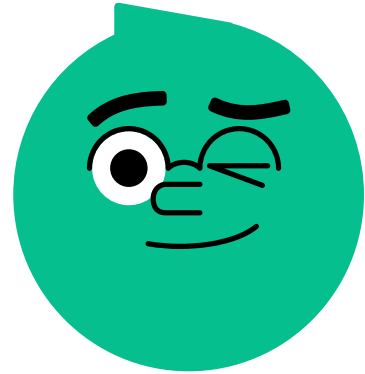


Learning and Evaluation Situation

English as a Second Language

Secondary II



The Curious Cryptid Case



Teacher Booklet B – Extra Activities

Extra Activities – Optional Add-Ons

If ever some activities run faster than planned or there is a need for a change of pace, here are a few short activities that can be inserted in the planning.

Cryptid Guessing Game

Question & answer practice	Groups of 2-4	15 min.
<p>Suggested uses</p> <ul style="list-style-type: none"> • Warm-up activity / review of question forms • Students who have completed tasks faster / are waiting on others 		
<p>Cryptid Guessing Game to practise asking and answering questions. In turn, students select one of the additional cryptid examples from the Student Booklet, while another student asks questions to try and figure out which cryptid it is.</p> <p>* The class's creations can also be used if this is done after the interview activity.</p> <p>Suggested format:</p> <ul style="list-style-type: none"> • 1-2 students select a cryptid and answer questions • 1-2 students ask questions and try to figure out which cryptid it is <p>Possible other format:</p> <p>Have one student choose one of the cryptids and come to the front of the class to answer questions from the rest of the class. Together, the class tries to figure out which cryptid it is.</p> <p>Optional directives to make the activity more challenging:</p> <ul style="list-style-type: none"> › You can only ask yes/no questions. › All your questions must start with a question word. › Your answers must be full sentences: subject + verb + object. › Students asking questions are not allowed to look at the cryptid file pictures. › Students answering questions can select cryptids or creatures that are not included in the available files. 		

The Hoax

Description & question practice	Groups of 2-4	15 min.
<p>Suggested uses</p> <ul style="list-style-type: none"> • Students who have completed tasks faster / are waiting on others • Reinforcement activity for question forms and/or descriptions 		
<p>An "eyewitness" is trying to create a buzz around a cryptid sighting, based on exaggerations and local folklore.</p> <p>Just as in the main activity, the same two roles are played by students: the investigator and the eyewitness. However, the eyewitness role has a different function here. The so-called cryptid is actually a real animal that the eyewitness is trying to pass off as a mysterious creature.</p>		

Roles

- **Investigator:** Look for information and ask questions to get clarifications, gather information and (possibly) get to the truth.
- **Eyewitness:** Convince the investigator there was an actual cryptid sighting.

Role preparation

Investigator preparation

- Prepare a few basic questions to get the conversation going.
 - Encourage five or six general information questions to start
- Be ready to come up with relevant follow-up questions after receiving information from the eyewitness

Eyewitness preparation

- Select a real animal and exaggerate its features to turn it into a cryptid sighting
 - Size > E.g., Make it bigger, longer, more muscular, more like a skeleton...
 - Features > Eg: turn coarse fur into spikes, rough skin into armoured plates, increase horn/antler size and number, turn light-reflecting eyes into glowing eyes...
 - Abilities > E.g., [Beaver exaggeration] can fell a tree with a chomp of its giant teeth, [elephant exaggeration] its nose can stretch to 10 times its length, becoming a terrible tentacle strong enough to crush boulders
- Write down the main features selected (appropriate vocabulary)

Suggested directives

- Students prepare for both roles, so that they can switch and play each one
- Allow students to mix and match animals when designing their cryptids
- Match students with stronger speaking skills with more than one investigator to challenge them a little more
- Have students prepare a few cryptids to use in future downtime when they complete a task before the rest of the group
- This activity can be easily repeated with slight variations. Here are a few examples:
 - Have your students form new groups
 - Have students use different cryptid creations
 - Ask investigators to figure out which real animal the cryptid is based on
 - With a time limit
 - Allow only yes/no questions

*Note on duration: If the activity is repeated more than once, it will be considerably shorter.



The Nursery Rhyme

Text features & figurative language	one or small group	30 min.
<p>Suggested uses</p> <ul style="list-style-type: none"> ● Students who have completed tasks faster / are waiting on others <ul style="list-style-type: none"> ◦ Assigned as a parallel secondary task that students go to when their main task is completed 		
<p>Context</p> <p>All the children in the investigated area are familiar with the cryptid described in period 2. From a very young age, as soon as they can talk, they learn the nursery rhyme this cryptid inspired! They all know it!</p> <p>In this activity, students build a nursery rhyme around the cryptid they have created. If working in small groups, students can pick which cryptid to work on then move on to the others later if time allows.</p> <p>Structures and features of the nursery rhyme</p> <ul style="list-style-type: none"> ● Short ● Usually focused on a single idea ● Repetition: Words, phrases to create easy-to-remember patterns ● Rhymes: Phrases end in rhymes ● Contains a character ● Tells a mini-story that is short and to the point ● Use of figurative language, Ex: <ul style="list-style-type: none"> ◦ Alliteration: The repetition of consonant sounds at the beginning of words (e.g., "Peter Piper picked peck of pickled peppers"). ◦ Assonance: The repetition of vowel sounds within words (e.g., "The cat sat on the mat"). ◦ Onomatopoeia: Words that imitate sounds (e.g., "Cock-a-doodle-doo"). ● Often playful and nonsensical ● Purpose: <ul style="list-style-type: none"> ◦ Entertain ◦ Transmit traditions and culture 		
<p>Nursery rhyme example</p> <p>Wee Willie Winkie</p> <p>Wee Willie Winkie runs through the town, Upstairs and downstairs in his nightgown, Rapping at the window, crying at the lock, "Are the children in their bed, for it's now eight o'clock?"</p> <p>Theme: Willie Winkie is a mysterious figure who appears at night, checking on children. He could be interpreted as a benevolent spirit or a strange creature of the night.</p> <p>Cultural/historical relevance:</p> <ul style="list-style-type: none"> ● Nighttime figure: He is a traditional figure associated with bedtime and the night, often used to encourage children to go to bed. ● Folklore roots: The character has roots in folklore, where there are many similar figures who appear at night. ● Traditional lullaby: The rhyme is often used as a lullaby, reinforcing its association with nighttime. 		

*** Suggested variation**

The nursery rhyme text type can be replaced with another to align with what is being worked upon in ...” par “Choose a nursery rhyme that relates to the topic you’re currently teaching.. Make sure to include the appropriate Structures & Features if changed.

The Cryptology Journal Artist

Descriptions & representations (variation 1)	Groups of 2	15 min.
<p>The producers of the <i>Melvin’s Mysterious Mysteries</i> podcast are making a book on cryptids. Since no pictures of these creatures exist, they’re using artistic representations based on the eyewitness descriptions. They want to recreate the look of an exploration journal of natural history with illustrations and information on the creatures (a format similar to the Cryptid Files from the Student Booklet).</p> <p>In this activity, students assume the role of the eyewitness from the main activity and a sketch artist.</p> <p>Role functions</p> <ul style="list-style-type: none"> ● Eyewitness: Describe the cryptid they saw in detail and answer questions to clarify the information they provided. ● Sketch artist: Draw the creature described to the best of their abilities. Ask questions to get as many details as possible and to clarify any unclear information given by the eyewitness. <p><i>It’s-too-hard-I-can’t-draw tip</i></p> <p>Remind students that the goal is NOT to make a perfect rendering. The goal is to try, do their best to visually depict the elements mentioned by the eyewitness.</p> <p>Suggest using:</p> <ul style="list-style-type: none"> > Geometric shapes–Vary sizes, stretch and squash, superimpose <ul style="list-style-type: none"> >> Digital tools like Paint or Google Drawing are particularly good options > Stick figure bases–Add elements with simple lines or shapes > Artistic licence–Draw your personal interpretation of the creature 		
Descriptions & representations (variation 2) – collaboration *Involves additional planning and coordination	Grouping varies	Time varies
<p>The <i>Melvin’s Mysterious Mysteries</i> podcast is putting together a book on cryptids. Since no pictures of these creatures exist, they’re using artistic representations based on eyewitness descriptions. They want to recreate the look of an exploration journal.</p> <p>Collaboration with art class</p> <p>Make an actual visual representation for the cryptid book as an art project.</p> <p>Using a similar template to the Cryptid Files in the Student Booklet, students put together textual elements to build their own <i>Cryptid File</i>.</p> <p>For the visual representation, possibly collaborate with the art teacher to share class time and tips on materials, and planning.</p> <p>The journal can be either a physical book or a digital album featuring pictures taken of the students’ artwork</p>		