

Four Legged Friends: Project

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Introduction

The “Four Legged Friends” unit will take place in the computer lab, where students have access to individual computers, headphones, and a printer. The teacher will use her own laptop, which is connected to the overhead projector. This unit includes technology-based and pen and paper activities, and two field trips. The learning activities, handouts and assignments can be accessed at www.laurabrass.weebly.com. The following technology apps and platforms will be used (a) Word 2016; (b) Google docs; (c) <http://www.youtube.com>; (d) <http://vimeo.com>; (e) www.googlefight.com; (f) <http://puzzlemaker.discoveryeducation.com/>; (g) www.tricider.com; (h) <http://www.makebeliefscomix.com/>; (i) <https://screencast-o-matic.com/>; (j) <https://spark.adobe.com>; (k) <http://www.lex tutor.ca/vp/eng/>; (l) <https://www.worldwildlife.org>; (m) <http://www.wwf.ca>; (n) <http://pacificwild.org>; (o) <https://www.change.org>; and (p) <https://www.weebly.com/home/>.

Learning Activities

Activity #1a: Pre-viewing: Predict the Story

Before watching a short film called “The Present,” the teacher shows the students two pictures of the main characters: a boy and a dog. In groups of three, students predict the story, and collaboratively write their predictions in a Word document (between 100 and 150 words).

Activity #1b: Viewing

Students watch “The Present” on <https://vimeo.com/152985022>, checking with their written paragraph to see how accurately they predicted the story. Next, they discuss the film and answer questions such as:

- What did you like most about the movie?
- What would you do if you were the boy in the story?

- What do you think happened next?

Activity #1c: Post-viewing

Students share their prediction stories (written in Word) with another group. Using the “review options (“track changes,” and “new comments”), they provide written feedback, checking for accuracy, cohesion, coherence, linking words, vocabulary, organization, grammar structures appropriate for this level (low intermediate), and overall impression. Students use the Writing Assessment Rubrics (see Appendix A).

Activity #2: Collaborative Reading and Writing

#2a. Information gap reading: four heroic pets. First, the teacher introduces the new vocabulary (e.g., *bike ride, elbow, aspirins, fireplace, downstairs, upstairs, bark, growl, ambulance, dusk, cub, epilepsy, tumour, seizure, alert, running errands, canine, emergency, warnings, surrendered, veterinary*). The Internet may be used to show online pictures of the new vocabulary. Second, students work in groups of four; each of them reads one of the four paragraphs of the article (see Appendix B); then retell it to their partners. Using <http://www.lex tutor.ca/vp/eng/>, the article has been adapted for the intermediate level. Students choose the story they liked the most, explaining their reasons. Next, students answer Taffy Raphael’s (2005) Questions (see Appendix C).

#2b. Cat versus dog lovers newsletter/infographic. The teacher distributes the Cat versus Dog Lovers Newsletter/Infographic handout (see Appendix D). In small groups, students look up the new vocabulary (using dictionaries borrowed from the school library) and discuss it. The table below contains possible new words from the newsletter handout.

Cat Lovers	Dog Lovers
------------	------------

Solitary (adj.)	Pack (n.)
Invisible (adj.)	Dawn (n.)
Abandon (v.)	Dusk (n.)
Wander away (phr. v.)	Engage (v.)
Neurotic (adj.)	Fetch (v.)
Appreciation (n.)	Extroverted (adj.)
Unconventional (adj.)	Self-disciplined (adj.)
Shy (adj.)	Aim for (phr. V.)
Introverted (adj.)	Spontaneous (adj.)
Sociable (adj.)	Conventional (adj.)

The Infographic handout presents British and American words with similar meanings (e.g., *flat* and *apartment*), so students log on to www.googlefight.com to check which word in the pair is more frequently used (see Appendix E). Next, they learn how to create a newsletter in Word: they use shapes, pictures, smart art; choose the layout, design, fonts, and so on.

#2c: Cats and dogs crossword puzzle. Each group of three students has 10 minutes to write their own definitions for 15 words they choose from the “Cat versus Dog Lovers” infographic and “Four Heroic Pets” article, which they use to create a crossword puzzle on <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>. The puzzles are then printed and given to another group to solve (see Appendix F).

Activity #3: No-Word Digital Story

#3a: “Pothound.” Background music and noises are used instead of the narration component in this 10-minute digital story (https://www.youtube.com/watch?v=FdM-V_10dO8) presented from the perspective of a dog. Students watch and take notes, then retell the story in

their own words. Next, they compare stories to see what they might have missed, and watch the video again, adding to their notes, if necessary.

#3b: Students' no-word digital stories. As homework, students record a series of sounds and noises, creating a one-minute pictureless video, which they bring to class and play for their group members to speculate about. The videos can be recorded in the students' lunchroom, at home, the park, coffee shop, restaurant, shopping mall, bus/underground station, gym, and so on. While listening, students take notes, then compare them in groups.

Students guess something that happened in the past; hence this activity is used to teach the simple past. The teacher elicits answers: "What do you think this was?" "Did he ...?" "He didn't ..., did he?" In groups, students listen to each recording and write simple past sentences, then check with the student who created it. Next, they write some of their examples on the board, and the teacher underlines the simple past form of regular and irregular verbs to help them notice the new structure

Activity #4: Two Digital Stories

#4a: While viewing: information gap. The teacher provides two digital narratives (of a man and a woman talking about their pets). Using individual computers and headphones, students A watch the man's story, and students B watch the woman's story. Then students A and B get together in pairs, and take turns telling each other what their digital narrative was about. Next, students watch together the two digital stories, noting all the simple past structures that they hear, thus reviewing the grammar point of the unit.

#4b: Post-viewing: cats and dogs picture based discussion. First, students discuss the two digital stories (e.g., what they liked, disliked, and why), and make a list of the qualities that the two pet owners mention. Next, they discuss the cartoon (see Appendix G).

#4c: Cats versus dogs: social media questionnaire. Students log on to <http://www.tricider.com> (see Appendix H for a screenshot of the website), and post for and against arguments to the statements uploaded by the teacher. Students are invited to participate in this social media questionnaire via email, or by accessing the following link:

<http://www.tricider.com/admin/3F8J4cuxoQl/7S2Bmq99Znx>.

#4d: The battle of the pets: debate. Students A think that cats are better, whereas students B believe that dogs are better. Using what has been studied so far (pet-related vocabulary, comprehension and discussion questions, articles, infographics, digital stories, social media questionnaire, Internet search, and so on), students have 5 minutes to try to persuade their partner that their choice is better. When time is up, students change partners for another 5-minute debate, and so on until they have changed partners a few times. Before the debate, the teacher writes on the board expressions used to state and ask for an opinion, agree, disagree, interrupt, and settle an argument (see Appendix I). At the end of the activity, students will be asked to say whose argument they liked most, and why. This can be done as a brief feedback session with the teacher and the whole class, or by students in small groups.

Activity #5: Field Trips: Visit to the SPCA and the Vancouver Aquarium

The main goals of this activity are to make students aware of the importance that pets/animals play in our life, and teach them about what we can do to protect our four legged friends. In preparation for the field trip, students check the following website

<http://www.sPCA.bc.ca/branches/vancouver>, look at pictures, learn about dog breeds, different

ways they can help animals at the shelters (e.g., volunteer, donate, foster, adopt, etc.). Most of the students are here with their families, either on a long term or permanent stay, so having a pet is a viable option. In preparation for the visit to the Aquarium, students log on to <https://www.vanaqua.org/> and read about marine animals. Next, they complete the “Know” and “Want to Know” sections of the KWL chart (see Appendix J). On the field trip, students will fill out the “Learned” section. The teacher encourages them to take photos that they can incorporate into their digital narratives.

Activity #6: Collaborative Scaffolded Writing

#6a: Comic strips. Using <http://www.makebeliefscomix.com>, students collaboratively write their own comic strips, which they print and post on the classroom walls for everyone to read (see Appendix K).

#6b: Survey: man versus nature. In pairs, students brainstorm possible questions. Second, they practice the interview in class, with their peers, so that they feel confident when doing the survey outside of the classroom. The teacher gives feedback and encourages them to participate. Students ask 10 people (e.g., students from the school, friends, family, or strangers), record their answers in the table (see Appendix L), then interpret and present the findings to the class. The teacher encourages them to use visual representations (e.g., photos, pie charts, graphs). As homework, students write two paragraphs about the main trends in their surveys, which they upload in Google docs for peer feedback (see Writing Assessment Criteria).

#6c: My (wild) pet. First, students do Internet research to find and evaluate online information about endangered animals. The teacher suggests websites such as https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status, <http://www.wwf.ca>, <http://pacificwild.org>, and <https://www.change.org>. Second, students use a

Framer Model Diagram (see Appendix M) to keep the essential information and organize their ideas. Next, students use “My Wild Pet” template (see Appendix N) to write sentences about their chosen pet. If read in small groups, the others try to guess what kind of animal is described. The portraits are then displayed on the classroom walls. Possible questions meant to help students organize the information are as follows:

- Where does it live?
- What does it eat?
- Why is it endangered?
- What can be done to protect it?
- Why have you chosen it?

Activity #7: Students’ Digital Stories

Students create their digital stories about pets, wild animals, endangered species, or their visit to the SPCA/ the Aquarium. Using the Keyhole format (see Appendix O) to help them organize ideas in a logical sequence, students write a draft in Word, which is shared with peers for feedback (see Writing Assessment Criteria). Next, they edit and incorporate peer feedback, and add pictures and sound to their digital narratives. Students learn how to use the following two platforms to upload their digital stories: <https://screencast-o-matic.com/> and <https://spark.adobe.com>. While students present their digital narratives, the teacher and the rest of the class will act as observers and assessors, using the Speaking Assessment Criteria (see Appendix P).

Activity #8: Individual Writing

#8a: Letter to a future student/journal entry. Students reflect on their learning experience. In a letter (see Appendix Q) addressed to an imaginary friend who is considering taking the same course, they write about what they have learned, have enjoyed, and was challenging about the unit. This individual writing task allows the students to evaluate the teacher and the unit, while, at the same time, offers the teacher insight into the strengths and weaknesses of the “Four Legged Friends.” Students write between 250- 275 words. Optionally, they can write a journal entry instead of a letter.

#8b: Peer feedback. Students assess at least one member of their group (see Appendix R). The teacher encourages the students to write comments, providing examples and arguments.

#8c: Unit evaluation survey. The students complete a unit evaluation survey (see Appendix S) that asks them to rate (on a scale from 1 to 10) the technology platforms and activities that they liked the most in the “Four Legged Friends” unit.

Conclusion

As seen from the activities described above, this learning unit (a) introduces a wide range of technology apps and platforms; (b) makes use of authentic and adapted material; (c) teaches integrated skills in context; (d) focuses on communicative and task-based activities; (e) combines individual with pair and group work; (f) requires formative and summative, synchronous and asynchronous, peer and teacher feedback; and (g) can be adapted for lower and higher levels. In addition, the “Four Legged Friends” unit is flexible, which allows the teacher to switch between activities, remove and add new ones that are more appropriate to a particular teaching context and students’ needs and interests. These activities represent general guidelines that can be used as a springboard for introducing the topic of animals to ESL students.

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Appendix A

Writing Assessment Criteria

Criteria	<i>Fails to Meet Requirements (C+ or lower)</i>	<i>Meets Requirements (B- to B+)</i>	<i>Meets All and Exceeds Some Requirements (A- to A+)</i>
Accuracy	Uses basic grammar structures. Makes a lot of grammar mistakes which affect the meaning.	Uses simple grammar structures. Makes some grammar mistakes, meaning can still be understood.	Uses a wide range of grammar structures. Makes very few to no grammar mistakes which do not affect the meaning.
Vocabulary	Uses a narrow range of vocabulary. A lot of repetition of lexis.	Uses a limited range of vocabulary. Occasional repetition of lexis.	Uses a wide range of vocabulary. Occasional inappropriate use of less frequently used lexis.
Organization	Ideas and arguments are poorly organized. Uses very few to no basic linking devices.	Ideas and arguments are adequately organized. Uses a limited number of simple linking devices.	Ideas and arguments are effectively organized. Uses a variety of linking devices.
Peer feedback	Shows little to no incorporation of peer feedback.	Shows some incorporation of peer feedback.	Clearly shows incorporation of peer feedback.
Task completion	Fails to complete the task. Content is irrelevant to the task. Reader is little to not informed.	Somewhat completes the task. Minor content irrelevances to the task. Reader is somewhat informed.	Successfully completes the task. All content is relevant to the task. Reader is fully informed.
Overall impression	Poor	Satisfactory	Excellent

Appendix B

Four Heroic Pets- Article

Four Heroic Pets

(Manipulated Article, adapted from Andrea Karr & Stacy Lee Kong)

<http://www.canadianliving.com/life-and-relationships/pets/article/4-unbelievably-heroic-stories-of-dogs-that-will-make-you-want-to-hug-your-own-pooch>

Sixth sense

Late one evening, Matthew Church returned from a bike ride complaining to his wife, Patricia, of pain in his shoulder and elbow. She gave him two Aspirins, and he went upstairs to watch TV while Patricia read by the fireplace downstairs, the family's dog, Zola, at her feet. Moments later, Patricia heard a noise from upstairs. She would have ignored the noise, but Zola began to bark and growl at Patricia. Confused by Zola's behaviour, Patricia followed the dog upstairs, where Matthew was lying on the floor. He wasn't breathing, but because of Zola's instincts, the ambulance arrived in time to restart his heart and save his life.

Risky business

Raya, a five-year-old black dog, loves hunting with her owner, Brent Cote, and his mother, Trudy. On a warm fall day in 2015, one such hunting trip turned out to be much more exciting than usual. They'd been hiking for several hours when dusk fell and they began making their way back to their car, walking along the edge of the forest. Out of nowhere, a bear showed up and charged toward the family in an effort to protect her cub. Raya jumped in front of Brent and Trudy, barking and growling at the bear. The mom and her cub were forced to leave. Because of Raya's courage, the three of them were ok.

Good company

Port Alberni, B.C., Kayla Gollick says that her dog, Shadow, helped her become independent. Kayla has epilepsy, the effect of a brain tumour that was removed when she was 11, when she was so bad that she couldn't go anywhere alone. But since the Lions Foundation of Canada Dog Guides brought this seizure-detection dog into her life four years ago, things have been very different. Shadow tells Kayla when a seizure is coming on. With Shadow around, she and her family don't worry as much about what will happen if a seizure strikes; they know he'll let Kayla know, get her mom or even push her medical-alert button, if necessary. From taking cooking classes to running errands alone, Kayla can finally live a more independent life.

rave heart

B Toronto Police Service Canine Unit Const. Steve Balice rarely goes anywhere without his police dog, Louca. One November evening, the two of them were at the back entrance of a residential address, while the rest of the Emergency Task Force entered through the front door. Const. Balice saw an armed man running from the building, heading toward the officers out front, so he shouted numerous warnings before finally releasing Louca to bring the suspect down. The man started to hit Louca in the face with a sword—but he didn't let go until the suspect finally surrendered. Though bleeding, Louca helped Const. Balice catch a second suspect before being going to the veterinary hospital. The suspect who attacked Louca was the first in Canada to be charged under Ontario's Law, a piece of legislation which protects law-enforcement animals, military animals and service animals.



Appendix C**Taffy Raphael's (2005) QARs****Sixth Sense****“Right there” questions.**

1. What did Matthew return from?

2. What was Matthew complaining of?

3. What was the dog's name?

“Think and search” questions.

1. What did Patricia do after Matthew get home?

2. What happened when Zola began to bark and growl?

3. Where were the husband and wife?

“On my own” questions.

1. What causes shoulder and elbow pain?

2. What do you know about dogs' sixth sense?

-
-
3. Think of other good headlines for this story.
-
-

Key.

1. A bike ride; 2. Pain in his shoulder and elbow; 3. Zola
1. She gave him two aspirins and continued to read by the fireplace.
2. Patricia was confused; she followed Zola upstairs.
3. The husband was lying in bed upstairs; the wife was reading downstairs.

Risky Business**“Right there” questions.**

1. What does Raya love doing with her owners?
-

2. Where are they going?
-

3. Why did the bear attack them?
-

“Think and search” questions

1. Who does Raya love hunting with?
-

2. What did Raya do when the bear attacked them?

-
3. What happened because of Raya?

“On my own” questions.

1. Why do bears attack humans?

-
2. What are the do’s and don’ts in case you run into a bear while hiking?

-
3. Think of other good headlines for this story.
-

Key.

1. Hunting; 2. To the car; 3. To protect her cub.
1. With her owner, Brent Cole, and his mother, Trudy.
2. Raya jumped in front of Brent and his mother, and barked and growled at the bear.
3. The bear and her cub were forced to leave, and the three of them were ok.

Good company

“Right there” questions.

1. Where does the story take place?

-
2. Who brought Kayla her dog Shadow?

-
3. What has Shadow helped Kayla do?

“Think and search” questions.

1. What happened when Kayla was 11?

-
2. What would Shadow do in case of a seizure?

-
3. What has Kayla been able to do due to Shadow?

“On my own” questions.

1. What training do you think Shadow had to become a seizure-detection dog?

-
2. How does Shadow know if/when a seizure is coming?

-
3. Think of other good headlines for this story.
-

Key.

1. In Port Alberni, BC; 2. The Lions Foundation of Canada Dog Guides; 3. Become more independent.

1. She had a brain tumor that was removed; she was so bad that she couldn't go anywhere alone.
2. Shadow would tell Kayla or her mother if a seizure was coming; he would push the medical-alert button.
3. Take cooking classes, run errands, and live a more independent life.

Brave Heart**“Right there” questions.**

1. Where does the action take place?

2. Where were Const. Balice and his dog Lonca?

3. What did the man hit Lonca with?

“Think and search” questions.

1. What did Const. Balice see?

2. What did Const. Balice do when he saw the suspect?

3. What did Lonca do?

“On my own” questions.

1. What other laws that protect animals can you find?

-
-
2. What punishment do animal abusers get in Canada and in your country?

-
-
3. Think of other good headlines for this story.
-
-

Key.

1. In Toronto; 2. At the back entrance of a residential address; 3. A sword.
 1. An armed man who was running from the building, heading toward the officers out front.
 2. He shouted numerous warnings, then released Lonca to bring the suspect down.
 3. Lonca didn't let go of the suspect, and helped Const. Balice get a second suspect.

Appendix D

Cat and Dog Lovers Newsletter/Infographic

Cat Lovers versus Dog Lovers



Wild cats: solitary hunters, active at night.

Domestic cats: invisible during the day, occasionally engage in social activities or play with people, limited interest, abandon the game and wander away.

Cat people: 12% more neurotic, 11% more open than dog people, appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, more likely to hold unconventional beliefs.

Cat owners: 1/3 more likely to live alone than dog owners, 32% as likely to live in an apartment or flat.

Cat owners: shy, more introverted, less sociable.

Wild canines: sociable pack animals, work in groups, active between dawn and dusk.

Domestic dogs: need for social interaction, want company or play, engage in play (e.g., fetching), human quits the game first.

Dog people: 15% more extroverted, 18% more agreeable, 11% more self-disciplined, complete tasks and aim for achievement, preference for planned rather than spontaneous behavior, have more conventional, traditional interests.

Dog owners: married, living in a house, and having children living in the home.

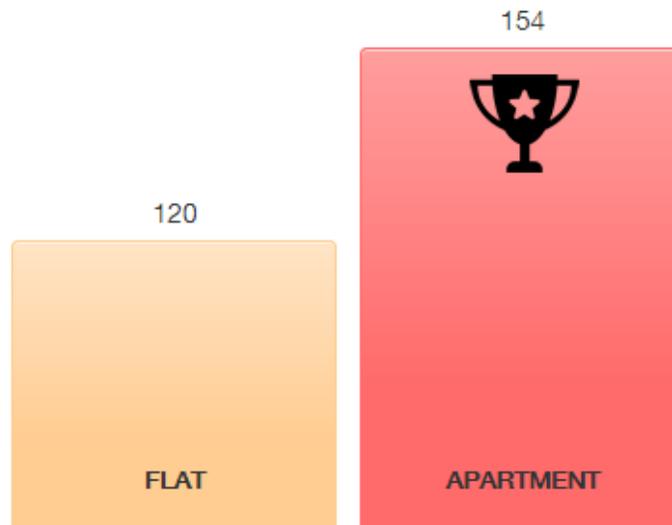
Dog owners: more social, interactive.



Appendix E

www.googlefight.com

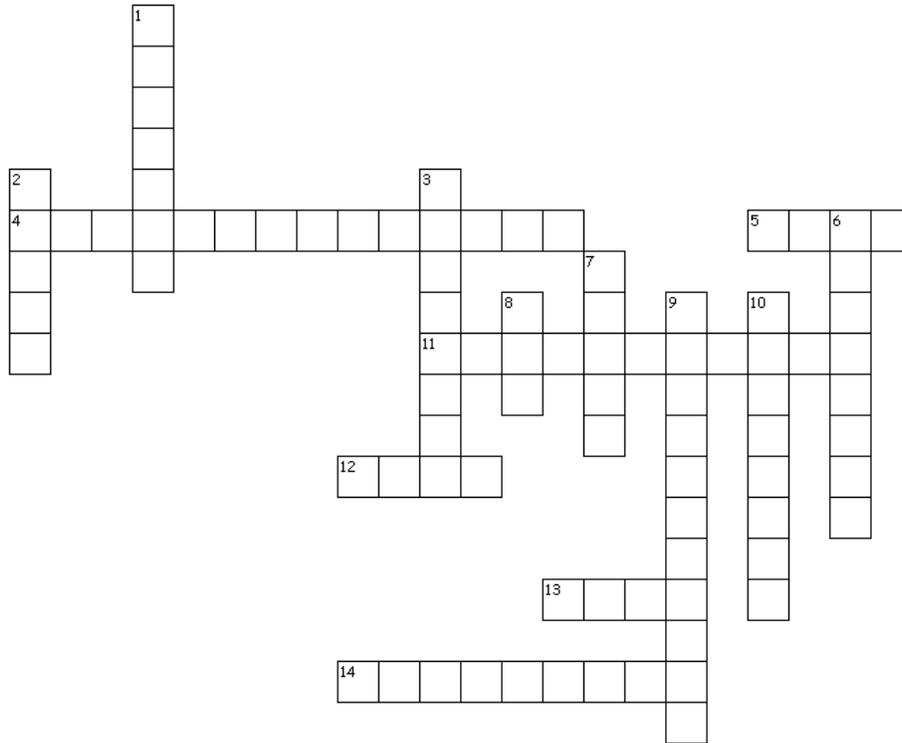
FLAT vs APARTMENT



Appendix F

Cat and Dogs Crossword Puzzle

<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>.



Across

4. different from the way other people think, behave
5. an animal's feet
11. feel like doing something that was not planned
12. a group of wild dogs, wolves
13. the noise cats make when they sleep
14. which cannot be seen

Down

1. leave someone whom you are responsible for
2. someone who makes you laugh
3. lives on a farm or in the house
6. long hair that grows on a cat's face
7. bring something back
8. man's best friend
9. who is not good at interacting with other people
10. who likes to spend time alone

Key:

Across: 4. unconventional; 5. paws; 11. spontaneous; 12. pack; 13. purr; 14. invisible

Down: 1. abandon; 2. funny; 3. domestic; 6. whiskers; 7. fetch; 8. dog; 9. introverted; 10. solitary

Appendix G

Cats vs Dogs Picture Based Discussion

 <p>I actually love you and pay attention to your state of mind and your feelings. I pick up on your energy. If you're down, I'll comfort you. If you're happy, I'll play with you. I'm your buddy. I'm your pal. I'm your best friend.</p>	 <p>Pet me, slave.</p>
--	---

Appendix H

Cats and Dogs Social Questionnaire

www.tricider.com

<http://www.tricider.com/admin/3F8J4cuxoQl/7S2Bmq99Znx>

The screenshot shows a web browser window with the URL www.tricider.com/admin/2v8dseqchmt/4sexpSMSfOf. The main heading is "Who makes better pets: cats or dogs?" in orange. Below the heading is a placeholder "Add a description". The content is divided into two columns: "Ideas" and "Pros and cons".

Ideas	Pros and cons
Dogs are better, because they are loyal and loving. by Laura Brass	<ul style="list-style-type: none"><li data-bbox="834 1010 1323 1094">- And yet, there have been cases of dogs attacking humans. by Laura Brass <li data-bbox="834 1115 1323 1178">+ Dogs are man's best friend. by Laura Brass  <p data-bbox="834 1188 987 1220">Add argument</p>

[Add idea](#)

Appendix I

The Battle of the Pets: Debate

Useful debate expressions

Stating an opinion	<i>In my opinion...</i> <i>The way I see it ...</i> <i>If you ask me ...</i> <i>As far as I'm concerned ...</i>
Asking for an opinion	<i>What do you think?</i> <i>What's your idea?</i> <i>How do you feel about this?</i>
Agreeing	<i>You're absolutely right.</i> <i>I couldn't agree more.</i> <i>That's for sure.</i> <i>That's exactly how I feel.</i> <i>No doubt about it.</i> <i>Absolutely.</i> <i>Tell me about it.</i>
Disagreeing	<i>Not necessarily.</i> <i>I don't think so.</i> <i>I'm not sure about that.</i> <i>I'm afraid I disagree.</i> <i>I'd say the exact opposite.</i> <i>No way!</i>
Interrupting	<i>Can I add something here?</i> <i>If I might add something.</i> <i>Sorry to interrupt, but ...</i> <i>Sorry, go ahead.</i>
Settling an argument	<i>Let's just move on.</i> <i>I think we're going to have to agree to disagree.</i>

Appendix J

KWL Chart

K-W-L CHART TOPIC:

<u>K</u> _{now}	<u>W</u> ant to <u>K</u> now	<u>L</u> earned

NAME: _____

DATE: _____

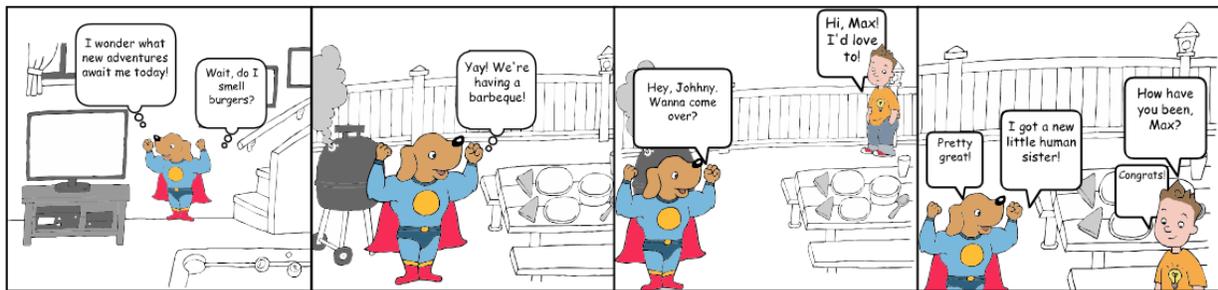
Appendix K

Comic Strips Sample

<http://www.makebeliefscomix.com/Comix/>

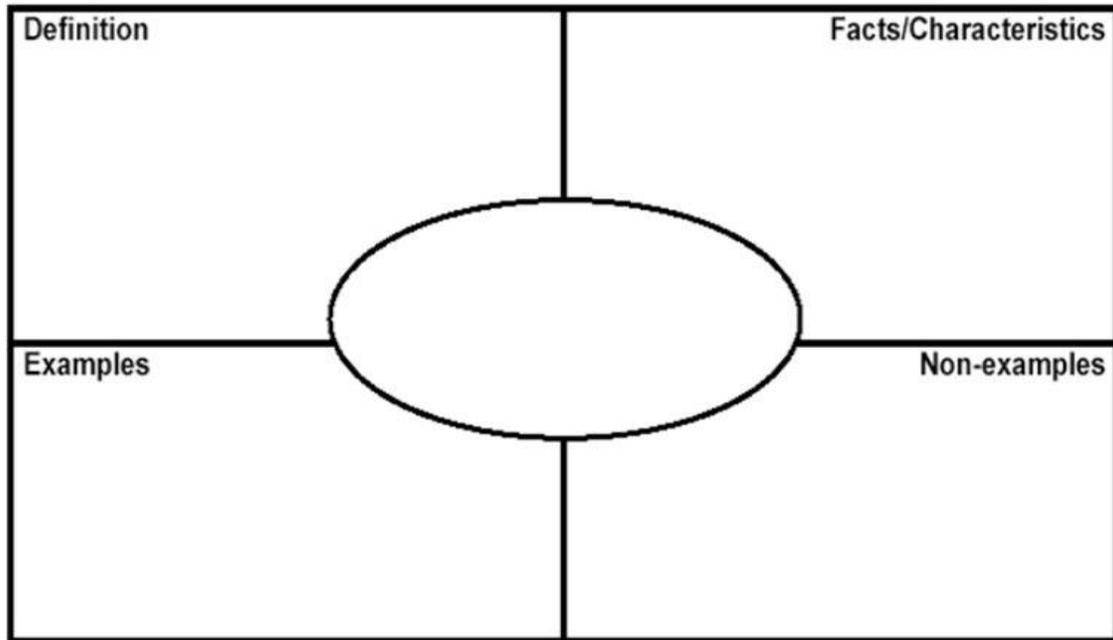


THIS COMIC WAS CREATED AT
WWW.MAKEBELIEFS.COMIX.COM
GO THERE TO CREATE YOUR OWN!

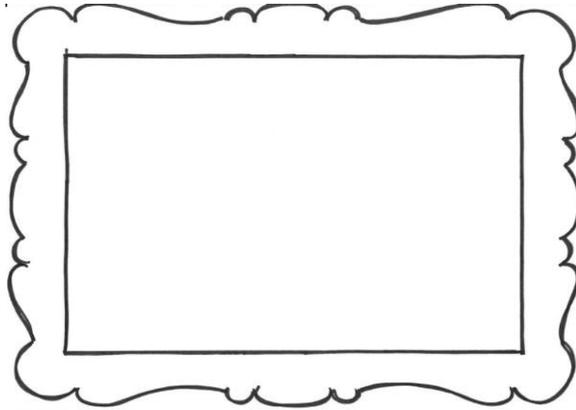


This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Appendix M
Fruyer Model Diagram



Appendix N
My Wild Pet



People call him/ her _____.

He/ She normally lives in _____.

He/ She usually eats _____ but also _____.

He/ She doesn't eat _____ or _____.

He/ She is afraid of _____,
but _____ is/ are afraid of him/ her.

He/ She gets on well with _____.

He/ She loves to _____,
but doesn't like to _____.

During the day, he/ she _____.

At night, he/ she _____.

He/ She normally lives for _____, but if humans take care
of him/ her, then he/ she can _____.

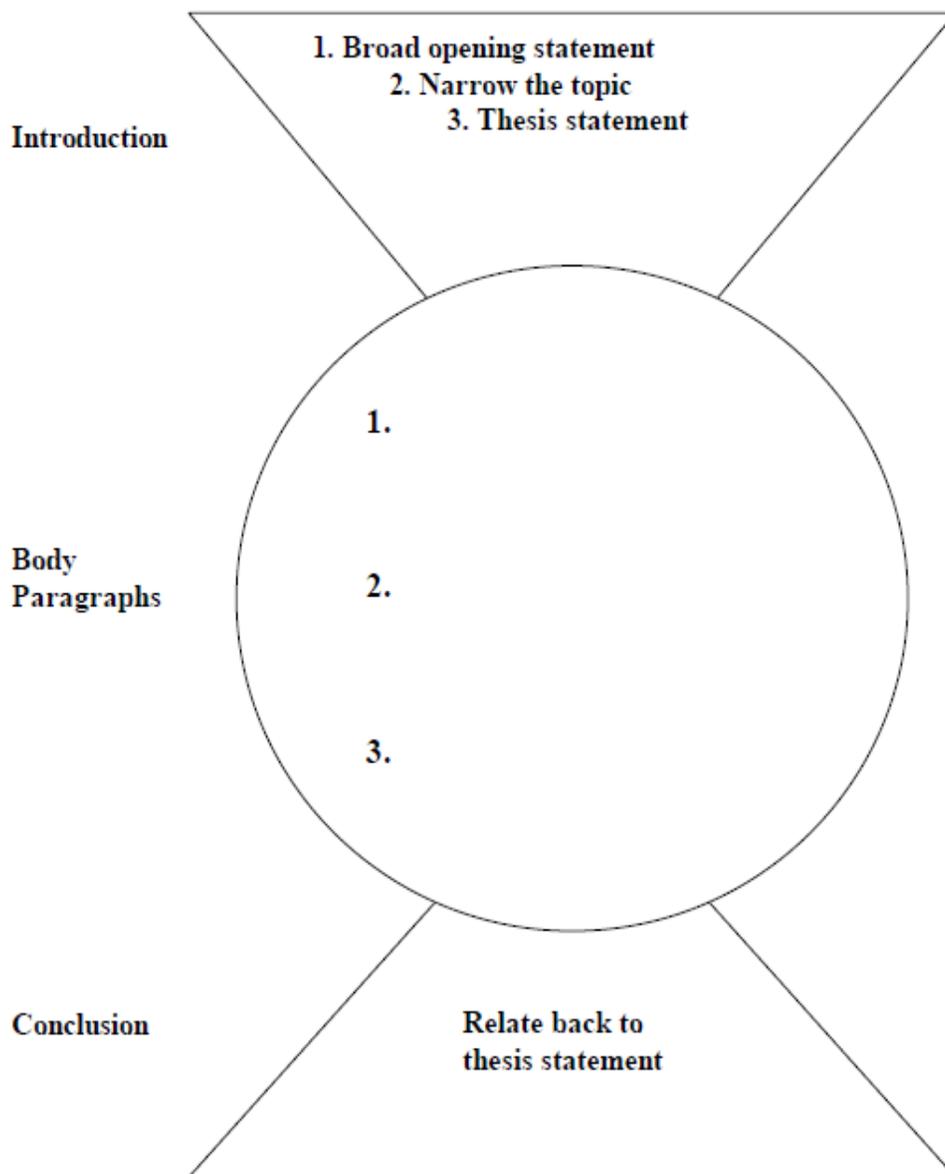
He/ She is endangered because _____
_____.

People should _____ and shouldn't _____
in order to protect other animals like my wild pet.

We can all _____ to show that we care about our
friends, the animals.

Appendix O

Keyhole format



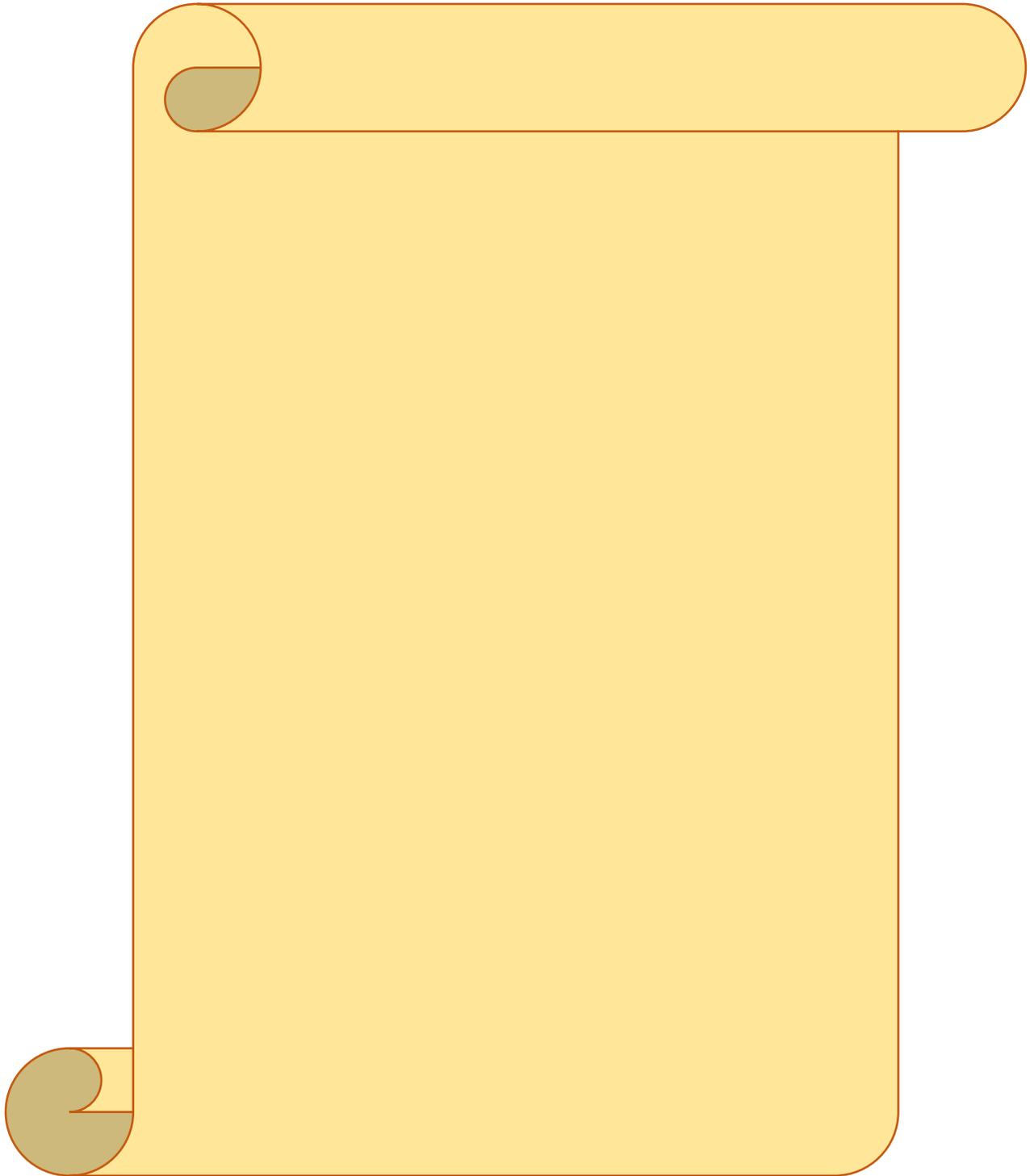
Appendix P

Digital Storytelling Speaking Assessment Criteria

Criteria	<i>Fails to Meet Requirements (C+ or lower)</i>	<i>Meets Requirements (B- to B+)</i>	<i>Meets All and Exceeds Some Requirements (A- to A+)</i>
Accuracy	Relies on memorized structures. Makes numerous grammar mistakes which affect the meaning.	Uses simple grammar structures. Makes some grammar mistakes, meaning can still be understood.	Uses simple and complex grammar structures. Makes very few to no grammar mistakes which do not affect communication.
Vocabulary	Uses simple vocabulary to convey meaning. Makes frequent errors in word choice.	Uses vocabulary with limited flexibility, with some inappropriate word choices.	Uses a wide range of appropriate vocabulary, and idiomatic expressions.
Fluency	Speaks with long pauses. Makes frequent repetition and little to no self-correction.	Usually maintains flow of speech, with some repetition and self-correction.	Speaks fluently with rare repetition and self-correction.
Pronunciation	Speech is often impossible to understand.	Speech is generally understood. Mispronunciation reduces clarity at times.	Speech is effortlessly understood, with only occasional mispronunciation.
Task completion	Fails to complete the task. Content is irrelevant to the task.	Somewhat completes the task. Minor content irrelevances to the task.	Successfully completes the task. All content is relevant to the task.
Overall impression	Poor	Satisfactory	Excellent

Appendix Q

Letter to a Future Student/ Journal Entry



Appendix R

“Four Legged Friends” Peer Feedback Criteria

Criteria	<i>Fails to Meet Requirements (C+ or lower)</i>	<i>Meets Requirements (B- to B+)</i>	<i>Meets All and Exceeds Some Requirements (A- to A+)</i>
Organization	Provides feedback that lacks accuracy and coherence. Feedback is difficult to understand and incorporate.	Provides somewhat clear, coherent feedback. Sometimes it is not easy to understand and incorporate.	Provides clear, coherent feedback that it easy to understand and incorporate.
Accuracy	Provides very few suggestions for improvement of grammar, vocabulary, punctuation.	Provides some suggestions for improvement of grammar, vocabulary, punctuation.	Provides a lot of suggestions for improvement of grammar, vocabulary, punctuation.
Peer review	Peer review is not helpful. Poor participation in the reviewing process.	Peer review is somewhat helpful. Somewhat active in the reviewing process.	Peer review is very helpful and constructive. Very active in the reviewing process.
Sharing ideas	Shares very few ideas, resources, questions, and concerns with group members.	Shares some ideas, resources, questions, and concerns with group members.	Shares a lot of ideas, resources, questions, and concerns with group members.
Incorporation of feedback	Shows limited to no incorporation of peer feedback	Shows some incorporation of peer feedback.	Shows successful incorporation of peer feedback.
Timeframe	Rarely provides timely feedback.	Provides timely feedback most to some of the time.	Always provides timely feedback.
Teamwork	Limited collaboration with the other group members. Doesn't communicate well with the other group members.	Collaborates with the other group members. Establishes a somewhat friendly and constructive rapport.	Collaborates very well with the other group members. Establishes a friendly and constructive rapport.
Overall impression	Would prefer not to work together in the future.	Would be ok to work together in the future.	Would love to work together in the future

Appendix S

Unit Evaluation Survey

Four Legged Friends Evaluation Survey	
Please circle the number that corresponds with your level of agreement Strongly Disagree=1 Disagree=5 Strongly Agree 10	
My favorite technology tools were:	
http://vimeo.com	1 2 3 4 5 6 7 8 9 10
www.googlefight.com	1 2 3 4 5 6 7 8 9 10
http://puzzlemaker.discoveryeducation.com/	1 2 3 4 5 6 7 8 9 10
www.tricider.com	1 2 3 4 5 6 7 8 9 10
http://www.makebeliefscomix.com/	1 2 3 4 5 6 7 8 9 10
https://screencast-o-matic.com/	1 2 3 4 5 6 7 8 9 10
https://spark.adobe.com	1 2 3 4 5 6 7 8 9 10
https://www.weebly.com	1 2 3 4 5 6 7 8 9 10
My favorite learning activities were:	
Pre-viewing: Predict the Story	1 2 3 4 5 6 7 8 9 10
Viewing: "The Present"	1 2 3 4 5 6 7 8 9 10
Information Gap Reading: Four Heroic Pets	1 2 3 4 5 6 7 8 9 10
Cat vs. Dog Lovers Newsletter/Infographic	1 2 3 4 5 6 7 8 9 10
Cats and Dogs Crossword Puzzle	1 2 3 4 5 6 7 8 9 10
No-Word Digital Story: "Pothound"	1 2 3 4 5 6 7 8 9 10
Students' Recorded No-Word Digital Stories	1 2 3 4 5 6 7 8 9 10
Lance and Max: Home-made Digital Story about a Dog	1 2 3 4 5 6 7 8 9 10
Tiffany and Simon: Home-made Digital Story about a Cat	1 2 3 4 5 6 7 8 9 10
Cats and Dogs: Picture-based Discussion	1 2 3 4 5 6 7 8 9 10
Cats and Dogs: Social Media Questionnaire	1 2 3 4 5 6 7 8 9 10
The Battle of the Pets: Debate	1 2 3 4 5 6 7 8 9 10
Field Trip to the SPCA, Vancouver	1 2 3 4 5 6 7 8 9 10
Field Trip to the Aquarium, Vancouver	1 2 3 4 5 6 7 8 9 10
Collaborative Writing: Comic Strips	1 2 3 4 5 6 7 8 9 10
Survey: Man versus Nature	1 2 3 4 5 6 7 8 9 10
Online Search: Endangered Species	1 2 3 4 5 6 7 8 9 10
Collaborative Writing: My (Wild) Pet	1 2 3 4 5 6 7 8 9 10
Students' Digital Stories	1 2 3 4 5 6 7 8 9 10
Individual Writing: Letter to a Future Student/Journal Entry	1 2 3 4 5 6 7 8 9 10