

PEDAGOGICAL PLANNING

BROAD AREA OF LEARNING: CITIZENSHIP AND COMMUNITY LIFE

Focus of development: involvement in action in a spirit of cooperation and solidarity

CROSS-CURRICULAR COMPETENCY: COMMUNICATION-RELATED COMPETENCY

Competency: To communicate appropriately

Title:	My first English class in Elementary 3
Description:	The students experience their first English class in Elementary 3 through interactive activities and strategies that lead them to the closure activity, <i>Let's play teacher</i> .
Cycle 2:	Elementary 3
Duration:	2-3 periods

	Cross-curricular competency	ESL competency
Evaluation criteria	To communicate appropriately <ul style="list-style-type: none"> ➤ Use of appropriate vocabulary 	Competency 1: To Interact Orally in English <ul style="list-style-type: none"> ➤ Use of functional language ➤ Participation in exchanges ➤ Use of strategies (for regulation)
Competency Key Features	To interact orally in English <ul style="list-style-type: none"> ➤ The student reacts to messages using strategies ➤ The student takes the initiative to transmit oral messages using strategies 	
Means of evaluation	<ul style="list-style-type: none"> ➤ <i>I Can Speak English</i> self-evaluation sheet ➤ Moments of reflection and sharing with the group on the strategies used to help the students do their first English class in Elementary 3 	
Materials needed	<ul style="list-style-type: none"> ➤ Invitation card ➤ Oral interaction posters: #8, 15, 18, 19, 23, 27, 30 ➤ <i>I Can Speak English</i> self-evaluation sheet ➤ Strategy posters ➤ Construction paper and felt pens ➤ Calendar ➤ <i>Live Actions!</i> sheet ➤ <i>Live Actions!</i> homework sheet 	

Essential Knowledge (The symbols¹ used below refer to the Progression of Learning document and show for each element of learning what is expected at the end of Elementary 3.) **Elementary 3**

Functional language	<p>Useful expressions</p> <ul style="list-style-type: none"> • Classroom routines → • Instructions → • Asking for help or clarification → • Offers of assistance → • Expressions of courtesy and social conventions * • Suggestions, invitations (Invites) → • Expressions to make rejoinders → • Expressions promoting harmonious exchanges and teamwork (Contributes in creating harmonious exchanges) →
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Action words frequently used in class → • Expressions of time →
Strategies	<p>Compensatory Strategies</p> <ul style="list-style-type: none"> • Asking for help or clarification →
	<p>Learning Strategies</p> <ul style="list-style-type: none"> • Self-evaluation → • Attention (Decides to concentrate on the right things) → • Use of prior knowledge → • Practice → • Resourcing → • Cooperation → • Risk-taking (Dares to use functional language frequently used in class to speak only English, in spite of making errors) →
Language conventions	<p>Phonology</p> <ul style="list-style-type: none"> • Intonation and pronunciation for the functional language frequently used in class →

¹ → Student constructs knowledge with teacher guidance

* Student applies knowledge by the end of the school year

□ Student reinvests knowledge

CLASSROOM ACTIVITY

Step 1: Preparing for the activity

Role of the students	Role of the teacher
<ul style="list-style-type: none"> ➤ Receive a special invitation from their English teacher before their first English class. 	<ul style="list-style-type: none"> ➤ Prepares a special invitation and sends it to every student before their first English class. The invitation can be mailed to the students or given out by their homeroom teachers.

Step 2: Carrying out the activity

Activity 1

Role of the students	Role of the teacher
<ul style="list-style-type: none"> ➤ Guided by the teacher and with the help of the poster displayed, show their understanding of the teacher's greeting by greeting the teacher in return and using the appropriate response: "Good morning Ms..." 	<ul style="list-style-type: none"> ➤ At the beginning of the class, greets the students: "Hi" "Hello" "Good morning/afternoon". By referring to the oral interaction poster #27, he or she asks the student to greet him or her in English in return.

Activity 2

Role of the students	Role of the teacher
	<ul style="list-style-type: none"> ➤ <u>Option 1:</u> The teacher makes sure that he or she has the necessary construction paper and felt pens to have students prepare an identification card. The students will write their names in large letters in a specific place on the construction paper. ➤ <u>Option 2:</u> The teacher already has the names of his or her students printed in boldface and glues them in the appropriate space on the construction paper. ➤ The teacher writes on the blackboard or puts up oral interaction poster #23 with various ways to thank people in English: "Thanks!" "Thank a lot!" "Thank you!" "Thank you very much."
<ul style="list-style-type: none"> ➤ Pay close attention to be able to respond appropriately when it is their turn to get the construction paper and felt pen. Refer to the various thank-you expressions displayed or written on the blackboard, when needed. 	<ul style="list-style-type: none"> ➤ <u>Option 1:</u> The teacher gives each student a piece of construction paper and a felt pen, and invites each one to thank him or her accordingly by saying one of the expressions on poster 23. Example: - Teacher: Come here./Here you are./This is for you. - Student: Thank you. (The teacher holds the construction paper until the student has properly thanked him/her in English. The teacher assists the student by showing the appropriate expressions to use or by whispering suggestions if the student is shy or has difficulty pronouncing the expressions.)

MY FIRST ENGLISH CLASS IN ELEMENTARY 3

Step 2: Carrying out the activity (cont.)

Activity 2 (cont.)

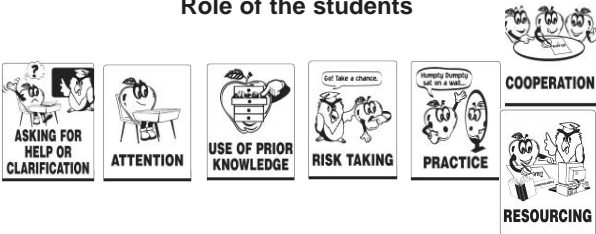
Role of the students	Role of the teacher
<p>➤ Look at and listen to the explanations provided on how to fold the construction paper correctly and do so when asked. When the work has been completed, they answer in English using the suggested expressions which are written on the board.</p>	<p>➤ <u>Option 1</u>: Models the way to fold the construction paper so that it stands on the desk. Example: Fold it into three sections lengthwise. - Teacher: Hold your paper like this. Put it flat on your desk. Now stop and watch me. Look. Fold your paper like this. Do it. Stop. Who's finished? - Student: Me./I'm finished. (The teacher writes the expected responses on the blackboard and invites the students to use them to respond.) - Teacher: Look again. Now fold it like this. Do it. Stop. Who's finished? - Student: Me./I'm finished. - Teacher: Put it on your desk.</p>
<p>➤ Look at the teacher and listen to the explanations to find out where to write their name and when to do it. When the work is completed, students answer in English using the suggested expressions written on the board.</p>	<p>➤ Writes his or her name in the middle section of the folded paper using a felt pen while the students look at him/her. Students are then asked to do the same. Example: - Teacher: Look. Now it's your turn. Write your name. Who's finished? - Student: Me./I'm finished. - Teacher: Put it on your desk, please.</p>
<p>➤ Look at the teacher and listen to the explanations to find out where to glue their name and when to do it. When the work is completed, students answer in English using the suggested expressions written on the board.</p>	<p>➤ <u>Option 2</u>: Glues his or her name on the middle section of the folded paper while the students look at him/her. Students are then asked to do the same. Example: - Teacher: Look. Now it's your turn. Glue your name. Who's finished? - Student: Me./I'm finished. - Teacher: Put it on your desk, please.</p>

Activity 3

Role of the students	Role of the teacher
<p>➤ Imitate the action words by listening to the teacher and by reproducing the teacher's gestures.</p>	<p>➤ Mentions and mimes action words (i. e. come, go, stand up, sit down, write, look up, look down, look at me, climb, fall, jump, run) and invites students to imitate the action words he mentions and mimes.</p>

Step 2: Carrying out the activity (cont.)

Activity 4

<p style="text-align: center;">Role of the students</p> 	<p style="text-align: center;">Role of the teacher</p>
<p>➤ Propose to the teacher to hand out the sheets by using the expressions on oral interaction poster #15.</p>	<p>➤ Goes over the strategies that students should use to function only in English throughout the class period. Posts the strategy posters. Reminds students that they will receive a special sheet of paper on which they will have to indicate if they were able to speak only English during the period.</p> <p>➤ Gets the students to hand out the <i>I can speak English</i> sheet. Students will use this sheet again at the end of the class period for their self-evaluation in regards to speaking English in class. Posts oral interaction poster #15.</p> <p>Example:</p> <ul style="list-style-type: none"> - Teacher: I have some papers. Who wants to hand out the papers? Can you hand out the sheets for me? (Points to poster #15) - Student: May I hand out the papers? - Teacher: Okay, thank you/thanks a lot/thanks...
<p>➤ Write their names on the sheet <i>I can speak English</i> and, when completed, provide verbal responses to that effect using expressions such as "Me/I'm finished."</p>	<p>➤ Invites the students to write their names on the <i>I can speak English</i> sheet by showing them where to write it and by referring to the identification card, if necessary.</p> <p>Example:</p> <ul style="list-style-type: none"> - Teacher: Write your name here, please. Who's finished? - Student: Me/I'm finished.
<p>➤ Look at the teacher, try to understand the questions, and answer them with "Yes" or "No." Write the day on their sheet.</p>	<p>➤ With the use of a calendar, indicates to students that he or she wants to know which day of the week it is and, afterwards, lets them write the day on the <i>I can speak English</i> sheet.</p> <p>Example:</p> <ul style="list-style-type: none"> - Teacher: Is today Sunday? - Student: No. - Teacher: Is today Monday? - Student: No. - ... - Teacher: Is today Friday? - Student: Yes.
<p>➤ Give the teacher verbal and nonverbal responses to find the date. Complete the date on their sheet.</p>	<p>➤ Afterwards, completes date with the help of the students by finding the month, date and year. Invites them to complete the date on their sheet.</p> <p>Example:</p> <ul style="list-style-type: none"> - Teacher: Is it the month of September?/ Is it September? - Student: No. - Teacher: Is it the month of October?/Is it October? - Student: No. - Teacher: Is it the month of August?/Is it August? - Student: Yes. <p>(The teacher continues to interact with the students in order to get the date and then the year, all in English.)</p>


MY FIRST ENGLISH CLASS IN ELEMENTARY 3

Step 2: Carrying out the activity (cont.)

Closure Activity Let's play teacher

Role of the students	Role of the teacher
<ul style="list-style-type: none"> ➤ Look at the teacher and try to understand how the game <i>Let's play teacher</i> is played. They will be asked to play the game with another student. 	<ul style="list-style-type: none"> ➤ Picks a volunteer to model the <i>Let's play teacher</i> game with him or her. ➤ Presents and posts the oral interaction posters #8, 18 and 30 so they can be clearly seen by all the students. Models by saying "It's my turn" and calling out an action word. The volunteer student does the action and says "It's my turn." The teacher answers "It's your turn" and continues modeling with other expressions posted e.g. "Can you repeat, please?"
<ul style="list-style-type: none"> ➤ Find a partner by asking "Do you want to work with me?"/ "Would you like to be my partner?" ➤ In pairs, give one another action words to carry out the <i>Let's play teacher</i> game. 	<ul style="list-style-type: none"> ➤ Asks the students to pair up by referring to oral interaction poster # 19 ("Do you want to work with me?" / "Would you like to be my partner?") and asks them to use the action words from the <i>Live Actions</i> sheet. The first student plays the teacher for approximately two minutes. When the signal is given, the roles are reversed.
	<p><u>Observing students in action and noting:</u> Observes how the activity progresses and takes note of who is succeeding and who is having difficulties. Spontaneously assists students when needed. Takes time to note whether some students are having difficulties collaborating with others. This information, along with students' self-evaluation during the assimilation-transfer of the learning step at the end of the period, will help the teacher make a portrait of her students beginning September.</p>

Step 3: Assimilation/transfer of learning (end of second period)

Role of the students	Role of the teacher
<ul style="list-style-type: none"> ➤ Assess individually their performance in meeting the "I speak English during the English class" challenge and record their appreciation on the <i>I can speak English</i> sheet. 	<ul style="list-style-type: none"> ➤ Takes a few moments, toward the end of the period, to invite the students to assess their performance in meeting the "I speak English during the English class" challenge. This self-evaluation is recorded on the <i>I can speak English</i> sheet.
<ul style="list-style-type: none"> ➤ Go over and review, along with the teacher, the strategies that have helped them successfully "live" the first English classes in Elementary 3 in English. Notice that strategies from Cycle One are reused. 	<ul style="list-style-type: none"> ➤ Reviews with group the strategies that have helped them to successfully "live" their first English classes in Elementary 3 in English. This exchange serves to make students aware of the fact that the strategies they were imitating in Cycle One can be reused in Elementary 3. This is essential for the development of good second language learners.

Transfer of learning in similar contexts

Role of the students	Role of the teacher
<ul style="list-style-type: none"> ➤ Play <i>Simon says</i> with the teacher and then among themselves in a large group or in teams of four. 	<ul style="list-style-type: none"> ➤ Plays <i>Simon says</i> with the students. After, the students are invited to play among themselves in a large group or in teams of four.
<ul style="list-style-type: none"> ➤ Create cards for a memory game. The students are asked to prepare cards having either an action word or its corresponding illustration (drawing). When the cards are finished, students, in pairs or teams, place the cards face down and pick two at a time in order to find the matching action word/illustration. If they succeed, they can try to match more cards. The student who has the most pairs wins the memory game. 	<ul style="list-style-type: none"> ➤ Proposes to create cards having either an action word or an illustration (drawing) of an action word. These cards will eventually be used to play a memory game.
<ul style="list-style-type: none"> ➤ For homework, students are given a sheet with action words and illustrations of these action words. Using a pen or pencil, they have to write the correct action word under the corresponding illustration. Once this is done, he/she can play <i>Let's play teacher</i> with a friend or family member. 	<ul style="list-style-type: none"> ➤ For homework, the teacher gives the students a sheet where action words and their corresponding illustrations are reproduced. Using a pen or pencil, the student has to write the action word under the right illustration. Once this is done, he/she can play <i>Let's play teacher</i> with a friend or family member.

Transfer of learning in different contexts

The teacher and students will benefit from reusing the previously learned action words and useful expressions in follow-up activities. Students will also benefit from reusing the strategies that were identified as effective during the learning process. With time, they will become more autonomous in using them to understand and interact effectively in English.

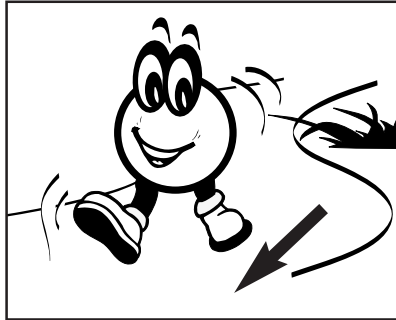
ANALYSIS OF WHAT TOOK PLACE

- The choice and use of the oral interaction posters and strategy posters
- The effect of the activities on the motivation of students to interact in English
- Social skills needed to do the group or pair activities
- The appropriateness of the cross-curricular competency and the choice of the broad area of learning
- The reinvestment of strategies from cycle one to Elementary 3
- The use of functional language by the students (useful expressions and vocabulary)
- The identification of other oral interaction situations to transfer learning

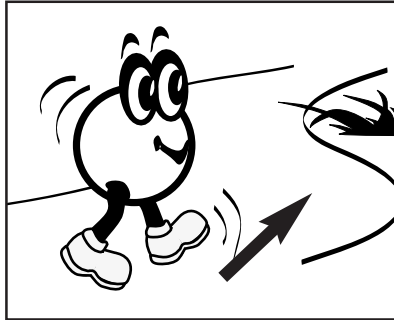
Name: _____

Group: _____

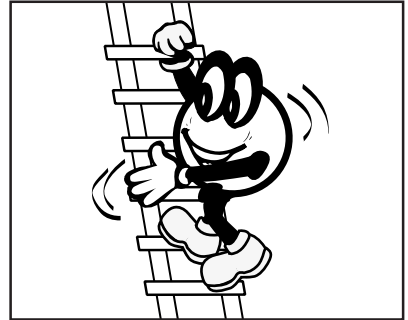
Live Actions!



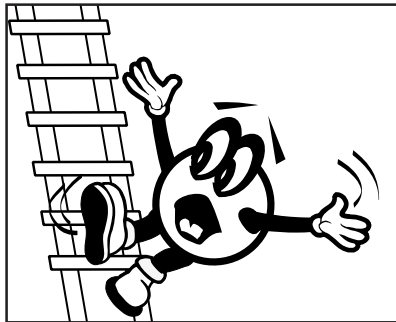
come



go



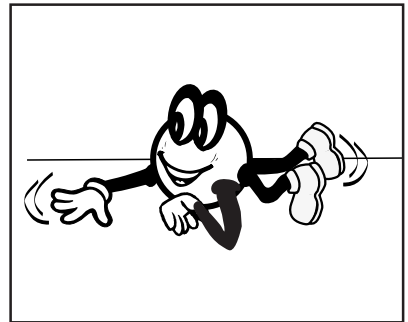
climb



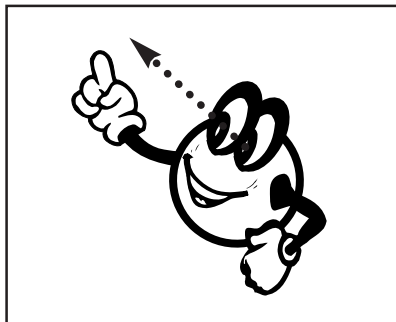
fall



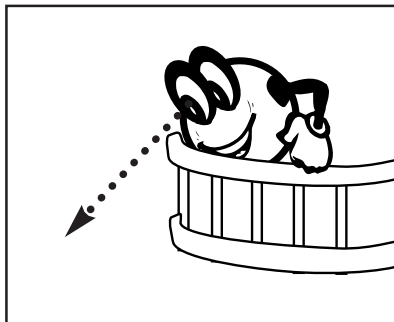
jump



crawl



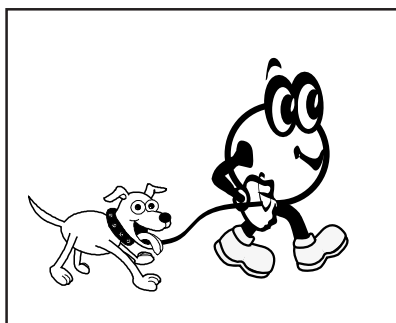
look up



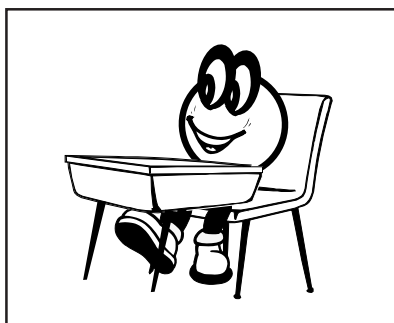
look down



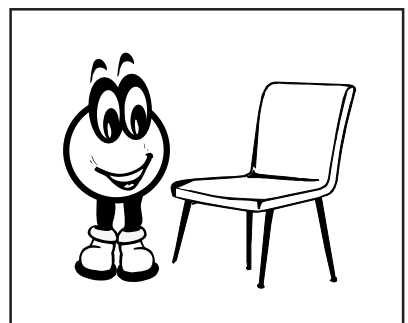
run



walk



sit down



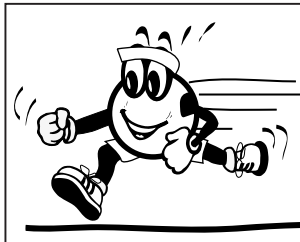
stand up

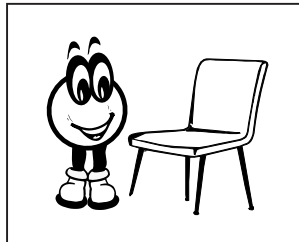
Name: _____

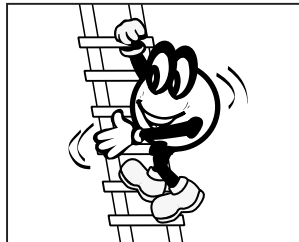
Group: _____

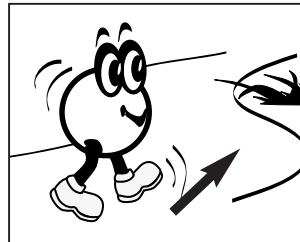
Live Actions!

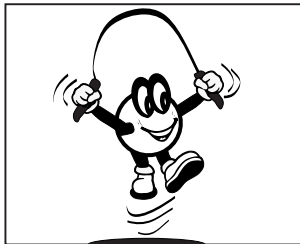
Homework: Write the action word under the picture.

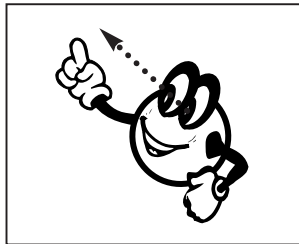


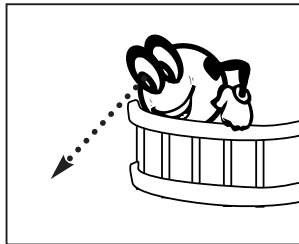


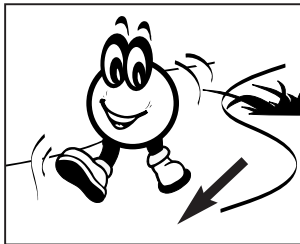


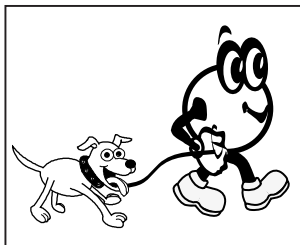


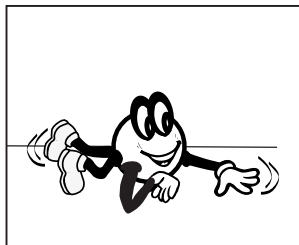


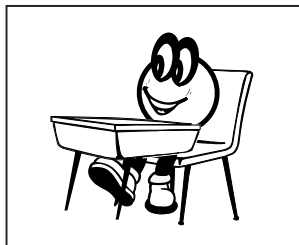


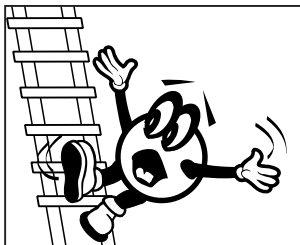












look up

stand up

go

run

crawl

look down

sit down

fall

come

jump

climb

walk

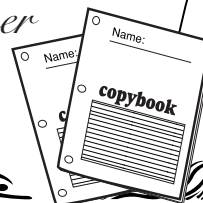
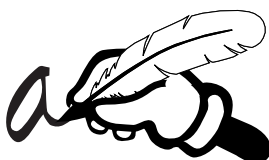
Special Invitation

HELLO ! I WILL BE WAITING FOR YOU.

SO GET READY FOR...

- ... LOTS OF ENGLISH
- ... LOTS OF WORK
- ... AND LOTS OF FUN!

Your English teacher



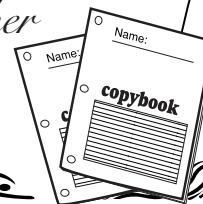
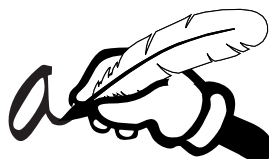
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- ... LOTS OF WORK
- ... AND LOTS OF FUN!

Your English teacher



Name: _____

Grade: _____

I Can Speak English



DATE	A little (✓)	A lot (✓)	No French today (✓)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
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