmas	New Year's	Birthday	Easter
Cat	Dog	Bird	Elephant
Bill	Sam	Walter	Liz
Tree	Car	Horse	Bike
Orange	House	Apartment	Tent
Grapes	Apples	Carrots	Peaches
North	South	West	Up
Reading	Writing	Math	Sleeping
Music	Hockey	Soccer	Baseball
Tall	Short	Yellow	Careful

### Categorization Lesson # 4: Which things go together?

Cat	Dog	Car	Water
Tree	Green	Milk	Pink
Carefully	Winter	Quickly	Lemon
Horse	Bird	Cow	Shark
Cherries	Watermelon	Sam	House
Apple	Cry	Poster	Laugh
Boat	Car	Boy	Goal
Happy	Cough	Bottle	Sad
Game	Nose	Finger	Sweater
Halloween	Hat	Foot	Scarf
Boy	Girl	Cat	Watermelon
[TeacherName]	Table	[TeacherName]	Tree
William	Summer	Burnaby	Fall

## **Prompt Questions for People Lesson**

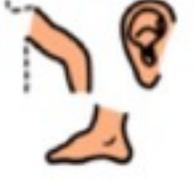
- Characters:** Who would it be about? (e.g. - a teacher, an adventurer, a king, a witch)  
What sort of person are they? (e.g. - kind, funny, frustrated, mean)
- Setting:** Where would the story take place? (e.g. - a school, an enchanted wood)  
When would it take place? (e.g. - a long time ago, after school, during a dance)
- Plot:** What would the characters' lives be like at the beginning of the story?  
What are they doing at the beginning of the story?  
What problems arise for them?  
How will they solve the problem?

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What sort of person are they? (e.g. - kind, funny, frustrated, mean)
- Setting:** Where would the story take place? (e.g. - a school, an enchanted wood)  
When would it take place? (e.g. - a long time ago, after school, during a dance)
- Plot:** What would the characters' lives be like at the beginning of the story?  
What are they doing at the beginning of the story?  
What problems arise for them?  
How will they solve the problem?

<b>Character (Who?)</b>	<b>Setting (Where? When?)</b>	<b>Plot (What happens?)</b>

# Describe it!

	<p>What group does it belong to? <i>Is it an animal? Is it a tool? Is it a...?</i></p>
	<p>What does it do? What can you do with it?</p>
	<p>What does it look like? <i>Shape? Size? Colour?</i></p>
	<p>What is it made of?</p>
	<p>What parts does it have?</p>
	<p>Where does it live? Where would you buy it/find it?</p>
	<p>What else do I know?!</p> <p>What is special or unique about it?</p>



## **Sources for high quality royalty-free images:**

These are three websites I use to find free, high quality images. As long as you are not using them in a resource that you plan on selling, you can reproduce and use in your classroom without worrying about copyright law.

<https://www.pexels.com>

<https://unsplash.com>

<https://pixabay.com/en/>

I also use pictures cut from magazines. Old National Geographic magazines are excellent sources of images. I glue them onto a piece of construction paper, then slip them into page protectors and keep them in an “Images” binder.