|  |
| --- |
| Secondary cycle 2 How to be the Perfect Wife Learning and evaluation situation for the Interactive White Board |

|  |
| --- |
| Material needed: IWB with Notebook, LES Perfect Wife  Evaluation criteria C1 and C3 ( see annexes 1 and 2)  \*\*\*\*Although you may follow along with the paper version of the teacher’s guide, a Notebook version was created as well, to help the teacher manipulate the Notebook version before doing it with the students.  Original idea : Annick Paquet ( Séminaire de la Sainte-Trinité) and Karen Lyons ( Commission Scolaire Marie-Victorin)  Adapted for the IWB by : Nathalie Côté ( CSHR) Karen Lyons ( CSMV) André Montmarquette ( CSSH), Tanja Vaillancourt ( CSSH)  ‘’How to be the Perfect Wife’’ taken from ‘’Fascinating Womanhood’’ by Helen Andelin, Pacific Press, 1963. |

|  |
| --- |
| PERIOD 1 |
| Task 1 Introducing the topic |
| Slide 1 : What will we talk about today ?  Students try to guess what the topic of the day will be. Ask one student to come write the answers on the board, as they are given by his classmates. Next to each picture, the student writes what the picture represents.  At the end of the brainstorm, tell students that during this learning and evaluation situation, they’ll be talking about relationships. Explain that they’ll be evaluated on C1 throughout, and go over the evaluation grid with them. Also mention that the final task will be a production, which will evaluate C3.  Slide 2: What is your idea of the perfect mate?  Clicking on the word ‘’mate’’ will link you to a page with the definition of the word. As you click on the orange rectangles, prompts to elicit discussion will appear. You may choose to do this yourself, or ask a student to come to the board to make the prompts appear.  Slide 3: Give five other examples of a perfect mate  With a partner, students come up with five other examples of a perfect mate. As others are working on this task, ask volunteers to come write their answers on the board. |
| Task 2 Video: Make Working from Home Work for you. |
| Slide 4:  Clicking on the planet at the bottom of the picture will open the video.  As they watch the video, students underline the words or expressions they hear on their sheet. Ask one student to do the same, but at the IWB. Ask a different student for the second listening.  Slide 5:  On their sheet, students write the appropriate word next to each definition. When everyone is finished, ask one or two students to the board. They must drag the word next to the definition. |

|  |
| --- |
| Period 2 |
| Task 2 Video: Make Working from Home Work for you ( continued) |
| Slide 6: Discussion  Students discuss the questions in teams of 4. Refer to the C1 rubric for evaluation ( annex 1) |
| Task 3 : How to be the Perfect Wife |
| Slide 7  Students take a few minutes to individually read the text. Another possibility, is to read the text as a group.  Slides 8 and 9  These two slides should be shown in double-page mode.  Students work in small groups with their paper version. They must match the subtitle with the appropriate paragraph.  One person from each group is assigned one or two paragraphs and is asked to come to the board to match and drag the subtitle with the paragraph. |

|  |
| --- |
| Period 3 |
| Task 3: How to be the Perfect Wife ( continued) |
| Slide 10  Go back to single-page mode.  Students will underline in orange the parts the parts they think are reasonable and circle in blue the ones they believe are exaggerated. Assign one paragraph per team.  Students discuss their paragraph, then one team at a time, they come to the board to circle and highlight, and explain their choices to the rest of the class.  Slide 11: Discussion  Students discuss the questions in teams of 4. Refer to the C1 rubric for evaluation. ( annex 1) . |
| Task 4: Expressions |
| Slides 12 and 13  These slides should be shown in double-page mode.  On their sheet, students match the expressions with the correct definition. Ask one or two students to the board to drag and match, or do the exercise as a class first, then ask students to write their answers on their sheet. |

|  |
| --- |
| Period 4 |
| Task 5: The imperative |
| Slide 14  Make sure to go back to single-page mode  An extract of the first paragraph from the text How to be the Perfect Wife has been reproduced on the slide. Ask one student to come to the board to highlight all the verbs and put the correct verbs in the spaces provided.  Ask students if they know which verb tense this is.  Clicking on the paperclip at the bottom of the rectangle will bring you to and audio definition of the imperative.  Then, students get in small groups and on their paper version, they highlight all the imperatives in the rest of the text.  Slide 15  If your students need extra explanations about the imperative, click on the planet at the bottom of the first rectangle, which will bring you to a website with extra explanations.  As students work on the previous activity, highlighting the imperatives in their text, each team comes one by one to the IWB to take the imperative quiz. |

|  |
| --- |
| Period 5 |
| Final task |
| Slide 16  Explain the final task to the students. They must write a text explaining how to be the perfect mate today. The task requirements are explained on the slide. |

|  |
| --- |
| Optional task |
| Slide 17  Students prepare a ‘’how to’’ ( How to be the perfect student, baseball player, dog, etc) for the IWB. They may use the format of their choice: Powerpoint, video, Notebook document, etc. |