

Learning and Evaluation Situation		
English as a Second Language Elementary Program		
Cycle <input type="checkbox"/> 1	Cycle <input type="checkbox"/> 2	Cycle X 3
<input type="checkbox"/> 1 st grade <input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade <input type="checkbox"/> 4 th grade	X 5 th grade X 6 th grade

DON'T LET THE BEDBUGS BITE!



PRODUCTION TEAM

Adapted by: Michèle Palmieri-Colatriano,
Commission scolaire de la Pointe-de-l'Île

Adapted from: *Ask an Expert – Bedbugs*, 3e cycle du primaire
Ministère de l'Éducation, du Loisir et du Sport
Anglais, langue seconde, 6e année intensif

ILLUSTRATIONS

classroomclipart.com
openclipart.org
pixabay.com

TEMPLATE

*Josée Brunetta, secrétaire
Secteur du conseil pédagogique*

CONTENTS

GENERAL INFORMATION	5
OVERVIEW	7
SUMMARY CHART	8
INTRODUCTORY TASK.....	9
SUGGESTED DURATION	9
MATERIALS.....	9
CARRYING OUT THE ASSIGNED TASK	9
INTEGRATION.....	9
TASK 1	10
SUGGESTED DURATION	10
MATERIAL.....	10
EVALUATION TOOL	10
COMPETENCY.....	10
PREPARATION	10
CARRYING OUT THE ASSIGNED TASK	10
INTEGRATION.....	10
TASK 2	11
SUGGESTED DURATION	11
MATERIAL.....	11
EVALUATION TOOL	11
COMPETENCY.....	11
PREPARATION	11
CARRYING OUT THE ASSIGNED TASK	11
INTEGRATION.....	12
TASK 3	13
SUGGESTED DURATION	13
MATERIAL.....	13
EVALUATION TOOL	13
COMPETENCY.....	13
PREPARATION	13
CARRYING OUT THE ASSIGNED TASK	13
INTEGRATION.....	14
TASK 4	15
SUGGESTED DURATION	15
MATERIAL.....	15
EVALUATION TOOL	15
COMPETENCY.....	15
PREPARATION	15
CARRYING OUT THE ASSIGNED TASK	15
INTEGRATION.....	15
TASK 5	16
SUGGESTED DURATION	16
MATERIAL.....	16
EVALUATION TOOL	16

COMPETENCY	16
PREPARATION	16
CARRYING OUT THE ASSIGNED TASK	16
INTEGRATION.....	17
INTEGRATION-CONSOLIDATION.....	18
SUGGESTED DURATION	18
MATERIAL.....	18
ACTIVITY DESCRIPTION.....	18
APPENDICES	19
APPENDIX 1 – VENN DIAGRAM ANSWERS	20
APPENDIX 2 – INSECT OR ARACHNID ANSWERS	21
APPENDIX 3 – INFORMATION POSTER.....	23
APPENDIX 4 – ANSWERS TO THE QUESTIONS	25
APPENDIX 5 – FINAL COPY.....	27
APPENDIX 6 – RUBRICS.....	29

GENERAL INFORMATION

TITLE

Don't Let the Bedbugs Bite!

CYCLE

Elementary, Cycle Three

BROAD AREA OF LEARNING

Health and Well-Being

COMPETENCIES

- C1: *To interact orally in English*
- C2: *To reinvest understanding of oral and written texts*
- C3: *To write texts*

ESSENTIAL KNOWLEDGE

❖ FUNCTIONAL LANGUAGE

Useful Expressions:

- Asking for help or clarification
- Agreement, disagreement
- Opinions

Vocabulary:

- Theme-related
- Question words

❖ STRATEGIES

Compensatory:

- Circumlocution

Learning:

- Self monitoring
- Planning
- Scanning
- Cooperation
- Risk-taking

❖ LANGUAGE CONVENTIONS

- Word order
- Articles
- Verb tenses
- Punctuation
- Spelling

❖ TEXT COMPONENTS

- Contextual cues
- Overall meaning
- Key elements

❖ CULTURAL PRODUCTS

- Texts, media, games
- Idiomatic expressions

SUGGESTED DURATION

Eight 60 minute periods (480 minutes)

TARGET AUDIENCE

Third cycle

REQUIRED MATERIALS

- Student Booklet
- Information poster handout
- Video: Bugs and Insects for Kindergarten, Preschool and Junior kids by [makemegenius](#) on YouTube
- Projector with screen (to view video)
- White or blackboard with writing instruments

OVERVIEW

CONTEXT FOR LEARNING

By carrying out the following tasks, students will be able to become experts on bedbugs to answer specific questions in the form of a letter as well as think critically about scientific information.

GENERAL DESCRIPTION OF TASKS

❖ **Introductory task – Presenting Bugs**

Although many students know the names of different bugs, they probably cannot identify the similarities between insects and arachnids.

❖ **Task 1 – Insect or Arachnid?**

Using the Venn diagram and the information from the video, students will put their classifying skills to the test: are the following bugs insects or arachnids?

❖ **Task 2 – Information Poster**

Each student will have half of an informative poster on bedbugs. With a partner, they will have to highlight and exchange important information about bedbugs.

❖ **Task 3 – Poster Questions**

With the same (or a different) partner, students will answer questions about bedbugs, using both halves of the information poster.

❖ **Task 4 – Graphic Organiser**

Students will individually put the bedbug information in a graphic organizer.

❖ **Task 5 – Ask an Expert**

Students are to write a letter in response to a boy who has some questions about bedbugs.

❖ **Integration/Consolidation – Recap**

Students will reflect on what they have learned by having a group discussion answering some questions.

SUMMARY CHART

Don't Let the Bedbugs Bite!				
TASKS/DURATION		COMPETENCIES	EVALUATION TOOL	MATERIALS NEEDED
Class 1	Introductory Task Task 1	C1 C2	C1 rubric Insect or Arachnid answers	IWB YouTube video Student Booklet
Class 2	Task 2	C1	C1 rubric	Separated posters
Class 3+4	Task 3	C1 C2	C1 rubric Answers to the questions	Separated posters Student Booklet
Class 4+5	Task 4	C2	Not evaluated	Separated Posters Student Booklet
Class 6+7	Task 5	C2 C3	C2 rubric C3 rubric	Separated Posters Student Booklet
Class 8	Integration/Consolidation	C2		Student Booklet Recap (optional)

INTRODUCTORY TASK

Although many students know the names of different bugs, they probably cannot identify the similarities between insects and arachnids.

SUGGESTED DURATION

- 15 minutes

MATERIALS

- IWB
- YouTube video - Bugs and Insects for Kindergarten, Preschool and Junior kids by [makemegenius](#)
- Information poster
- Student Booklet, page 1
- Venn Diagram answers (appendix 1)

PREPERATION

- Watch the YouTube video attentively with your students.
- You can pause to elaborate, explain or check comprehension as needed.
- Draw a Venn diagram on the board.
- Compare two things (I like to compare myself to the homeroom teacher) to show how to use the Venn diagram.

CARRYING OUT THE ASSIGNED TASK

- After watching the YouTube video, as a brainstorm the differences between insects and arachnids.
- Individually, ask students to fill in the Venn Diagram with the information from the video

INTEGRATION

- Go over the answers as a class, have students correct as you go.

TASK 1

Using the Venn diagram and the information from the video, students will put their classifying skills to the test: are the following bugs insects or arachnids?

SUGGESTED DURATION

- 45 minutes

MATERIAL

- IWB
- Student Booklet, pages 2-4

EVALUATION TOOL

- Insect or Arachnid answers (appendix 2)

COMPETENCY

- C2: *To reinvest understanding or oral and written texts*

PREPARATION

- Go over the Venn diagram and review the differences between insects and arachnids

CARRYING OUT THE ASSIGNED TASK

- Ask students to identify, individually, each bug as an insect or an arachnid on pages 2 and 3 of their student booklet.
- If anyone finishes early, they can try the anagrams at the bottom of page 3

INTEGRATION

- Present the letter from Betty Bugsy
- Have students explain what is the goal of the LES (become a bedbug expert to answer a letter for Betty Bugsy)
- Collect all student booklets for correction before the next period

TASK 2

Each student will have half of an informative poster on bedbugs. With a partner, they will have to highlight and exchange important information about bedbugs.

SUGGESTED DURATION

- 45-60 minutes

MATERIAL

- Separated posters (appendix 3)
- Student Booklet, page 5

EVALUATION TOOL

- C1 rubric

COMPETENCY

- C1: *To interact orally in English*

PREPARATION

- Photocopy each half of the information poster on different coloured paper
- Hand out the Student Booklets

CARRYING OUT THE ASSIGNED TASK

- Hand out the two coloured papers, one colour to each half of the class
 - Tell students not to write on the back (you will be photocopying the other half of the information poster on the back... but do not tell them this part, as they will be less attentive during the information exchange).
- Alone at first, have students read the text and highlight important information (key words)
 - I highly recommend you explicitly model what you want students to highlight using an example from each half of the poster... or you will have students who highlight EVERYTHING.
- Bring the students' attention to page 5 of their student booklet, it has some important words they might need clarification with as well as a place to take notes on important information
- Allow for 10-15 minutes of individual reading and highlighting their own papers
- Once students have become experts on their own texts, ask them to pair up with someone that has the other half of the poster (different coloured paper).

- One at a time, students are to trade information about bedbugs, with the information they have highlighted from their half of the poster
 - This information is shared orally, it does not have to be written down, as you will photocopy the other half of the information poster on the paper for Task 4
- Encourage students to ask questions about bedbugs, to promote discussions

INTEGRATION

- Students with the same colour paper can get together and either discuss what they have learned about bedbugs with their partner, or validate what they have highlighted on their own paper.
- Ask students to put their half of information poster in their binders, they will need it for the next activity

TASK 3

With the same (or a different) partner, students will answer questions about bedbugs, using both halves of the information poster.

SUGGESTED DURATION

- 45-60 minutes

MATERIAL

- Student booklet, pages 6 and 7
- Separated poster (appendix 3)

EVALUATION TOOL

- C1 rubric
- Answers to the questions (appendix 4)

COMPETENCY

- C1: *To interact orally in English*
- C2: *To reinvest understanding of oral and written texts*

PREPARATION

- Have students take out their student booklets and their half of the information poster

CARRYING OUT THE ASSIGNED TASK

- Ask students to open their Student Booklets to page 6
 - Explain that students will have some time to answer the questions alone before getting in teams to complete the missing information
- Read the questions as a class, providing explanations where necessary
 - You can point out on what colour paper the answers are found
- Allow the students 15-20 minutes (more or less, it is at your discretion) to complete whatever answers they can from their half of the information poster
- After the allotted time has run out, students are to partner up with someone who has a different colour paper complete the questions
 - It is important to remind the students often that they are being evaluated on their communication, so they cannot simply exchange papers and work in silence
- Students can count how many bedbugs there are on their half of the information poster.

INTEGRATION

- Collect all student booklets to correct before the next activity
- You can informally correct as a class once the student booklets have been picked up
- Collect the information posters to photocopy the other half on the back

TASK 4

Students will individually put the bedbug information in a graphic organizer.

SUGGESTED DURATION

- 45-60 minutes

MATERIAL

- Student Booklet, page 8
- The complete information poster (appendix 3)

EVALUATION TOOL

- Not evaluated

COMPETENCY

- C2: *To reinvest understanding of oral and written texts*

PREPARATION

- Photocopy the missing half of the information poster on the back of each separated text, so that all students have all the information

CARRYING OUT THE ASSIGNED TASK

- Explain to students that a graphic organizer is a way to sort information to see the different categories
- Go over the categories and questions as a class
- Individually, have students write key words as answers to the questions in each section of the graphic organizer
 - I would encourage you to explicitly model with one or two question what you are looking for in terms of key words
- Remind students that all the answers are on the information poster

INTEGRATION

- Go over all the possible information in the graphic organizer as a class
- Students can point out on what side of the paper (or what colour paper) they found the key words
- Remind students to keep their information posters for the next class

TASK 5

Students are to write a letter in response to a boy who has some questions about bedbugs.

SUGGESTED DURATION

- 120 minutes

MATERIAL

- Student Booklet, pages 9-14
- Complete information posters (appendix 3)
- Final Copy

EVALUATION TOOL

- C2 rubric
- C3 rubric

COMPETENCY

- C2: *To reinvest understanding of oral and written texts*
- C3: *To write texts*

PREPARATION

- Have students take out any and all material they need for a successful writing period (in my case, it's their pencil, eraser, agenda, resource booklet and any material related to the LES)

CARRYING OUT THE ASSIGNED TASK

- Read Charlie's letter as a class (page 9)
 - Pinpoint the questions students will have to answer
- Read the instructions and text requirements as a class (page 10)
 - Explain the different parts of the letter as needed
- Read the example letter as a class (page 11)
 - You can match the questions to the answers, as well as identify the parts of the letter
- Review the checklist as a class (page 12)
- Students are now ready to start writing!

INTEGRATION

- Students can write their final copy on the extra sheet provided.

INTEGRATION-CONSOLIDATION

Students will reflect on what they have learned by having a group discussion answering some questions.

SUGGESTED DURATION

- 60 minutes

MATERIAL

- Student booklet, page 15
- Recap app and tablet or Recap website and computer (with webcam) (optional)

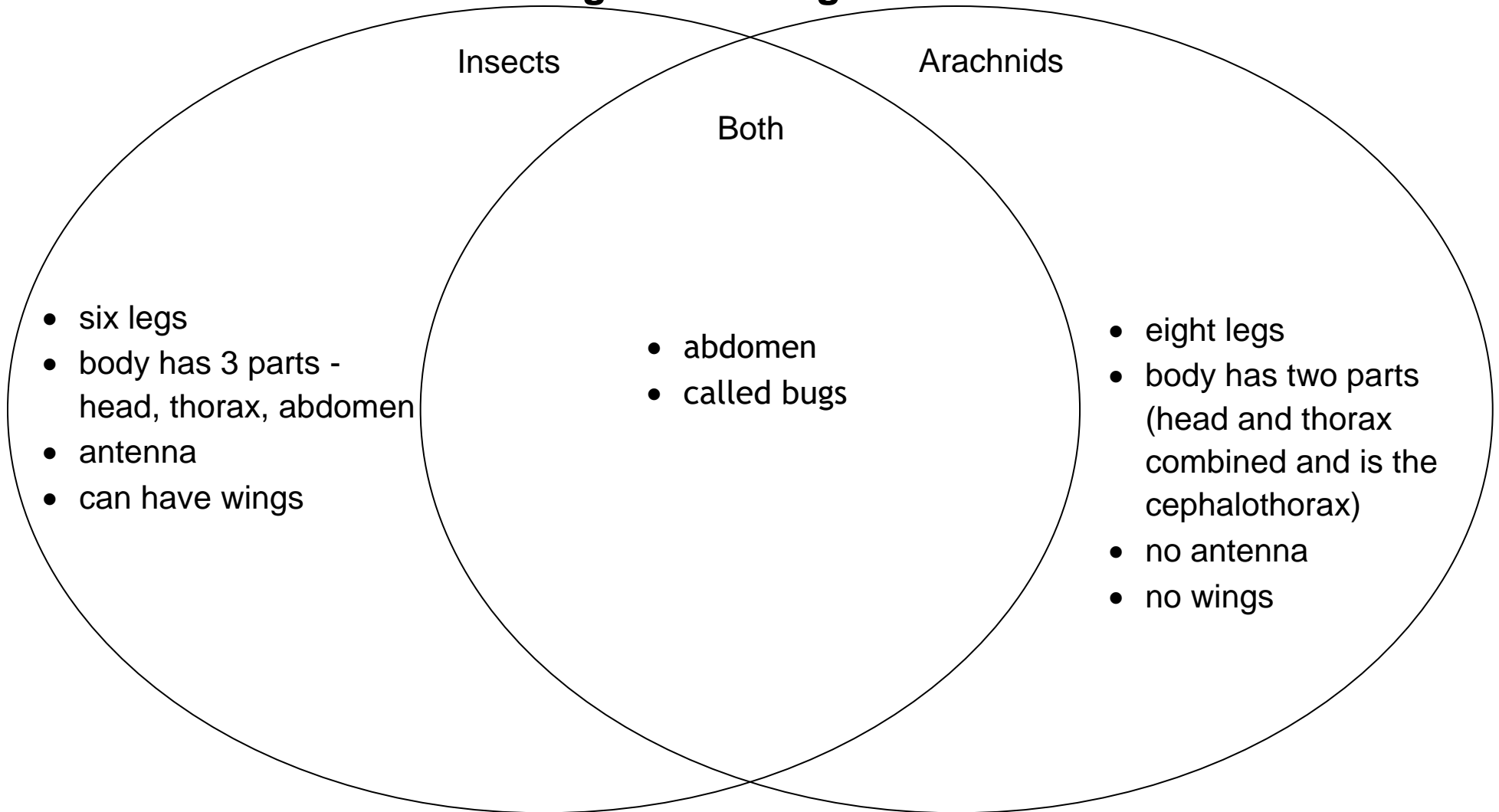
ACTIVITY DESCRIPTION

- Students are to answer the questions on page 15 individually and then discuss their answers in teams of no more than four students.
 - If you are using Recap, you must create the questions ahead of time.

APPENDICES

APPENDIX 1 – VENN DIAGRAM ANSWERS

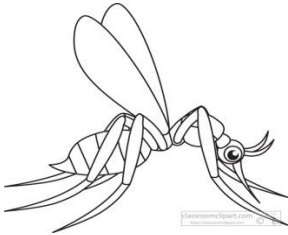
Bugs Venn Diagram



APPENDIX 2 – INSECT OR ARACHNID ANSWERS**Insect or Arachnid?**

Now that you've seen the difference between insects and arachnids, can you classify these **bugs**? Circle the correct answer and give one reason for each bug.

1. Is a **MOSQUITO** an *insect* or an arachnid?



Reason: _____see Venn diagram_____

2. Is a **SPIDER** an insect or an *arachnid*?



Reason: _____see Venn diagram_____

3. Is a **TICK** an insect or an *arachnid*?



Reason: _____see Venn diagram_____

4. Is a **BEE** an *insect* or an arachnid?



Reason: _____see Venn diagram_____

5. Is a **PRAYING MANTIS** an *insect* or an arachnid?



Reason: _____see Venn diagram_____

6. Is an **ANT** an *insect* or an arachnid?



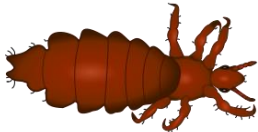
Reason: _____see Venn diagram_____

7. Is a **SCORPION** an insect or an *arachnid*?



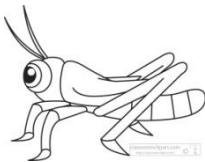
Reason: _____see Venn diagram_____

8. Is a **LOUSE** an *insect* or an arachnid?



Reason: _____see Venn diagram_____

9. Is a **GRASSHOPPER** an *insect* or an arachnid?



Reason: _____see Venn diagram_____

10. Is a **BEDBUG** an *insect* or an arachnid?



Reason: _____see Venn diagram_____

Rearrange the letters to find the words:

A H O R T X: _____thorax_____

C E I N T S S: _____insects_____

A B D E M N O: _____abdomen_____

I G N S W: _____wings_____

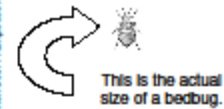
A A C E H H L O O P T R X: _____cephalothorax_____

A A E N N N T: _____antenna_____

A A C D H I N R S: _____arachnids_____

APPENDIX 3 – INFORMATION POSTER

*Good Night,
Sleep Tight...*



Don't Let the Bedbugs Bite!

What are Bedbugs?

Bedbugs are small brown insects that bite humans to feed on their blood. They are about the size of an apple seed. They cannot fly.

Bedbugs used to be rare but they are becoming more and more common in expensive hotels, on cruise ships and even in homes. They are called bedbugs because they often live in beds. It can be stressful having bedbugs as houseguests!

Eating and Sleeping

Bedbugs feed on human blood at night when humans are sleeping. When they bite, they inject saliva to keep blood flowing.

An adult bedbug eats about once a week. After eating, a bedbug will hide and sleep for several days. Bedbugs can live for up to one year without eating!

More about Bites

- Bedbugs will bite exposed skin: the face, the neck, shoulders, arms, the back, hands, legs, etc.
- The bites become large, red bumps on the skin. They are itchy.
- The bites are often in a line, in groups of three.
- Some people are allergic to bedbug bites. Others do not react to bites.
- Bedbug bites do not make people sick.
- If you scratch bites, they can get infected.
- Most bites go away without medical attention.



Did you know that the carbon dioxide (CO₂) that we breathe out helps bedbugs to find us at night?



1

Don't Let the Bedbugs Bite!
Adapted by Michèle Palmieri-Colatiano
CSP, 2016

Adapted from Ask an Expert – Bedbugs
3e cycle du primaire
Anglais, langue seconde, 6e année Intensif
Ministère de l'Éducation, du Loisir et du Sport

*Good Night,
Sleep Tight...*



This is the actual size of a bedbug.

Don't Let the Bedbugs Bite!

Finding a Home in Your Home

Bedbugs can enter your home in suitcases, backpacks, boxes, old furniture, on clothes, etc.

Bedbugs can walk from one room to another.

Look for signs of bedbugs such as small, dark stains on bed sheets or on the mattress, or old skins they have shed.

Look for bedbugs in mattresses, in furniture, in cushions and curtains, behind baseboards and headboards, in holes in walls and windows, under carpets, in picture frames, electronics and books, etc.

IN A HOTEL

Check the mattress for signs of bedbugs. Ask to change rooms if you see any.



IN A HOTEL

Keep your suitcase, backpack, computer, etc., off the floor and far from the bed.

**HOW TO
KEEP
BEDBUGS
OUT OF
YOUR
LIFE**

AT HOME

Place your suitcase in an isolated area (garage). Wash your clothes in hot water. Check your suitcase for bedbugs.

AT HOME

Keep your room tidy. Bedbugs love places that are soft, warm, dark and humid. Clothes on the floor are a favourite hiding spot.



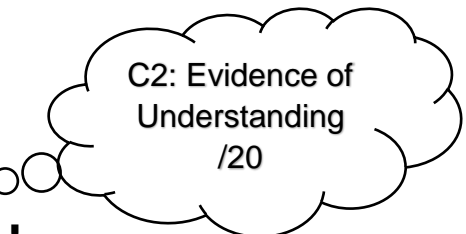
2

Don't Let the Bedbugs Bite!
Adapted by Michèle Palmieri-Colastrano
CSP, 2016

Adapted from *Ask an Expert – Bedbugs*
3e cycle du primaire
Anglais, langue seconde, 6e année intensif
Ministère de l'Éducation, du Loisir et du Sport

APPENDIX 4 – ANSWERS TO THE QUESTIONS

Good Night, Sleep Tight... Don't Let the Bedbugs Bite!



C2: Evidence of
Understanding
/20

Answer the questions using complete sentences and write on which page you found the information.

1. How big are bedbugs?

They are about the size of an apple seed. (page 1)

2. How do bedbugs find humans?

The carbon dioxide (CO²) that we breathe out helps bedbugs to find us at night. (page 1)

3. How do bedbugs enter your home? Give three examples:

Bedbugs can enter your home in suitcases, backpacks, boxes, old furniture, on clothes, etc. (page 2)

4. How long can bedbugs live without eating?

Bedbugs can live for up to one year without eating. (page 1)

5. What do bedbugs feed on?

Bedbugs feed on human blood. (page 1)

6. Why are they called bedbugs?

They are called bedbugs because they often live in beds. (page 1)

7. How do bedbugs travel?

Bedbugs can walk from one room to another. (page 2)

8. Name three places where bedbugs like to bite:

Bedbugs will bite exposed skin: the face, the neck, shoulders, arms, the back, hands, legs, etc. (page 1)

9. Name three ways you can protect your home after a stay in a hotel:

Place your suitcase in an isolated area (garage). Wash your clothes in hot water. Check your suitcase for bedbugs. (page 2)

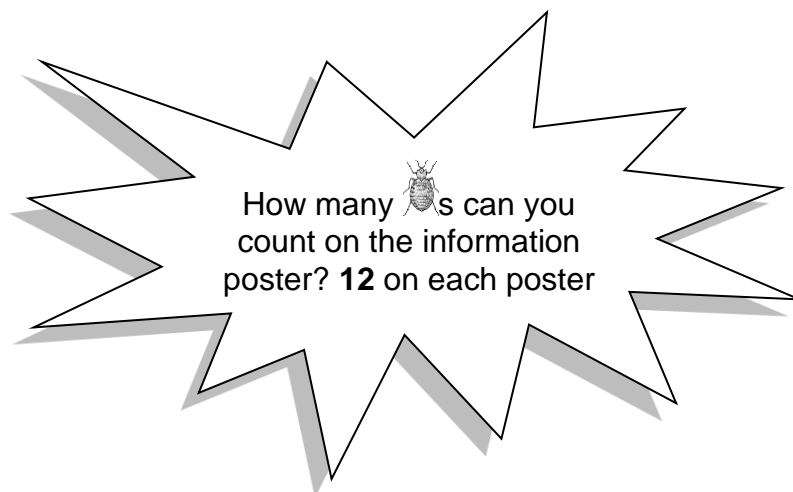
10. Where should you look for bedbugs in your home?

Give five examples:

Look for bedbugs in mattresses, in furniture, in cushions and curtains, behind baseboards and headboards, in holes in walls and windows, under carpets, in picture frames, electronics and books, etc. (page 2)

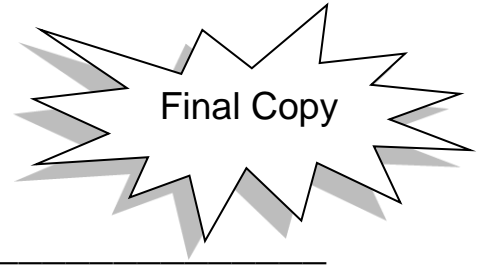
BONUS: Are bedbugs arachnids or insects? Give as many reasons as you can.

They are insects because they have six legs, three body parts - head, thorax, abdomen, they have antenna but they do not have wings.



APPENDIX 5 – FINAL COPY

Dear Charlie,

[illegible]

[illegible]

APPENDIX 6 – RUBRICS

Task 1, 2 and 3		Competency 1: <i>To interact orally in English</i>					
Evaluation Criteria	Information clarifying the criteria	My teacher observes if...	A	B	C	D	E
Participation in exchanges	<ul style="list-style-type: none">○ Perseverance in using English at all times.○ Initiation and maintenance of oral exchanges.○ Reaction to oral messages.○ Support of peers during interaction.○ Expression of personalized messages.	<ul style="list-style-type: none">✓ I express personalized messages.✓ I react to oral messages:<ul style="list-style-type: none">♦ I asks questions♦ I elaborate my answers♦ I listen to others opinions✓ I initiate and maintain oral exchanges.✓ I persevere in using English at all times.	I participate very often	I participate often	I participate regularly	I participate sometimes	I participate only when someone helps me
		Mark allotted /50:	50-45	44-35	34-30	29-25	24-20
Use of functional language	<ul style="list-style-type: none">○ Use of targeted useful expressions and vocabulary.○ Combination of useful expressions and vocabulary to express personal messages.○ Pronunciation of frequently used expressions and targeted vocabulary.	<ul style="list-style-type: none">✓ I use expressions and vocabulary learned in class;✓ I combine words and expressions to express myself;✓ I pronounce expressions and vocabulary learned in class properly;	All the time	Often	Regularly	Sometimes	Only when someone helps me
		Mark allotted /50:	50-45	44-35	34-30	29-25	24-20
IMPORTANT: If a student does not participate, only speaks French or does not interact with others, do not use the rubric and allot 0 for C1.							

Task 5		Competency 2: To reinvest understanding of oral and written texts					
Evaluation Criteria	Information clarifying the criteria	My teacher observes if...	A	B	C	D	E
Evidence of understanding of texts.	<ul style="list-style-type: none">○ Identification and description of key elements in texts.○ Demonstration of understanding of overall meaning of texts.○ Establishment of connections between text and own experience.	<ul style="list-style-type: none">• I understand the overall meaning of texts.• I identify important elements from texts.• I can describe important parts of the text.	Very often	Often	Regularly	Sometimes	Only when someone helps me
		Mark allotted /30:	30-27	26-21	20-18	17-15	14-12
Use of knowledge from texts in a reinvestment task.	<ul style="list-style-type: none">○ Selection of information/ideas from texts, relevant to task.○ Coherence of organization of selected information/ideas.○ Use of words and expressions from texts.○ Delivery of a personalized product by:<ul style="list-style-type: none">♦ summarizing information/ideas drawn from texts;♦ combining information/ideas from texts with own ideas and language.	<ul style="list-style-type: none">• I can select relevant information from the text.• I can organize the ideas of the text.• I can use words and expressions from the text.• I can combine my own ideas and language with those of the text.	Very often	Often	Regularly	Sometimes	Only when someone helps me
		Mark allotted /50:	50-45	44-35	34-30	29-25	24-20
IMPORTANT: If the text is incomprehensible, mostly copied, written in a language other than English or there is no text, do not use the rubric and allot 0 for C2.							

Task 5		Competency: <i>To write texts</i>					
Evaluation Criteria	Information clarifying the criteria	My teacher observes if...	A	B	C	D	E
Application of targeted language conventions	<ul style="list-style-type: none"> ○ Use of grammar targeted for tasks. ○ Use of punctuation targeted for tasks. ○ Spelling of words from provided models and available resources. 	<ul style="list-style-type: none"> ○ I use relevant grammar for writing a text. ○ I use proper punctuation. ○ I verify the spelling of words in the text, using resources provided in class. 	Consistently	Often	Occasionally	Slightly	Minimally
		Mark allotted /50:	50-45	44-35	34-30	29-25	24-20
Characteristics of the written text	<ul style="list-style-type: none"> ○ I write of a text that: <ul style="list-style-type: none"> ♦ is on topic; ♦ has an introduction, a body that answers all the questions and a conclusion; ♦ is well structured; ♦ takes the intended purpose and audience into account; ♦ is creative. 	<ul style="list-style-type: none"> ○ I write a text that is logical and on topic. ○ I write a text that respects the rules of the language. ○ I write a text that is well organized. ○ My text is well developed and creative. 	Consistently	Often	Occasionally	Slightly	Minimally
		Mark allotted /50:	50-45	44-35	34-30	29-25	24-20