

# Inventions From the Past

Cycle 3 Year 2

Teacher's Guide and  
Resources





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## GENERAL INFORMATION

### **TITLE**

Inventions From the Past

### **CYCLE**

Elementary Cycle 3 - Year 2

### **COMPETENCIES**

C2: To Reinvest Understanding of Oral and Written Texts

C3: To Write Texts

## ESSENTIAL KNOWLEDGE

### **FUNCTIONAL LANGUAGE**

Vocabulary related to inventions.

Functional language for identifying and describing basic characteristics of inventions.

Functional language for comparing inventions.

Functional language for explaining how to use inventions.

### **STRATEGIES**

Use of prior knowledge

Using resources

Asking for help or clarification

Pay selective attention

Scanning

Inference

### **LANGUAGE CONVENTIONS**

Verb Tense

Word Order

Punctuation

Capitalization

Spelling

### **TEXT COMPONENTS**

Use of contextual cues to construct meaning

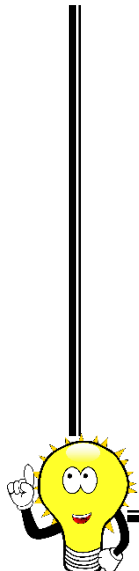
Identify key elements





## SUMMARY CHART

INVENTIONS FROM THE PAST			
Duration	Tasks	C1-C2-C3	Evaluation Rubrics
Class 1	<ul style="list-style-type: none"><li>■ Warm up</li><li>■ Task 1</li></ul>	Possible C1	
Class 2	<ul style="list-style-type: none"><li>■ Task 2</li><li>■ Task 3</li></ul>	Possible C1 C2	Construction of meaning
Classes 3 - 4	<ul style="list-style-type: none"><li>■ Task 4</li></ul>	C2 C3	Demonstration of understanding Reinvestment





## WARM-UP ACTIVITY

Class 1

### Material:

- IWB
1. Watch the video (<https://www.youtube.com/watch?v=kesMOzzNBiQ>) with the students.
  2. Discuss the video with students.
- Prompt the students with the following questions:
- What was the name of the invention you saw in the video?
  - What was the purpose of the VCR?
  - When was the VCR invented?
  - How did people use the VCR?
  - How is the VCR different from the DVD player we use today?

Class 1

## TASK 1

### Material:

- Powerpoint presentation
  - IWB
1. Tell the students they will learn information about four different inventions from the past.
  2. Read each text as a whole class and, after reading each text, ask the conversation questions to help the students constructing meaning.

## THE NINTENDO NES

- 1- How many players could play simultaneously on a Nintendo NES?
- 2- Do you think players could play online on a Nintendo NES?
- 3- What were the most popular video games?
- 4- Do you have a video game console? Which one?
- 5- How is your video game console different from the Nintendo NES?





## THE ROTARY PHONE

- 1- Was it possible to leave a message with a rotary phone?
- 2- Have you ever seen a rotary phone before? Where?
- 3- What are the differences between cell phones and rotary phones?

## THE WALKMAN

- 1- How did people select a song to listen with the walkman?
- 2- What object do you use to listen to your favourite songs?
- 3- How are your new devices to listen to music different from the walkman?

## THE COLOUR TELEVISION

- 1- How did people do to know the time of a tv show?
- 2- What did people have to do each time they wanted to change channels?
- 3- What is your favourite TV channel?
- 4- How is the colour television different from the televisions we have nowadays?

Class 2

## TASK 2

### Material:

- Matching Game
  - IWB
  - Flipchart document
- 1- Make teams of 2, 3 or 4 to play the game.
  - 2- Distribute a set of cards per team.
  - 3- Ask each team to match the inventions, the inventors, the images, the countries and the years.
  - 4- Correct with the students using the flipchart document.





### TASK 3

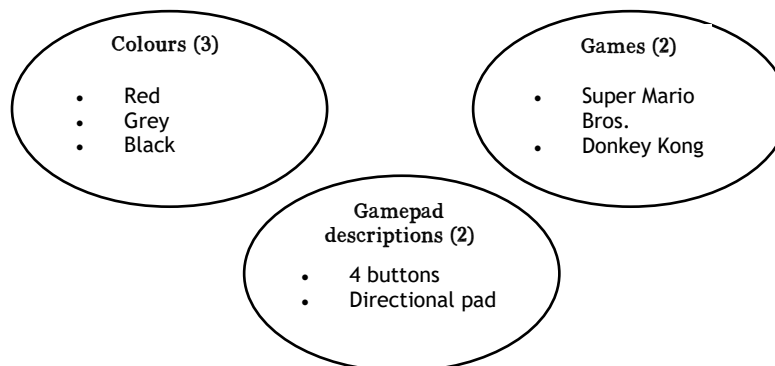
Class 2

#### Material:

- Student booklet
  - Reading booklet
1. Distribute the student booklets and reading booklets.
  2. Individually, students are completing the tasks on pages 2 and 3 using the texts in the reading booklet.
  3. Collect the booklets at the end of the task and correct before doing the final task.

### Answer Key

#### Nintendo



#### Rotary Phone

5	Then, repeat the previous steps to dial the complete number.
2	Next, put your finger in the hole in the finger wheel.
6	The telephone rings and you can talk to your friend.
4	Let the wheel go so it returns to its initial position
1	First, pick up the phone.
3	Rotate the wheel clockwise.



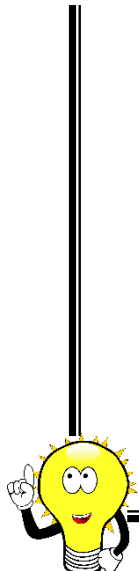


## Walkman

<b>Inventor</b>	<b>Year of invention</b>
<i>Nobutosi Kiraha</i>	1979
<b>Place of invention</b>	<b>Walkman components</b>
Japan	<ul style="list-style-type: none"><li>• <i>Headphones</i></li><li>• <i>Cassette</i></li><li>• <i>Batteries</i></li></ul>
<b>Buttons</b>	<b>Cassette lengths</b>
<ul style="list-style-type: none"><li>• <i>Play</i></li><li>• <i>Pause</i></li><li>• <i>Stop</i></li><li>• <i>Rewind</i></li><li>• <i>Fast Forward</i></li><li>• <i>Eject</i></li></ul>	<ul style="list-style-type: none"><li>• <i>60 minutes</i></li><li>• <i>90 minutes</i></li></ul>

## Colour Television

	<b>True</b>	<b>False</b>
The first test transmissions began only in 1977		X
You needed a TV guide to know the schedule of your TV shows	X	
Buttons on the TV were used to raise and lower the volume	X	
You needed a remote control to be able to use the television		X







## TASK 4 - Final Task

Classes 3 - 4


### Material:

- Student booklet
  - Reading booklet
  - Final copy sheet
  - Resources
1. Students open their student booklet on page 4.
  2. Read the page and tell the students they will have to write a dialogue about one of the invention.
  3. Make sure they understand the task requirements.
  4. Students will be evaluated for C2 and C3 (see the evaluation grids).
  5. Students will write their plan on page 5.
  6. Students will write their draft copy on pages 6 and 7.
  7. Students revise their text before writing the final copy.
  8. Students are allowed to use all resources including the reading booklet.
  9. Students write their final copy on the provided sheet.
  10. Collect all the booklets when they are finished.





# Matching Game



Rotary Phone	Almon Brown Strowger
	United States
Finger wheel	1892

Nintendo NES	Hiroshi Yamauchi
	Japan
Cartridge	1985

Walkman	<a href="#"><u>Nobutoshi Kiraha</u></a>
	Japan
Cassette	1979

Colour Television	John Logie Baird
	England
Channel	1926





# Final Copy

My friend: Hey! What happened?

Me: I think we've traveled in the past.

My friend: Oh cool!

Me: Look at the newspaper. It says it's November 28, 1986!!!

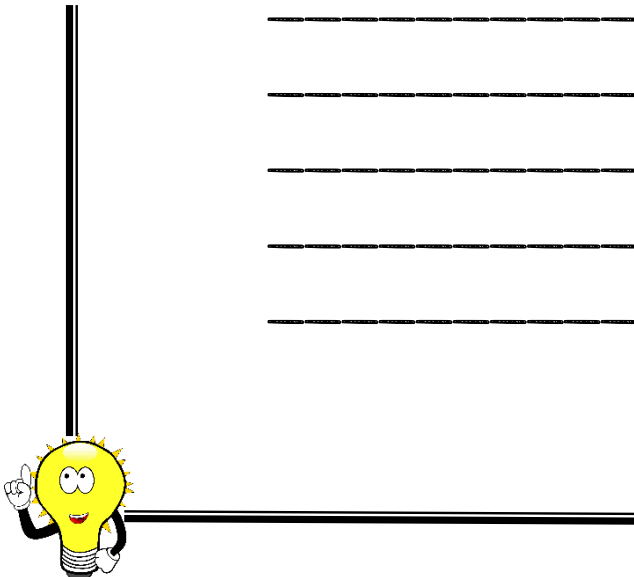
My friend: Look at this? Do you know what is this object?

A series of 18 horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.





A series of horizontal lines for writing practice. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 20 such lines in total, arranged vertically down the page.





To Reinvest Understanding of Oral and Written Texts EVALUATION CRITERIA TARGETED					
	Fantastic	Good	Average	Difficult	Poor
<b>1. Invention</b> I thoroughly selected one invention from the past.	5	4	3	2	1
<b>2. Inventor</b> I thoroughly selected the inventor of the invention from the past.	5	4	3	2	1
<b>3. Year</b> I thoroughly selected the year of the invention from the past.	5	4	3	2	1
<b>4. How to use the invention</b> I thoroughly described the different steps of how to use the invention from the past.	15	12	9	6	3
<b>5. Differences between the past and future inventions</b> I thoroughly compared the invention from the past and the one from now (visual and/or use).	15	12	9	6	3
<b>5. Organization</b> My text is coherently organized and the text format is respected (dialogue).	5	4	3	2	1
<b>6. Accuracy</b> I present accurate information, ideas and language from the provided texts.	10	8	6	4	2
<b>7. Personalization</b> I make my text unique by combining information, ideas and language from the text with my own words and ideas.	10	8	6	4	2
<b>8. Special cases</b> <input type="checkbox"/>	Text is incomprehensible, mostly copied and/or mostly written in French.				
				<b>Total:</b>	<b>/70</b>

Nintendo	Rotary Phone	Walkman	Colour Television
/7	/6	/13	/4
Inventions : /30		Text : /70	
			<b>%</b>





To Write Texts  
EVALUATION CRITERIA TARGETED

	Fantastic	Good	Average	Difficult	Poor
<b>1. Tasks requirements</b> I respected the instructions for the task.	15	12	9	6	3
<b>2. Sentence structure</b> I used the proper word order, punctuation and capitalization to structure my sentences correctly.	15	12	9	6	3
<b>3. Language conventions</b> I correctly used the targeted language conventions.	15	12	9	6	3
<b>4. Vocabulary</b> I correctly spelled the vocabulary available in the texts.	15	12	9	6	3
<b>5. Verb tense</b> I correctly used the verbs in the simple present tense.	15	12	9	6	3
<b>6. Comprehension</b> My text is easy to read and understand.	10	8	6	4	2
<b>7. Personalization</b> My text is a personalized product.	15	12	9	6	3

**Total:**  
%

