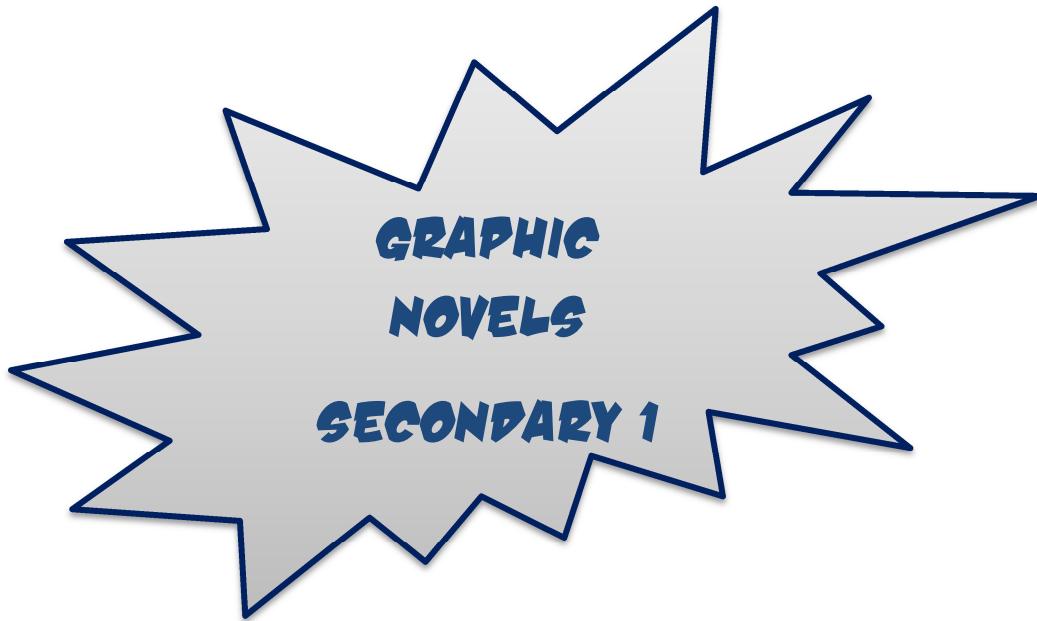


TEACHER'S GUIDE



MATERIAL NEEDED :

- Box of books (includes 9 titles-4 copies of each)
- Teacher's Guide
- Student Booklet (*Before and While Reading*)
- Graphic Novel Questions (After Reading)
- Final Task (*Wordless Book Comes to Life*)
- Rubrics

LENGTH : 7 periods (for 1 title)

EVALUATION : C1-C2-C3

BEFORE YOUR START

Ask students:

- *Have you ever read comic books or graphic novels? Write a few titles on the board. (Bones, Tintin, Superman, Calvin and Hobbes, Garfield, Archie, etc.)*
- *What does a graphic novel or comic book have that novels don't?*
- *Can you tell me how we read a comic book? (from left to right, top to bottom)*
- *Do you know people who read graphic novels/comic books?*
- *Who do you think reads more graphic novels/comic books? Boys or girls? Why?*
- *What do you like about graphic novels/comic books?*
- *Etc.*

BEFORE READING

1. Place all the graphic novels on a table (using all the 9 titles provided). Ask students to come to the table and choose one graphic novel that appeal to them. It is important that students choose the book that they wish to read. Make sure to assign each student a specific book number that the student will keep during the whole duration of the project. Write the name on the sign- up sheet provided with the books.
2. Handout the **Student Booklet** to each student.
3. Go through vocabulary with students (Student Booklet p. 2-3-4-5).
4. Students do a Scavenger Hunt (Student Booklet p.6) with their graphic novel. Students will have to find the following list in their graphic novel and write the page #.
 - Balloon, narrator block, sound effect, thought balloon, bleed, close-up, longshot, panel/panel frame, gutter, open panel.
5. Distribute a few post-its to each student. Using their graphic novel, students will connect with the text. For each picture that makes them think

of something in their personal life, they write it on the *post-it* and stick it on the picture. (Remind students not to write on the book!)

6. Form groups of 3-4 students with those that have the same graphic novels.
7. Students share their *post-its* with their group. **Possibility to evaluate C1.**

WHILE READING

1. Students read graphic novel in a DEAR moment (**Drop Everything And Read**).
2. Ask students to complete the Character Map (Student Booklet p. 7-8) while reading their graphic novel. Students must describe 2 characters from their graphic novel. Students can use pages 9-10 to help them with the vocabulary (personality traits and physical description).

AFTER READING

1. Invite students in their group to do Reader's Theatre (Student Booklet p.11) to practice their pronunciation.
2. Prepare enough copies of **Appendix 1** for every student.
3. Present **C1 Rubric Appendix 2** to students. Students will be evaluated in Oral Interaction using similar structure as MELS exams. Read instructions with students. Walk around and evaluate students using C1 rubric.
4. Handout the questions that go along with the graphic novel the students are reading. (**After Reading Question_Graphic Novels**) Students follow instructions and do the questions either individually or in groups as described on the document). **Possibility to evaluate C1-C2-C3.**

Use Appendix 2-3-4

FINAL TASK

1. Make enough copies of the 17 **Wordless Book**. (Ideally 4 copies of each on Ledger format (11 X 17)).
2. Some comic strips are harder to be inspired from and some are easier. Guide students towards the type of comic strip they could choose from (suggestion: make 3 piles: easy, average, challenging, without telling the students. Guide your students towards the pile they should choose from. (**Differentiation**)
Invite students to choose from the 17 different virgin comic strips or from one of the 3 differentiated piles.
3. Go through **Final Task_Wordless Book Comes to Life** on page 12 of Student Booklet and explain the requirements to the students.
4. Present **Rubric C3_Final Task** to students and answer any questions they may have.
5. Once students have finished their comic strips, hang all the stories on the wall and do a walk of fame. Reading all the stories, students write comments on post-its and post it on the story. Teacher may want to collect and place in a duo-tang for everyone to read.

Notes:

C1: EVALUATION

- Read all the questions on the cards and negotiate who will be student 1-2-3 or 4.
- Take turns initiating a discussion about the questions on your card.
- Participation in oral interaction is essential and you must answer all the questions. (comment, agree, disagree, add details, ask questions, ask for clarification or explanations)
- Express opinions and ideas that are relevant to what your teammates say.
- Refer to C1 evaluation grid that your teacher will present you. Use your resources.

<p>Student 1</p> <ul style="list-style-type: none"> • Choose one character and describe his or her personality. • What was your favourite part of the graphic novel? Why? • On a scale of 1-5, 5 being the highest, what score would you give the book and why? 	<p>Student 2</p> <ul style="list-style-type: none"> • Identify one character and describe him or her physically. • What was your least favourite part of the graphic novel? Why? • 10. What did you like about reading a graphic novel?
<p>Student 3</p> <ul style="list-style-type: none"> • What are the difficulties of one of the characters? • Which character is totally different from you? How? • 11. If you could change the story, how would it end? 	<p>Student 4</p> <ul style="list-style-type: none"> • Describe a relationship between 2 characters. • Which character represents you the most? Why? • 12. If you could add a character to the graphic novel, who would it be, and what would he/she do?

Appendix 2-C1-Evaluation Rubric

Criteria	Information Clarifying the Criteria	A Exceeds requirements of task(s) 20 marks	B Clearly meets requirements of task(s) 16 marks	C Meets minimal requirements of task(s) 12 marks	D Falls short of minimal requirements of task(s) 8 marks	E Clearly falls short of minimal requirements of task(s) 4 marks
Participation in oral interaction /10	<ul style="list-style-type: none"> • Use of English at all times • Contribution throughout interaction • Reaction to what others say 	<ul style="list-style-type: none"> -Always speaks English in both spontaneous and structured situations. -Always shares ideas and opinions spontaneously. -Is able to keep discussion going. -Reacts in discussions showing clear understanding. 	<ul style="list-style-type: none"> -Often speaks English in spontaneous situations and always speaks English in structured situations. -Most of the time shares ideas and opinions. -Makes a concerted effort to keep discussion going. -Reacts in discussions showing understanding most of the time. 	<ul style="list-style-type: none"> -Sometimes speaks English in spontaneous situations and often speaks English in structured situations. -Shares ideas and opinions with prompting. -Participates in discussion once it's started. -Is able to react in discussions when repetition, rephrasing, and/or clarification is given. 	<ul style="list-style-type: none"> -Rarely speaks English in spontaneous situations and sometimes speaks English in structured situations. -Rarely shares ideas and opinions. -Rarely participates in discussion. -Is able to react to simple sentences only; requires repetition. 	<ul style="list-style-type: none"> -Never speaks English in spontaneous situations and very rarely speaks English in structured situations. -Never shares ideas and opinions. -Does not contribute to discussion. -Very rarely reacts at all even in simple discussions, even with repetition.
Content of the message /10	<ul style="list-style-type: none"> • Pertinence of the message in light of: <ul style="list-style-type: none"> - topic - purpose - audience • Coherence of message • Elaboration of ideas and viewpoints • Building on what others say 	<ul style="list-style-type: none"> -Message is always pertinent (in line with the topic). -Message is always coherent. -New ideas are brought into the discussion -Content is rich; ideas and viewpoints are developed with elaboration and detail. 	<ul style="list-style-type: none"> -Message is pertinent (in line with the topic) most of the time -Message is almost always coherent. -Some new ideas are brought into discussion. -Content is appropriate; ideas and viewpoints are adequately developed with some elaboration and detail. 	<ul style="list-style-type: none"> -Message pertinent (in line with the topic) more often than not. -Message is coherent most of the time. -Content is somewhat adequate and mostly appropriate; basic ideas and viewpoints are expressed but there is very little elaboration or detail. 	<ul style="list-style-type: none"> -Message is rarely pertinent. -Message is rarely coherent. -Content is frequently undeveloped and/or somewhat repetitive. 	<ul style="list-style-type: none"> -Message is not pertinent. -Message is not coherent. -Content is undeveloped and repetitive.
Articulation of the message /20	<ul style="list-style-type: none"> • Language fluency • Accuracy of language • Intelligibility of message 	<ul style="list-style-type: none"> -Speech is sustained throughout with few pauses or stumbling. -Consistently uses correct sentence structure but still makes errors that are considered normal for his/her level of language development. -Uses a wide range of vocabulary. Pronunciation is clear. 	<ul style="list-style-type: none"> -Speech is sustained most of the time; some hesitation but manages to continue and complete thoughts. -Often uses correct sentence structure but still make errors that are considered normal for his/her level of language development. -Uses varied vocabulary. -Pronunciation doesn't interfere with communication. 	<ul style="list-style-type: none"> -Speech choppy and/or slow with frequent pauses; few incomplete thoughts; some sustained speech. -Sometimes uses correct sentence structure but still make errors that are considered normal for his/her -level of language development. -Uses adequate vocabulary; some word usage irregularities. -Pronunciation may occasionally interfere with communication. 	<ul style="list-style-type: none"> -Speech halting and uneven with long pauses; many incomplete thoughts; little sustained speech. -Rarely uses correct sentence structure. -Uses functional vocabulary only. -Pronunciation frequently interferes with communication. 	<ul style="list-style-type: none"> -Speech halting and uneven with long pauses or incomplete thoughts; no sustained speech. -Never uses correct sentence structure. -Uses limited vocabulary. -Pronunciation unclear and despite particular attention from the interlocutor is not understood.

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APPENDIX 3-C2 REINVESTS UNDERSTANDING OF TEXTS

Criteria	Information Clarifying the Criteria	A Exceeds requirements of task(s) 20 marks	B Clearly meets requirements of task(s) 16 marks	C Meets minimal requirements of task(s) 12 marks	D Falls short of minimal requirements of task(s) 8 marks	E Clearly falls short of minimal requirements of task(s) 4 marks
Evidence of understanding of texts through the response process /20	<ul style="list-style-type: none"> Preparation for listening to, reading or viewing texts* Individual construction of meaning* Negotiation of meaning with others* Adjustment of understanding* Demonstration of understanding of texts 	<p>Demonstrates understanding of overall meaning of text and of all of the key elements of texts.</p> <p>Always supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to many aspects of the text.</p> <p>Shares many appropriate thoughts, feelings and opinions about texts.</p> <p>Perseveres in trying to understand texts.</p>	<p>Demonstrates understanding of overall meaning of text and of most of the key elements of texts.</p> <p>Often supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to some aspects of the text.</p> <p>Shares some appropriate thoughts, feelings and opinions about texts.</p> <p>Makes a lot of effort in trying to understand texts.</p>	<p>Demonstrates some understanding of overall meaning of text and of some of the key elements of texts.</p> <p>Sometimes supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to one or two aspects of the text.</p> <p>Shares few appropriate thoughts, feelings and opinions about texts.</p> <p>Makes some effort in trying to understand texts.</p>	<p>Demonstrates limited understanding of overall meaning of text and of few of the key elements of texts.</p> <p>Rarely supports answers / arguments / opinions with direct links to texts.</p> <p>Makes inappropriate personal links to the text.</p> <p>Shares inappropriate thoughts, feelings and opinions about texts.</p> <p>Makes limited effort in trying to understand texts.</p>	<p>Demonstrates no evidence of understanding of overall meaning of text and of very few if any of the key elements of texts.</p> <p>Never supports answers / arguments / opinions with direct links to texts.</p> <p>Does not make any links to any of the text.</p> <p>Does not share thoughts, feelings and opinions about texts.</p> <p>Makes no effort in trying to understand texts.</p>
Use of knowledge from texts in a reinvestment task /20	<ul style="list-style-type: none"> Selection of information/ideas and language from the texts, relevant to task Coherence of organization of selected information/ideas Combination of information/ideas and language selected in texts with own ideas and personal language repertoire Use of text components/text features (ex: headline) Accurate use of information drawn from texts 	<p>Always selects the information from texts relevant to task.</p> <p>Always reuses information accurately combined with own ideas.</p> <p>Always organizes information coherently using proper text components/features</p> <p>Always reuses language from texts accurately.</p>	<p>Frequently selects the information from texts relevant to task.</p> <p>Most of the time reuses information accurately combined with own ideas.</p> <p>Most of the time, organizes information coherently using proper text components/features</p> <p>Reuses language from texts accurately most of the time</p>	<p>Selects some of the information from texts relevant to task.</p> <p>Reuses some information sometimes combined with own ideas.</p> <p>Sometimes, organizes information coherently using proper text components/features.</p> <p>Sometimes reuses language from texts accurately.</p>	<p>Rarely selects the information from texts relevant to task.</p> <p>Reuses some information but it is rarely combined with own ideas.</p> <p>Rarely organizes information coherently even if proper text components/features are present.</p> <p>Rarely reuses language from texts accurately.</p>	<p>Never reuses information from texts relevant to task.</p> <p>Never combine information used to own ideas.</p> <p>Does not organize information coherently. Proper text components/features are missing.</p> <p>Does not reuse language from texts accurately.</p>
Use of strategies and resources* (Cycle One)	Use of strategies and resources to: <ul style="list-style-type: none"> - construct meaning of texts - plan and carry out a reinvestment task 	<p>Manages strategies autonomously. Uses provided resources autonomously and efficiently.</p>	<p>Uses targeted strategies autonomously. Uses provided resources autonomously and efficiently, sometimes with support.</p>	<p>Uses targeted strategies with support from peers and the teacher. Uses provided resources with support.</p>	<p>Rarely uses targeted strategies. Rarely uses provided resources.</p>	<p>Never uses targeted strategies. Never uses provided resources</p>

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APPENDIX 4-C3 WRITES AND PRODUCES TEXTS

Criteria	Information Clarifying the Criteria	A Exceeds requirements of task(s) 20 marks	B Clearly meets requirements of task(s) 16 marks	C Meets minimal requirements of task(s) 12 marks	D Falls short of minimal requirements of task(s) 8 marks	E Clearly falls short of minimal requirements of task(s) 4 marks
Content of the message /20	<ul style="list-style-type: none"> • Pertinence of message/text in light of: <ul style="list-style-type: none"> – topic – purpose – audience • Coherence of message/text • Organization of ideas • Development of ideas and viewpoints 	<p>Writes or produces texts that correspond to all of the requirements of the task by always taking the topic, purpose and audience into consideration.</p> <p>Text is always coherent and ideas are well-organized.</p> <p>Content is rich; ideas developed with elaboration and detail.</p>	<p>Writes or produces texts that correspond to most of the requirements of the task in terms of taking the topic, purpose and audience into consideration.</p> <p>Text is generally coherent and ideas generally well-organized.</p> <p>Content is appropriate; ideas adequately developed with some elaboration and detail.</p>	<p>Writes or produces texts that correspond to some of the requirements of the task, in terms of taking the topic, purpose and audience into consideration.</p> <p>Text may lack some coherence but an organizational structure is present.</p> <p>Content is somewhat adequate and mostly appropriate; basic ideas expressed but sometimes without elaboration or detail.</p>	<p>Writes or produces texts that correspond to few of the requirements of the task (goes off topic, lacks purpose, and/or rarely takes audience into consideration).</p> <p>Text coherence and/or organizational structure is considerably lacking, requiring interpretation.</p> <p>Content is frequently undeveloped and/or somewhat repetitive.</p>	<p>Writes or produces texts that correspond to very few or none of the requirements of the task (topic, purpose, audience).</p> <p>Little or no coherence or organization.</p> <p>Content is undeveloped and repetitive.</p>
Formulation of the message /20	<ul style="list-style-type: none"> • Accuracy of targeted or familiar language repertoire (Core programs) • Clarity of message • Use of text components/text features appropriate to text form 	<p>Consistently uses language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses extensive vocabulary.</p> <p>Message is always clear however errors may be present considered normal for the level of development.</p> <p>Text incorporates all components/features appropriate to text form.</p>	<p>Generally uses language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses appropriate vocabulary.</p> <p>Message is generally clear however errors may be present considered normal for the level of development.</p> <p>Text incorporates most components/features appropriate to text form.</p>	<p>Some irregularities in the use of language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses adequate vocabulary; some words usage irregularities.</p> <p>Message is sometimes unclear and sometimes needs some attention in order to be understood.</p> <p>Enough text components/features are present for the purpose of the task and need some interpretation in order to be understood.</p>	<p>Rarely uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses functional vocabulary only.</p> <p>The message is often unclear and requires significant interpretation.</p> <p>The use of text components/features is inappropriate or insufficient for the purpose of the task.</p>	<p>Rarely uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses limited vocabulary.</p> <p>The message consistently unclear and despite particular attention message is not understood.</p> <p>No text components/features are used or are inappropriate for the purpose of the task.</p>
Use of strategies and resources*	<ul style="list-style-type: none"> • Use of strategies and resources to: <ul style="list-style-type: none"> – prepare to write a text – write the draft, revise and edit the text 	<p>Manages strategies autonomously. Uses provided resources autonomously.</p>	<p>Uses targeted strategies autonomously. Uses provided resources autonomously and</p>	<p>Uses targeted strategies with support from peers and the teacher. Uses provided resources</p>	<p>Rarely uses targeted strategies. Rarely uses provided resources.</p>	<p>Never uses targeted strategies. Never uses provided resources</p>

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