



A Wacky Body Experience

LES

① Broad areas of learning

➤ health and well-being ☐➤ personal and career planning ☐➤ media literacy ☐➤ environmental awareness and consumer rights and responsibilities ☐➤ citizenship and community life ☒

Focus of development:
Involvement in a spirit of cooperation and solidarity

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information <input type="checkbox"/>	➤ To adopt effective work methods <input checked="" type="checkbox"/>	➤ To construct his/her identity <input type="checkbox"/>	➤ To communicate appropriately <input type="checkbox"/>
➤ To solve problems <input type="checkbox"/>	➤ To use information and communication technologies <input type="checkbox"/>	➤ To cooperate with others <input type="checkbox"/>	
➤ To exercise critical judgment <input type="checkbox"/>			
➤ To use creativity <input type="checkbox"/>			


③ ESL Competencies and key features

TO ACT ON UNDERSTANDING OF AUTHENTIC TEXTS	TO USE ENGLISH
➤ Explores texts orally <input checked="" type="checkbox"/>	➤ Listens to messages <input checked="" type="checkbox"/>
➤ Uses knowledge from texts <input checked="" type="checkbox"/>	➤ Transmits simple messages orally <input checked="" type="checkbox"/>
➤ Monitors own learning <input checked="" type="checkbox"/>	➤ Monitors own learning <input checked="" type="checkbox"/>

Description: STUDENTS UNDERSTAND THE STEPS NEEDED TO PERSONALIZE A SONG AND COLLABORATE TO CREATE A PERSONALIZED VERSION OF THE SONG AIKENDRUM.

Cycle: 1, Elementary 2

Duration: 6-7 periods

⑥	Cross-curricular competencies	ESL competencies
Evaluation Criteria 	<ul style="list-style-type: none"> ➤ Completion of the task Perseverance in performing the task 	Competency 1 <ul style="list-style-type: none"> • Evidence of understanding of texts • Use of learning strategies (for regulation only) Competency 2 <ul style="list-style-type: none"> • Evidence of understanding of oral messages • Use of words and expressions to transmit oral messages • Use of strategies (for regulation only)
Evaluation means	<ul style="list-style-type: none"> ➤ Teacher observation grid ➤ Draft and final product 	

Essential Knowledge: The symbols used below refer to the Progression of Learning document. They show, for each element of learning, what is expected by the end of the school year.

The Cycle One student: → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements

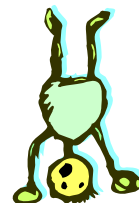
CONTEXTUAL LANGUAGE	
<u>Routines:</u> <ul style="list-style-type: none"> • Uses common inquiries and statements • Joins in during playful choral responses • Responds to instructions 	→ → →
<u>Repertoire of words and short expressions:</u> <ul style="list-style-type: none"> • Expresses personal and immediate needs • Expresses ideas • Uses expressions during pair work • Uses vocabulary related to objects and people 	→ → → →
<u>Language related to songs, rhymes and stories:</u> <ul style="list-style-type: none"> • Builds personal repertoire of words and short expressions when joining in to perform songs and say rhymes 	→
<u>Key elements</u> <ul style="list-style-type: none"> • Orally identifies characters, actions, objects and places 	→
<u>Events</u> <ul style="list-style-type: none"> • Orally identifies main events 	→
STRATEGIES	
A. Compensatory strategies <ul style="list-style-type: none"> • Asking for help • Asking for clarification 	→
B. Learning strategies <ul style="list-style-type: none"> • Self-monitoring • Self-evaluation 	→








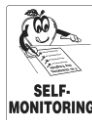

<ul style="list-style-type: none"> Directed attention Predicting Use of prior knowledge Practice Using resources: Makes use of human and material resources targeted for the task Risk-taking 	
Discovers CULTURAL ELEMENTS through:	
Songs	→

⑤	
Materials needed	<p>➤ Song and material for task</p> <p>For the teacher:</p> <ul style="list-style-type: none"> <i>Aikendrum</i>, the song on cassette or cd Chart paper Teacher Tool 1: Pictures of Frosty the snowman and the gingerbread man Teacher Tool 2: Illustrations of key words in the song Aikendrum – flashcards # 290 – 300 (the illustrations are printed on both sides of the sheets, one side includes the names of the key features while the other doesn't) Teacher Tool 3: Aikendrum Storybook Teacher Tool 4 Correction key for activity 5 Teacher Tool 5: Illustrations of key words in the story Bootendrum - flashcards # 301-315 (the illustrations are printed on both sides of the sheets, one side includes the names of the key features while the other doesn't) Teacher Tool 6: small flashcards <i>WAS</i> and <i>WERE</i> and green word cards with body parts Teacher Tool 7: Map (8-1/2 X 14 sheet) Teacher Tool 8: Small flashcards <i>MAN</i>, <i>WOMAN</i> and <i>HIS</i> and <i>HER</i> Teacher Tool 9: Large flashcards <i>MAN</i>, <i>WOMAN</i>, <i>HIS</i> and <i>HER</i> (both on one 8-1/2 X 14 sheet) Teacher Tool 10: Aikendrum Story Builder Template (8-1/2 X 14) Teacher Tool 11: Bootendrum Storybook Teacher Tool 12: Poster for the revision of the parts of the body (11 X 17) and words for the labelling Teacher Tool 13: Bootendrum Story Builder Template (8-1/2 X 14) Teacher Tool 14: Laminated Story Builder Template, poster size (11 X 17) for modeling the writing of a story. Teacher Tool 15: Blank book template (11 X 17) Teacher Tools 16 a and b: Sample resource sheets <p>For the student:</p> <ul style="list-style-type: none"> Lyrics from the song <i>Aikendrum</i> Student handout 1: Picture sheet containing 9 pictures of events and the 9 corresponding labels (8-1/2 X 14) Student handout 2: Picture sheet containing 9 empty squares (8-1/2 X 14) Student handout 3: Picture sheets (2) containing the illustrations of 9 parts of the body on the first sheet; corresponding labels appear on the second sheet (8-1/2 X 11) Handout 4: Story builder template for student's use (8-1/2 X 14) Student handout 5: Blank book template (8-1/2 X 11), 9 pages. N.B. 5 copies of page 4 are necessary. <p>➤ Reflection tools</p> <p>➤ Observation grids</p>

⑤ CLASSROOM ACTIVITY

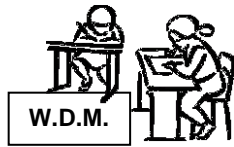
STEP 1: PREPARING THE TASK



Role of the students – group participation	Role of the teacher
<p>Activity 1 Direct attention. Listen to teacher, look at the resources and touch corresponding body parts named.</p> 	<p>Activity 1 Puts up flashcards “Concentrating on the visuals” and “Demonstrating understanding – responding to instructions”.</p> <p>Uses the illustration of the man (Teacher Tool 2, flashcard 290) to present different body parts, for example, one head, 2 eyes... Can also refer to his/her body and have students touch the parts named on their body.</p>
<p>Reflect on whether or not they responded to instructions.</p>   <p>Listen to teacher and participate to classroom interaction</p>	<p>Guides students in their reflection on whether or not they responded to instructions.</p> <p>Shows the pictures of two characters with original bodies (Teacher Tool 1). Asks students if they know who they are: Frosty the snowman and the gingerbread man. Talks about the body parts of each character. Frosty the snowman’s nose for example is a carrot.</p>
<p>Activity 2 Direct attention.</p>   <p>Reflect on their attention to the visuals.</p>  	<p>Activity 2 Introduces a less known character with a wacky body: Aikendrum. Presents Aikendrum’s body parts using the flashcards (Teacher Tool 2, flashcards 290 - 300).</p> <p>Guides students in their reflection on their attention to the visuals.</p>
<p>Activity 3 Listen to the song.</p> <p>Reflect on whether or not they listened to the CD.</p>  	<p>Activity 3 Puts up flashcard “Concentrating on the recordings”.</p> <p>Plays the song once or twice.</p> <p>Guides students in their reflection on whether or not they listened to the CD.</p>

Activity 4

Identify the pictures using the word bank while listening to the song in the background.



Correct their sheets.

Cut out the nine squares, whole picture and word.

Reflect on their demonstration of understanding.

**Activity 4**

Directs students' attention to the flashcard "Demonstrating understanding of stories".

Hands out students' picture sheet (Student Handout 1).

Asks students to identify each picture using the word bank. Decides whether he/she wants them to cut out the words or just copy them.

Plays song in the background.

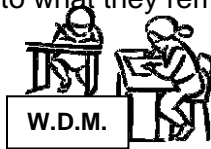
Corrects the identification of the pictures, interacting with the class.

Asks students to cut out the nine squares, whole picture and word.

Guides students in their reflection on their demonstration of understanding.

Activity 5

Place their cards in sequence on the newly distributed sheet according to what they remember from the song.

**Activity 5**

Redirects students' attention to the flashcard "Demonstrating understanding of stories".

Hands out the second 8-1/2 X 14 sheet containing nine empty squares (Student Handout 2). Asks students to place their nine previously cut cards in sequence according to what they remember happened first, then second and so on, in the song.

Listen to the song but do not change the order of their cards.

Change the order of their cards if necessary.

Make their final adjustments if needed.

Participate in the interaction by giving out answers.

Paste their pictures on the empty grid.

Plays the song again but tells the students not to touch the cards.

Tells students that they may now change the order of their cards.






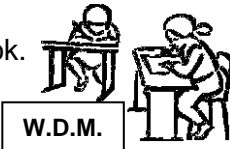


Plays the song a last time and tells students to make their final adjustments if needed.

Interacting with the students, verifies students' answers




T- Which picture is number 1?




S- Moon!

*T- Yes, who's got **lived in the moon** for number 1? Very good, paste your picture.*

<p>Reflect on their demonstration of understanding.</p>  	<p>Guides students in their reflection on their demonstration of understanding.</p>
<p>Paste their grid in their scrapbook.</p>	<p>Asks students to paste their grid in their scrapbook.</p>
<p>Activity 6 Paste the slip in their scrapbook.</p> <p>Practise singing the song.</p> 	<p>Activity 6 Hands out the song slips and asks students to paste the slip in their scrapbook.</p> <p>Puts up flashcard “using English in songs and rhymes”.</p> <p>Plays the song again and has students practise singing along.</p>
<p>Reflect on whether or not they tried to sing the song.</p>  	<p>Guides students in their reflection on whether or not they tried to sing the song.</p>
<p>Activity 7 Color the pictures in their scrapbook.</p>  <p>Self-evaluate concentration, use of English and demonstration of understanding.</p>  	<p>Activity 7 Asks students to color the pictures in their scrapbook.</p> <p>Guides students in their self-evaluation of concentration, use of English and demonstration of understanding.</p>

STEP 2: CARRYING OUT THE TASK

Role of the students – group participation	Role of the teacher
<p>Activity 8 Use prior knowledge to name some of the key elements from the previous class.</p>  <p>Reflect on whether or not they participated by naming key elements.</p>  	<p>Activity 8 Puts up flashcard “Using English in classroom life.”</p> <p>Has students activate prior knowledge by asking students if they remember some of the key elements from the previous class. Puts corresponding flashcards up on the board.</p> <p>Guides students in their reflection on whether or not they participated by naming key elements.</p>

<p>Activity 9 Pay attention to the presentation of new flashcards.</p> 	<p>Activity 9 Puts up flashcard “Concentrating on the visuals”.</p> <p>Presents the flashcards of the other body parts (Teacher Tool 5 - arms, hands, body, legs, feet, - flashcards 301- 305).</p>
<p>Reflect on their attention to the visuals.</p>  	<p>Guides students in their reflection on their attention to the visuals.</p>
<p>Activity 10 Participate in classifying body parts under the appropriate heading (WAS or WERE).</p>	<p>Activity 10 Displays the flashcard “Using English in classroom life”.</p> <p>Puts the small flashcards <i>WAS</i> and <i>WERE</i> on the board (Teacher Tool 6). Raises students’ awareness to the use of <i>WAS</i> and <i>WERE</i> by asking them under which heading (<i>WAS</i> or <i>WERE</i>) to put the green word cards (name of body parts). <i>Nose</i>, for example, would go under <i>WAS</i> whereas <i>feet</i> would go under <i>WERE</i>. Teacher Tool 7 illustrates what should be on the board at the end of the activity.</p>
<p>Activity 11 Participate and answer the teacher’s question.</p> <p>Participate and answer the teacher’s question.</p>	<p>Activity 11 Takes out the flashcards <i>MAN</i>, <i>WOMAN</i>, <i>HIS</i> and <i>HER</i> (Teacher Tool 8). Asks if Aikendrum is a <i>MAN</i> or <i>WOMAN</i>. Puts up <i>MAN</i> and asks students which flashcard, <i>HIS</i> or <i>HER</i>, to use with <i>MAN</i>. Puts up <i>HIS</i>. (Teacher Tool 9 may be used in place of the small <i>MAN</i>, <i>WOMAN</i>, <i>HIS</i> and <i>HER</i> flashcards.)</p>
<p>Activity 12 Help teacher choose Aikendrum’s body parts. Answer the teacher’s questions.</p>	<p>Activity 12 Asks students to help choose the body parts that appear in the Aikendrum song (hair, eyes, nose, and mouth). Then discusses some of the key elements in the song by asking students questions.</p> <ul style="list-style-type: none"> - <i>WHERE</i> does Aikendrum live? (the moon) - <i>WHAT</i> is Aikendrum’s hair made of? (spaghetti) - <i>WHAT</i> are Aikendrum’s eyes made of? (meatballs) - <i>WHAT</i> is Aikendrum’s nose made of? (cheese) - <i>WHAT</i> is Aikendrum’s mouth made of? (pizza)

<p>Reflect on their use of English to participate.</p> <div data-bbox="121 176 212 296" data-label="Image"> </div> <div data-bbox="261 176 358 306" data-label="Image"> </div>	<p>Guides students in their reflection on their use of English to participate.</p>
<p>Activity 13 Use directed attention.</p> <p>Answer the teacher's questions.</p> <p>Listen to Aikendrum's story, pay attention to the use of "his" and to the funny body parts.</p>	<p>Activity 13 Puts up flashcard "Concentrating on the teacher" and "Concentrating on the visuals".</p> <p>Tells students they will now have a look at Aikendrum in a different form. <i>If the song was turned into a story, here is what it could sound like.</i> Shows text of Aikendrum's story to students, using Teacher Tool 10 - Aikendrum's Story Builder. Insists on the use of <i>HIS</i> or <i>HER</i>. <i>Am I going to find HIS or HER hair? HIS or HER nose? HIS or HER mouth? HIS or HER eyes? Yes, HIS, because Aikendrum is a man.</i></p> <p>Reads Aikendrum's story using Teacher Tool 10 - Aikendrum's Story Builder.</p>
<p>Listen to Aikendrum's story being read and observe how the text is illustrated.</p>	<p>Tells students that the story could be turned into an illustrated book. <i>If we were to turn Aikendrum's story into an illustrated book, here is what it could look like.</i> Reads Aikendrum's story using Teacher Tool 3 – the illustrated book. Shows the text and illustrations to the students. Insists on the use of <i>HIS</i>. Insists on the correlation between the picture and the body part featured in the text on each page.</p>
<p>Reflect on whether or not they concentrated on the teacher and on the visuals.</p> <div data-bbox="121 1318 212 1438" data-label="Image"> </div> <div data-bbox="240 1327 391 1444" data-label="Image"> </div> <div data-bbox="451 1335 594 1444" data-label="Image"> </div>	<p>Guides students in their reflection whether or not they concentrated on the teacher and on the visuals.</p>

Activity 14

Use directed attention.



Focus on the posted resources and answer the teacher's questions.



Participate in predicting which part of the body each object displayed matches.



Reflect on their use of attention (to the teacher and the visuals) and their use of English to participate.



Activity 14

Puts up flashcards "Concentrating on the teacher", "Concentrating on the visuals" and "Using English in classroom life".

Interacting with the students, puts the flashcard representing the house (300) and those of all the body parts (290-293 AND 301-305) on display, laying them out in one long, continuous row, starting with the house. N.B. 10 flashcards in all.

- *What part of the body is this?*
- *Oh, it's not a part of the body. It's the house!*
- *Ok, let's put I up here.*
- *Now, what part of the body is this?*
- *The hair?*
- *Ok, let's put the (name of the body part) up here.*

Showing the title page of Bootendrum's story book, asks the children to choose between **MAN** and **WOMAN**. Puts up **WOMAN** and **HER**.

Tells students that all the body parts on display have been used in this new story.

Presents the rest of the flashcards in Teacher Tool 5, one flashcard at a time (wool, boot, ice-cream... - flashcards 306-315) having students predict which part of the body they think it matches.

- *Where do you think (name of object) goes?*
- *What do you think it matches? The nose? The legs? The house?*
- *Do you think (name of body part) **was/were** made of (name of object)?*
- *All right, let's put (name of object) under (name of body part).*

Puts the flashcard of the object under the predicted matching part of the body.

Continues the same way until all flashcards have been introduced.

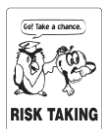
Guides students in their reflection on their use of attention (to the teacher and the visuals) and their use of English to participate.

Activity 15

Using directed attention, look at the body parts and at the flashcards, while listening to the teacher reading Bootendrum's story one line at a time.



Answer the teacher's questions and help make the necessary adjustments to the flashcards.



Listen to the story and observe how the text is illustrated.

Reflect on their use of attention (to the teacher and the visuals) and their use of English to participate.



Activity 15

Puts up the flashcards "Concentrating on the teacher", "Concentrating on the visuals" and "Using English in classroom life".

Directs students' attention to the new flashcards. Using Bootendrum's Story Builder (Teacher Tool 13) but keeping it away from students' sight, reads Bootendrum's story one line at a time, giving students time to react to their predictions

Adjusts the flashcards on display as needed.

- *Where did we say Bootendrum lived? Is this correct?*
No? Let's change the flashcard (if necessary).
- *Now, what did we say HER hair was made of?*

Insists on the choice of *HER*.

Puts Bootendrum's Story Builder on display at the end of the activity.

Tells students: *If we were to turn Bootendrum's story into an illustrated book, here is what it could look like.* Reads Bootendrum's story using the book (Teacher Tool 11).

Shows the text and illustrations to the students. Insists on the use of *HER*.

Insists on the correlation between the picture and the body part featured in the text on each page.

Guides students in their reflection on their use of attention (to the teacher and the visuals) and their use of English to participate.

Activity 16

Refer to the flashcards. Select, cut and paste the appropriate label.



Reflect on their concentration on the visuals and their use of English.


















Activity 16

Puts up the flashcards "Concentrating on the visuals" and "Using English in pair/group activities".

Distributes Handout 3. Asks students to refer to the flashcards to select the appropriate label for each picture. Provides help as needed. Plays *Aikendrum* in the background.

Guides students in their reflection on their concentration on visuals and their use of English.

<p>Activity 17 Use prior knowledge to name some of the key elements from the previous class.</p>  <p>Sing along.</p> 	<p>Activity 17 Puts up flashcard “Using English in classroom life” and “Using English in songs and rhymes”.</p> <p>Has students activate prior knowledge by asking them if they remember some of the key elements from the previous class. Puts up the corresponding flashcards as they are named. Uses Teacher Tool 11 as needed.</p> <p>Plays <i>Aikendrum</i>.</p>
<p>Reflect on their use of English to participate and on whether or not they tried to sing the song.</p>   	<p>Guides students in their reflection on their use of English to participate and on whether or not they tried to sing the song.</p>
<p>Activity 18 Answer the teacher’s questions.</p>  <p>Listen to the story.</p>	<p>Activity 18 Puts up the flashcard “Concentrating on the teacher” and “Using English in classroom life”.</p> <p>Tells students they will revise the illustrated story of Aikendrum. Takes out the flashcards <i>MAN</i>, <i>WOMAN</i>, <i>HIS</i> and <i>HER</i> (Teacher Tools 8 or 9). Asks students if they are going to use <i>MAN</i> or <i>WOMAN</i> for Aikendrum. Puts up <i>MAN</i>. Asks students if they are going to use <i>HIS</i> or <i>HER</i> with Aikendrum. Puts up <i>HIS</i>.</p> <p>Quickly reads Aikendrum’s story (Teacher Tool 3) insisting on the use of <i>HIS</i>.</p>
<p>Activity 19 Answer the teacher’s questions and listen to the story.</p>	<p>Activity 19 Proceeds the same way as in activity 18 but with Bootendrum (Teacher Tool 11).</p>
<p>Reflect on their use of directed attention and English to participate.</p>   	<p>Guides students in their reflection on their use of directed attention and English to participate.</p>

<p>Activity 20 Participate in the brainstorming.</p> 	<p>Activity 20 – Modeling how to create a story</p> <p>Tells students that they will create a story together. Uses large sheets of paper (one meter wide paper commonly used to cover tables works just fine) to brainstorm ideas for different body parts and different "houses" the character could live in (see Teacher Tools 16 a and b as examples). N.B. These sheets will be used as resource sheets in later activities. Insists on students suggesting <u>words they know</u>. N.B. Suggested words must <u>be different</u> from those used in Aikendrum's and Bootendrum's stories.</p> <ul style="list-style-type: none"> • <i>What could we use for the hair? (Candies! Paper! Elastics! ...)</i> • <i>What could we use for the eyes? (Buttons! Cookies! Flowers! ...)</i> • <i>Where does he/she live? (In a pencil case! In a TV! In an orange! ...)</i>
<p>Activity 21 Answer the teacher's questions.</p>  <p>Participate by giving suggestions.</p> 	<p>Activity 21</p> <p>Asks students if they want to describe a man or a woman. Asks students if they are going to use <i>MAN</i> or <i>WOMAN</i>. Puts up appropriate card (<i>MAN</i> or <i>WOMAN</i>). Asks students if they are going to use <i>HIS</i> or <i>HER</i>. Puts up appropriate card (<i>HIS</i> or <i>HER</i>).</p> <p>Takes out Teacher Tool 14 (blank story builder for modeling) and puts it on display. Interacting with students, teacher fills in the three first lines of the story:</p> <ul style="list-style-type: none"> - There was a <i>MAN</i> (or a <i>WOMAN</i>). -asks students where this person lives. <i>Where does this (MAN or WOMAN) live?</i> Fills in the information. -asks students for the name of the character. Fills in the information. <p>Proceeds with the group to determine what the different parts of the body will be made of, referring to the resource sheet for each one of them. <i>What should we use for the hair? Let's look at our graphic organizer...</i> Emphasizes the use of <i>HIS</i> or <i>HER</i> at the start of each line. Writes each detail on the large size story builder (Teacher Tool 14).</p>
<p>Reflect on their use of directed attention and English to participate.</p>   	<p>Guides students in their reflection on their use of directed attention and English to participate.</p>

Activity 22

Listen to the teacher's explanations and participate in the making of the class book, reminding the teacher which body part to draw and what to use for it. Makes suggestions for the drawing like *Big, a BIG nose. Funny! Very funny! Beautiful, not beautiful, ...*



Participate in the selection of the five body parts.

Continue participating in the making of the class book.

Reflect on their use of directed attention and English to participate.



Activity 22

Has the filled out story builder on display. Tells students that they too will be creating a story and shows them the 8 1/2 x 11 blank book template they will use (Student Handout 5).

Displays the 11 X 17 modeling posters (Teacher Tool 15) and tells the students that each line of the Story Builder (Teacher Tool 14) takes up one full page of the book (one poster).

Interacting with students, models the writing and drawing of the first three pages. Writes each line very neatly on the poster, insisting on copying carefully (no mistakes).

- *Let's copy this line perfectly.*
- *Now, let's check.*
- *Is everything OK?*

Verifies each word, referring to the Story Builder and checking the copied version.

- *No problem? No mistake? All perfect? OK!*

Illustrates each page.

When ready for page 4, shows that there are five identical posters.

Interacting with the students, selects five parts of the body (5 lines) from the story builder (Teacher Tool 14) and marks each selection with a check in the small box.

Interacting with students, models the writing and drawing of these five pages in the same manner as the first three pages.

The last page of the template is a special page designed to show all of the character's funny body parts at once (shows last page of the Bootendrum book).






Guides students in their reflection on their use of directed attention and English to participate.









Self-evaluate concentration and use of English.



Guides students in their self-evaluation of concentration and use of English.

STEP 3: ASSIMILATION-TRANSFER OF LEARNING

Role of the students	Role of the teacher
<p>Activity 23 Listen to the teacher's instructions.</p>  <p>Pair up.</p>	<p>Activity 23 Puts up the flashcards "Using resources" and "Using English in pair/group activities".</p> <p>Has resource sheets (activity 20), the completed class model (Teacher Tool 15), and the flashcards "man" with "his" underneath and "woman" with "her" underneath, on display.</p> <p>Tells students they will need to do three things:</p> <ol style="list-style-type: none"> 1. complete a story builder 2. ask the teacher to verify their story 3. write and illustrate their book. <p>Tells students to pair up.</p> <p>Hands out a story builder to each pair of students (Student Handout 4).</p>
<p>Activity 24 Listen to the teacher's instructions.</p>  <p>Decide if they want to create a story about a man or a woman. Decide where the character lives. Give their character a name. Uses <i>HIS</i> or <i>HER</i>.</p> <p>Discuss in pairs and use their story builder.</p>    <p>Ask for help if needed.</p>	<p>Activity 24 Reminds students how to fill out their story builder.</p> <p>They have to:</p> <ul style="list-style-type: none"> • decide if their character is a <u>man</u> or a <u>woman</u> and then to pay attention to the choice of <i>HIS</i> or <i>HER</i> • decide where their character lives • decide what name to give their character • fill in their story builder using words from the resource sheets • write neatly and copy the words <u>carefully</u> • fill in their story builder <u>completely</u>: the three lines at the top and <u>all</u> of the body parts • read the completed story <u>a few times</u> • select five body parts they will use in their story and put a checkmark (✓) in the small box beside each one • call their teacher when everything is done. <p>Supervises and offers help when needed.</p>

	<p>N.B. If this seems too difficult for the students, teachers should break down the activity into smaller steps making sure to give students feedback after each step.</p>
<p>Activity 25 Show their story to the teacher when finished.</p>	<p>Activity 25 Checks stories when pairs have finished their story.</p>
<p>Do the first two pages of their story.</p> <ul style="list-style-type: none"> - Both students have to agree on who will do which sentence before starting to select words from the graphic organizer, draw and colour on their sheet. (<i>"You, the nose. Me, the mouth. OK?"</i>) - Students help each other making suggestions and spotting mistakes as they go. Once a page is finished, it must be approved by partner. - Once it is approved by partner, it is shown to the teacher (sentence and picture). - When approved by teacher, student receives a new sheet and prepares the next page of the story. <ul style="list-style-type: none"> o Before beginning the new page, the choice of sentence must be approved by partner. (<i>"Me, the feet. You, the body. OK"</i>) <p>Ask for help if needed.</p>  	<p>Gives each pair of students two pages for their book (the two first pages of Student Handout #5)</p> <p>Reminds students</p> <ul style="list-style-type: none"> • to write their names at the top of each page • to draw neat, coloured pictures • to write neatly, copying each story line completely and carefully <p>Offers help when needed. Approves students' work Gives out new pages when the students' work on previous pages is satisfactory. Helps students assemble their book at the end of the activity.</p>
<p>Reflect on their use of resources and their use of English.</p>   	<p>Guides students in their reflection on their use of resources and their use of English.</p>
<p>Activity 26 Introduce and sing their story in pairs to the rest of the class who joins in for the chorus (<i>and his/her name was ...</i>).</p>	<p>Activity 26 Invites pairs to present and sing their story. Invites the class to join in for the chorus (<i>and his/her name was ...</i>).</p>
<p>Self-evaluate concentration and use of English.</p>  	<p>Guides students in their self-evaluation of concentration and use of English.</p>

Transfer of learning in different contexts

Analysis of what took place (Please write your notes here: questions, solutions, modifications, links with next pedagogical planning ...)



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Competency 1

Observation Grid


Progress:

A: Autonomously

S: Supported by the teacher


G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of texts		Use of strategies (for regulation)			CCC To adopt effective work methods	
	Use of words and expressions from texts during storytelling and retelling	Use of words and expressions from texts and provided resources to create a personalized version	directed attention	practice	using resources	Perseverance in performing the task	Completion of the task
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Observation Grid

Progress:**A:** Autonomously**S:** Supported by the teacher**G:** Guided by the teacher**D:** Much difficulty

 Class List	Evidence of understanding of oral messages	Use of words and expressions to transmit oral messages	Use of strategies (for regulation)		
	Reaction to messages using verbal or nonverbal responses	Initiation of exchanges and responses to others using or combining single words, string of words / short expressions	directed attention	risk taking	asking for help
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					