

Grade 2 Health Education

Goal: Develop the understanding, skills and confidences necessary to take action to improve health.

Perspective: Discovering Connectoins Between Self and Wellness.

Outcome: USC2.3 -Develop an undersstanding of how health may be affected by illness and disease.

Indicators:

- b) Describe what being sick looks like, sounds like, and feels like (e.g., fatigue, loss of appetite, aches, absent from school, and activities, sad).
- c) Describe how particular illnesses may be transmitted (e.g., air – coughing and sneezing, direct contact – kissing; feces – animal and human; blood products – touching a used needle.
- d) Identify personal helath habits that may help to prevent getting sick (e.g., wash hands, cover mouth when coughing/sneezing, immunizations, do not share personal items, tell a trusted adult if you find a needle, exercise, sleep/rest, healthy diet).
- h) Compare how a “healthy day” may differ from a “sick day”
- i) Examine how to take care of self and others when sick (e.g., rest, fluids, medications as intended).

Books

1. Doc McStuffins: Caught Blue-Handed By: Sheila Sweeny Higginson (Fiction)
2. Germs Are Not For Sharing by Eliziabeth Verdick (Non-Fiction)
3. Stop the Germs! By Mari Schuh (Non-Fiction)
4. Llama Llama Home with Mama By: Anna Dewdney (Fiction)

Book 1: Doc McStuffins: Caught Blue-Handed By: Sheila Sweeny Higginson (Fiction)

Rationale

I chose this book because it is a great way to introduce children to the concept of germs and the fact that they can spread from one person to another. Doc McStuffins is a known and relatable character to many children, the pictures are bright, and the language level is appropriate; all of which should make the book engaging for students. In addition, as a book intended to help children read, some of the text is replaced with symbols, so that even children who may have difficulty can participate and enjoy this book when doing a large class read aloud.

Teaching Point 1: Learning to Retell and Sequence

ELA Curriculum Outcome: CR2.4

Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

Indicator: d

Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).

Explanation

After my initial explanation about our journey to learn more about germs, I show the children the book and decode what the symbols in the text mean. I tell the children it is their job to listen carefully and then read aloud to them in the reading corner so they are close enough to see the text and symbol. Students will then participate in a large-group exercise to demonstrate how to retell a story by putting it together through sequencing through a shared/modelled approach.

Script

Thank you all for listening my friends! We are going to work as a class now to retell the story to see just how good we are at remembering. It is normal for us to remember our favourite bits from a book, but for this activity we want to remember as much as possible in the order it happened in the book. Just imagine that you really want to tell the story to a friend, but don't have the book with you, knowing how to retell in the right sequence will help. I will reveal a large paper with five parts of the story text written on it, but in the wrong order. These pieces reflect key parts and characters of the story based on the who, why, where, when, and how's of the book.

Ok friends, we have all of this information but we need to make sure it is in the right order or the story won't make sense. After our first try, we will review to make any last changes. So here we go, which of these pieces happened first? When the majority of the children confidently come to a consensus, I write 1 in pink marker. We continue through the rest of the list and then read the re-telling we've created. Does this sound correct? Does anyone have any changes they think we should make? If they do I challenged them to answer why as well, giving evidence from the book. After it is done I reveal the

actually order to see how we've done as a class. I note in my journal students who may have looked confused or not participated to see if I need to provide scaffolded supports for future activities on this subject.

Teaching Point 2: Assessing Ability to Read Aloud with Expression

ELA Curriculum Outcome: CR2.4

Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

Indicator: f

Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.

Explanation

The students have already heard the story and been introduced to the symbols included in the text. As another modelled/shared exercise, the class will do a group read aloud while I assess participation and expression.

Script

Friends, yesterday I read "Caught Blue-Handed" and we worked together to retell the story. Today we are going to read the story out loud as a class. I want you to pay special attention to not only the words, but also to the expression you are using while you tell the story. As you know, we sometimes use pictures and colours to help us understand what is happening in a story, but we can also take information from facial and voice expressions of the reader. For instance, when Chilly finds out some of the other toys have blue spots, he says "This is horrible." So if I read it like "This is horrible" (using a quiet monotonous voice) as opposed to "This is horrible" (using a loud and dramatic voice), which one helps you understand better that the situation is horrible? Does that make sense?

Ok now that we know what is going to happen, I'd like everyone to have the copies of the text I provided in front of them. We are all going to read together starting at the top where it says "Donny wants to show Doc the painting he made." Has everyone found it? Great, let's begin.

As we work through the story I observe the students' participation and expression and mark how they are doing on the checklist I've created.

Great work everyone! Does anyone have any wonders they'd like to share? Or parts they thought were a little bit tough to get through? If someone does we will discuss before the lesson ends.

Teaching Point 3: Artful Retelling

ELA Curriculum Outcome: CC2.2

Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

Indicator: a

Design a visual representations (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, and advertisement for a toy) to demonstrate understanding.

Explanation

Now that the students are familiar with the story, I want to provide them with a scaffolded small group activity to create a visual representation and retelling. This will allow them to not only review the story and lessons up to this point, but to demonstrate comprehension through another medium as some student's are better able to do through art or small groups rather than large group reading activities.

Script

My friends, we are now pretty familiar with "Caught Blue-Handed". Today we are going to work in groups of four to again retell the story using the retelling and sequencing skills we learned a few days ago, but this time in picture form. I want you to take your personal copies of the text I provided for you in the last lesson to your group. You will review the story with your group and then each choose a part of to depict as a picture, but must each choose different points in the story so that when you put them together, they are in the correct sequence and tell the viewer the most important points of the story. Don't forget that facial expressions, drawing style, and colours can all help tell a story without the use of words.

After grouping the children in groups purposely containing children at various levels of learning and comprehension and ensuring they have their text and art supplies, I walk around the room casually visiting the groups to gauge comprehension of the book as well as the instructions provided to them, as well as to answer any questions.

Thank you all for your submissions. It looks like you've all put a lot of effort into these and I look forward to "reading" them tonight. When viewing the final work I will assess for understanding of the task, comprehension of the story, and use of different stylistic elements that helped to tell the story through the child's drawing.

Book 2: Germs Are Not For Sharing by Elziabeth Verdick (Non-Fiction)

Rationale

I chose this book for a few reasons. I am familiar with the author and her book “Hands are Not For Hitting”, so I was confident this would be a quality piece. Additionally, this book is a good bridge between our first book and the third, which is a bit more advanced. Even though this book is non-fiction, it features smaller sentences and bright, engaging illustrations that depict a diverse group of children. This book builds upon the ideas from our first book, but goes beyond the fact that germs exist, can make us sick, and be spread to one another, to discussing where they can be found, that some are bad but some are also good, the different ways they can be spread, and how and when to wash your hands. It also includes a lot of additional information at the back that could be used to do a mini unit on its own, but for the purposes of this lesson, I will be focusing on the main story.

Teaching Point 1: How to RAN

ELA Curriculum Outcome: CR2.4

Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

Indicator: b

Select and use task-relevant before, during, and after strategies to construct meaning when reading.

Explanation

This is an ideal time in the mini-unit to introduce the use of the RAN strategy because the kids know some information about germs from their own experiences and the first book, but can still learn a lot from “Germs Are Not For Sharing”. This will be a valuable tool for them to practice and use on their own in a later lesson and I wanted to ensure this modelled/shared lesson would properly prepare them.

Script

Today we are going to continue on our journey in learning about germs with a new book called “Germs Are Not For Sharing”. It is full of great information so I want to give you how to use what is called the RAN strategy to help organize the things you know, the things you learn and any wonders that might pop up while you’re reading. Today we are going to do it as a class on this big chart on the wall, but this is something you’ll also be able to do on your own. I find it hard to remember, especially when I’m learning new information, so this is a tool I like to use to help me.

As you can see, there are five columns:

- 1) What We Think We Know
- 2) Wonders
- 3) What We Got Right
- 4) Where We Were Mistaken

5) New Information

Right now, before we start reading, our focus is going to be only on the first two columns. Each of you have some sticky notes on your desk. I will give you a few minutes and would like you to write one thing you think you know about germs, and on another note, write something you wonder about germs. Now that you've had the chance to write what you think you know and your wonders, I would like you to bring your sticky notes to the board and place them in the correct columns, then return to your desks.

Great! Thank you all for helping with that. Now I will read the story to you, and while I am doing so, I would like you to write one thing you hear that is new to you, that you didn't know before.

After reading the book I return to the RAN chart. Ok, now that we've read the book, we can go back to the first column with all of the things we thought we knew about germs. I will read them out loud and based on the information in the book, I want you to tell me if it should stay where it is (if we aren't sure where it should be), move to the "What We Got Right" column, or be placed in the "Where We Were Mistaken" column.

I will then take them through a few of the wonders to see if the book answered them, and to discuss what they could do if they haven't gotten an answer from the book.

Now, to finish off this lesson, I would like you to come to the board and place your new information sticky notes in the last column and return to your desks. I will review a few of them out loud with the class.

As we can see, we now have this fantastic record of information that we can use to help us understand what we've read, remember important information, and use as a reference for future work in this unit. Well-done class.

Teaching Point 2: Learning to Paraphrase

ELA Curriculum Outcome: CR2.3

Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

Indicator: e

Paraphrase information that has been shared by others (e.g., a visitor such as a grandparent, an Elder, or a Knowledge Keeper).

Explanation

Assessing a student's ability to paraphrase is one of the ways that I can judge comprehension. It is also an important tool for children to have as they begin to undertake research and reporting projects, and

this is a good time to introduce them or allow them to practice it. This is a modelled/shared lesson that also provides scaffolded supports.

Script

My friends, today we are going to work with the information from the book “Germs Are Not For Sharing”. I’ve made a copy of the text from the story for all of you so that you can easily refer to it for today’s activity. But first I should explain what we are going to do!

Today we are going to learn about paraphrasing. Does anyone know what this means? Paraphrasing is a way to say what someone else said without copying their words. It is also useful for explaining the meaning of a large section of text using only a few sentences. To show you what I mean I would like to use the following text about dogs up here on the white board:

“Dogs are incredibly smart animals that make wonderful friends. To ensure they stay healthy for a long time, dogs should be fed high quality food and should be taken for walks every day. They need a lot of attention and enjoy playing fetch, tug-o-war, and even hide-and-seek.”

As I explain the next piece, I write down my process on the white board. If I wanted to paraphrase this information I would:

- 1) Re-read the paragraph once or twice more to make sure I understand all of the important pieces.
- 2) Write down or circle key words or bits of information you believe to be the most important.
- 3) Use the circled pieces to create your sentence.

I demonstrate this using the paragraph on the white board. As you can see, my paraphrase says “Dogs are smart and wonderful friends that need good food, exercise and lots of attention to live a healthy life.”

Does anyone have questions? If they do I take time to answer and explain.

Now that we know how to paraphrase, you will gather with your group members. As a group you will come up with two paraphrases from different parts of the book. Decide on one person in the group who will share a paraphrase with the class after we gather again. I assign the children to their groups, ensuring children of various ability levels are included in each group so that they can learn from and support each other. And go!

As they work together I observe and make notes about participation and comprehension of the assigned tasks. I also visit each group to answer any questions they may have about the process.

After giving the children 15 minutes to complete the assignment I ask them to return to their desks and I ask the assigned member to share one of their groups paraphrases with the class before the lesson is done.

Teaching Point 3: - Acting Out

ELA Curriculum Outcome: CR2.2

Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

Indicator: a

Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, and advertisement for a toy) to demonstrate understanding.

Explanation

After doing the first two activities in with this book, I wanted to give the children a chance to do something fun and also challenge them to go beyond words to demonstrate points from this book.

Script

You have all done so well with our germ lessons so far and I wanted to do something a little bit different today. You will begin by gathering with your groups from yesterday. All of you will read the story aloud using the copies I provided for you from the first lesson. You will need someone to act as a recorder and while you read I want to pick out two a person can get germs. After you have noted two ways a person can get germs, you will work together as a group to create a short and silent skit. You will have half an hour to do this. After thirty minutes your groups will take turns acting out your skits and your classmates will have to guess what you are doing. Please remember to be respectful in your group work and in acting out your skits. I will observe the groups as they work to note participation and performance in both the group reading and skit creation.

After they are done preparing, as mentioned, the groups will act out their skits and their classmates will guess what information they are trying to convey.

The lesson will close with me thanking them for participating.

Book 3: Stop the Germs! By Mari Schuh (Non-Fiction)

Rationale

This book made a great addition to the mini-unit because it builds upon the information learned from the previous two books. It is at a higher reading level as well and includes some more difficult vocabulary and has more depth of information. The last two books focused on germs and how and where they are spread as well as the importance of handwashing. This book includes information on the aforementioned topics, but also on mentions that there are good germs and that there are many ways a person can stay healthy. Staying healthy, according to “Stop the Germs!” includes eating healthy, moving your body, going to the doctor and dentist, as well as keeping yourself and your environment clean. Instead of seeing germs as a villain out to get them, I wanted to give students the knowledge that they have the power to protect themselves.

Teaching Point 1: We RAN Again!

ELA Curriculum Outcome: CR2.4

Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

Indicator: b

Select and use task-relevant before, during, and after strategies to construct meaning when reading.

Explanation

Because this book is more advanced and contains a lot of information I chose to do a read aloud including myself and at times, the students. I also wanted to give them the opportunity to practice using the RAN strategy and do so independently, as well as use it as a reference for retelling information from the book. This lesson includes strategies that are modelled, shared, and independent.

Script

My friends, so far we’ve learned all about germs and how they can get to us and make us sick. We also know that washing our hands is a great way to protect ourselves, but did you know there are other things we can do to protect ourselves as well? I have given you each your own copy of a RAN chart with the columns we used in a previous lesson and I want you to fill in the “What You Think You Know” and “Wonders” columns by asking yourself “What are the ways I can stop germs and stay healthy?”.

After it seems the students have finished with the first task I will move along. Alright, now that we have our RAN charts started, I am going to project the book onto the smart board. I will read some of it to you, and other parts I will ask you help me read as a group. I will pause at different points to give you a moment to jot down notes in your RAN charts. While the students are group reading I will listen and observe to make note of the students’ ability to pronounce words and read at pace with the class.

We read the book together. Ok, now that we've gone through the book, I want you to take the next fifteen minutes to use the information you gathered to write in your journals to tell me about something you learned. Once you've finished please hand both your journals and RAN charts to me.

The lesson is complete after students hand in their work. I will then use the charts and journal entries to check for comprehension, use of vocabulary from the book, and ability to retell information from the book.

Teaching Point 2: Mystery Words

ELA Curriculum Outcome: AR2.1

Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussion and relating work to a set of criteria (e.g., What did I learn?)

Indicator: c

Use a range of strategies (e.g., unfamiliar word – rereads the sentence, uses picture cues, uses initial letter cues, breaks work into parts) when something does not make sense.

Explanation

As this book is advanced, it includes words that some of the students may not yet know. As a way that they can decode larger words as well as take more meaning from the book and also expand their vocabulary, a reflection and assessment activity would be valuable. This lesson includes scaffolding in the use of groups and reference material.

Script

Yesterday we were given a lot of information from "Stop the Germs!". Did any of you notice that the book also included some new and big words? Today we are going to be word investigators and figure out what some of those new and big words mean. We are going to reread the parts containing today's mystery words: bacteria, fever, infection, microscope, nutrient, and vaccine. I will read aloud to you and we will pause, repeat, and consider the mystery words as we go along. After reading, I am going to put you into groups so that you can work together, but you will each have your own worksheet and I will also be guiding you through.

Alright, our first word is bacteria. I read the following "Some germs are helpful. One type of germ is called bacteria." I pause and break it into parts – bac-teer-ee-uh, and ask the kids to repeat. We move through the rest of the words in the same way and then move on to the next part of the lesson.

After handing out worksheets with each vocabulary word and pronunciation listed (taken from the glossary at the back of the book) and students have gotten into their groups (a variety of skill levels in each group), I begin by spelling out the first word on a large paper. Friends, our first word is ...I point to each section of the word to signal students to pronounce it out loud. Say it with me now, bac-teer-eh-

uh. With your groups you will have two minutes to discuss and write down what you think this work means.

Ok now that you've had a chance to discuss I want to share with you that the book describes bacteria as "very small living things that exist all round you and inside you". I write the meaning on the paper beside the word bacteria and ask the students to record this answer as well.

I continue through the lesson and do the same for fever, infection, microscope, nutrient, and vaccine.

We've learned a lot today friends! I will leave this chart on the bulletin board. Does anyone have any wonders? Once all of the wonders have been addressed the lesson is over.

Teaching Point 3: Paragraphs

ELA Curriculum Outcome: CC2.4

Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

Indicator: d

Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.

Explanation

This lesson allows students to practice using the RAN strategy and to use it as a reference when writing about information they've reviewed. The lesson was created to teach students how to form a cohesive and proper paragraph and also gives them the opportunity to use the peer-to-peer assessment and feedback skills. This lesson employs independent learning.

Script

Today's lesson is going to use the RAN chart you created a couple days ago, as well as the vocabulary we learned when we were word detectives. Today you are going to write a paragraph about what you can do to stay healthy, based on what you've learned in this book.

A paragraph is a group of at least six sentences that are all focused on one idea; in this case things you can do to stay healthy. You can use your RAN chart to remind you about what you learned. I want you to pay attention to spelling and to try to use at least one of the new vocabulary words we've learned. If you need a reminder you can look at the chart on the board. You have twenty minutes to write the first draft your paragraph and then you will ask a friend beside you to read your paragraph and check for spelling and clarity – if it makes sense, and you will do the same to theirs. When you are peer-evaluating your friends' work, please use a red pen and feel free to make marks on their page. Discuss the corrections with your partner and then, taking their corrections into consideration – you don't HAVE to follow them – write the final draft of your paragraph and hand it in. Please make sure it is neat.

I will let you know when it is time to review.

Following students' work I will check in to see if everyone has had a chance to finish. If they still need time and are still engaged I may extend the lesson, or provide time later in the day for them to finish. Their final draft will be handed in to me and I will do a summative assessment based on the completeness of the paragraph – number of sentences, clarity, cohesiveness, ideas taken from the book, and the use of new vocabulary.

Book 4: Llama Llama Home with Mama By: Anna Dewdney (Fiction)

Rationale

Now that the students know how germs work, spread, and how to protect themselves, I wanted to provide an example of how being sick looks, and what may comfort them. This book is a nice way to finish the mini-unit as it has great illustrations, appropriate level text, large writing, and is a fun read owing to cadence and rhyme.

Teaching Point 1: The 5 W's

ELA Curriculum Outcome: CR2.3

Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities and follow oral directions and demonstrations.

Indicator: a

Listen and demonstrate comprehension by retelling key points (who, what, where, when, and why) in grade-appropriate literary and informational texts including First Nations and Metis resources.

Explanation

In previous lessons we've practiced retelling in groups, paraphrasing, and how to create a proper paragraph. An important strategy in retelling is hitting the key points of a story and using the 5 w's is a great way to help students in doing so. This lesson is scaffolded in that it will include group discussion to identify information to fit into the 5 w categories, but also independent as the students will write their own retelling.

Script

We have a new book today! I'm really excited about this one because I really like the pictures and it has a lot of rhymes. I'm going to read the story aloud and I want you to focus on the 5ws. Can anyone tell me one of the w's?

The 5 w's are: who, what, where, why and when, and they can help us when we are retelling a story. As I define each of the w's I record their meaning on a large paper to create an anchor chart. Who – who is

the story about? This can be more than once character. What – what happened? Include the most important things that happened. What did they do? What is the story about? Where – where did the story take place? Can be a city, a park, a house, a fantasy universe etc. Why – why did the who do the what? Why did the main characters do what they did? When – when did the story take place? Can be a specific time, like 5 o'clock, or a time of day like the afternoon, or it can be "one day", or even "in the past" or "in the future". Does anyone have any wonders about the 5 w's?

Ok, I'd like everyone to gather in the reading corner and I'll finally read you the story about Llama.

Now that you know the story, I'd like you to get into your groups to discuss what you think the five 5w's are. You should take your journals so that you can take notes. You'll have fifteen minutes. I assign students their groups and have done so to allow for children of similar ability to be grouped together. As they work, I visit each group to offer guidance as needed, starting with the group of learners I believe may struggle the most.

Now that you've had time to discuss, I want you to return to your desk to write a journal entry retelling the story in your own words. Be sure to include all of the 5w's.

Assessment for this lesson is based on observation during group work as well as journal entries to ensure they understood the story, are able to accurately retell in the correct sequence, and properly demonstration the use and inclusion of the 5 w's.

Teaching Point 2: What Does Sick Look Like?

ELA Curriculum Outcome: CC2.3

Speak clearly and audibly in an appropriate sequence for a familiar audience and specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

Indicator: h

Make relevant contributions to class discussions and take turns.

Explanation

This lesson is meant to give students the chance to speak up and participate in a class discussion. It is meant to challenge their knowledge and deepen their understanding of the information learned throughout the mini-unit, but especially from this book. This lesson employs a shared strategy.

Script

You've all learned so much in our lessons about germs. I want to see what you know. For today's lesson we are going to have some fun. First, we are going to create a list together about what sick might look/feel like. I refer to the large paper to be used a reference for the second part of the lesson. I'm going to be the recorder and am going to pull popsicle sticks with your names on them to see who gets

to answer. You can add a bit of information to either column you choose. I'd like you all to try hard to add something, but if you can't think of anything, just say pass and I'll move on.

I pull each popsicle stick only once and record the students' suggestions on the paper. Some of the examples provided by the book may be sneezing, sniffles feeling hot, sore throat, fever, aches, stuffy head.

Great work everyone. Now that we have our list I want each of you to gather around the long piece of paper at the back of the room and use the paints provided to create a picture of Llama feeling sick. Try to use the items on the list to inspire your pictures.

Assessment for this lesson will take place as I observe which students participate in the list-making activity.

Teaching Point 3: Your Sick Story

ELA Curriculum Outcome: CC2.2

Use a variety of ways to represent understanding and communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

Indicator: f

Combine illustration and written text (e.g., captions, labels) to express ideas, feelings, and information.

Explanation

The purpose of this lesson is to employ learnings from throughout the mini-unit on germs. It is scaffolded through anchor charts created during the mini-unit, but is an independent activity.

Script

We have done a lot of work learning about germs, what they do, how they work, and how we can fight them. We know what being sick might look like and the things we can do to take care of ourselves or loved ones when sick, just like Llama and his Mama.

For today's activity, I want you to write a story about a time you or someone you know were sick. I want you to think about the 5 w's. Who got sick? What happened? What did being sick look like for you/them? Where did it happen? When did it happen? Why did it happen? – how did that person get sick. Make sure the sequence of your story makes sense and try to use some of the vocabulary you've learned. You will also draw pictures to go along with each page of your story. I will give each of you this template to use. Your story should be at least five pages, but can be longer. And don't forget to refer to our anchor charts. If you need more paper or have a question, please let me know. Any wonders?

I hand out the templates. While the students are working I observe and visit those who seem to be disengaged or struggling.

The final products will be marked according to the following criteria:

- Use of sensical sequencing
- Clarity of the story
- Employment of the 5 w's strategy
- Inclusion of unit vocabulary
- Made an effort in their illustrations