

Learning and Evaluation Situation

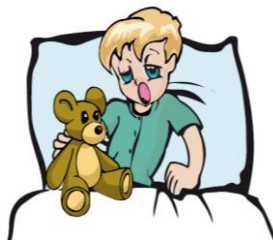
Can't Fall Asleep?

Combined Elementary 2 and 3 ESL Class

Teacher's Guide - Booklet B

The Three Steps of the Classroom Activity

- Step 1: Preparing the task
- Step 2: Carrying out the task
- Step 3: Reflecting on what has been learned









Bird's Eye View of the LES

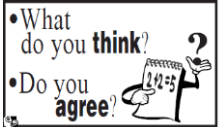



Elementary 2	Elementary 3
Constructing meaning of the original version of the text* (approximately 2 periods) Activities 1-2-3-4-5-6 Setting the tone and pre-reading activities (introducing the story book and predicting) Vocabulary building activities using flashcards (key elements) First reading of the story – Making and verifying predictions, verifying understanding of the story Second reading of the story – Reviewing the key elements Winding down moment (Labelling the key elements from the story) Focus on form – Pronunciation of final “s” on plural nouns	
Demonstrating understanding of the original version of the text* (approximately 2 periods) Activities 7-8-9-10-11-12 Complementary related activity (Recalling the key elements) Complementary related activity (Playing the memory game) Third reading of the story — Dividing groups by character roles to join in Fourth reading of the story — Playing the Kim game / Role-playing the characters (optional) Sequencing the events in the story Focus on form — The imperative (Playing the Mortimer game)	
Creating a personalized version of the original text (Elementary 2)* Creating a personalized product (Elementary 3)* (approximately 4 periods)	
Activity 13 Presenting and deconstructing the teacher's model of a personalized version with the help of the story builder	Activity 14 Presenting and deconstructing the teacher's model of a personalized product with the help of the story builder
Activities 15-16 Taking part in building the class resources to create final products	
Activities 17-18 Modelling how to complete the common parts of the story builder Filling in the common parts of the individual story builders	
	Activity 19 Modelling how to use the C3 checklist to write tips
Activity 20 Key elements crossword puzzle	Activity 20 Writing tips using the C3 checklist and draft Completing personal story builders
Activity 21 Modelling how to fill in the templates	
Activity 22 Filling in the personal templates to create the final product (personalized versions)	Activity 22 Filling in the personal templates to create the final product (personalized products)
Activity 23 Practising and sharing the stories (final products) with peers	
Reflecting on the learning	
Participating in a class reflection on what has been learned and how Completing the self-evaluation handout	

*Throughout the LES, students use a reflection tool to **self-monitor** their participation, use of English and strategy use, as needed.


STEP 1: PREPARING THE TASK AND CONSTRUCTING MEANING

Role of the teacher	Students in action
<p>Activity 1: Setting the tone</p> <ul style="list-style-type: none"> Brings a teddy bear and a pillow to class. Hugs the teddy bear and yawns, pretending to be tired but can't fall asleep. Assumes different sleeping positions, and each time, makes a sound to show students that he/she can't fall asleep. Has fun telling the teddy bear, <i>Be quiet</i>, after making each noise. 	<ul style="list-style-type: none"> Observe the teacher holding a teddy bear and a pillow. Guess that they will probably do a lesson on falling asleep. Notice that every time the teacher makes a noise, he/she tells the teddy bear to be quiet.
<p>Activity 2: Introducing the story <i>Mortimer</i></p> <p></p> <ul style="list-style-type: none"> Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>Predicting</i>) for feedback purposes. Posts and points to the strategy poster <i>Directed attention</i>, and to the competency poster <i>Using English</i>. Asks students to concentrate, look at and listen to the teacher. Asks students if they sometimes have problems falling asleep at night (to activate prior knowledge). Tells them that they are not alone and that he/she knows a boy, Mortimer, who has trouble falling asleep at night. Gets students ready for the story time routine and uses the teddy bear as a storytelling prop. 	<ul style="list-style-type: none"> Look at the posters and prepare to pay attention and speak English. <div style="display: flex; justify-content: center; gap: 20px;">   </div> <ul style="list-style-type: none"> Share personal anecdotes/stories.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Predicting</i>. Explains to students that predicting is guessing or imagining what will happen in a story and that this is a good strategy to help comprehension. Shows students the book cover, reads the title, <i>Mortimer</i>, and has them repeat the name. Asks students questions about the front cover of the book to prepare them for the storytelling. For example: <i>Who is Mortimer? Where is the boy?</i> 	<ul style="list-style-type: none"> Direct attention to the poster and prepare to predict the content of the story. <div style="text-align: right;">  </div> <ul style="list-style-type: none"> Answer the questions on the left with: <ul style="list-style-type: none"> <i>A boy. In his bed.</i>

<ul style="list-style-type: none"> • Puts up the flashcard TT4g (BED). • Asks the following questions: <ul style="list-style-type: none"> - <i>Where do you think this story takes place?</i> - <i>What do you see in the bedroom?</i> - <i>What time of the day is it?</i> - <i>What is the boy (Mortimer) doing?</i> 	<ul style="list-style-type: none"> • Observe the picture of the bed on the flashcard and use it to understand the setting of the story. • Answer the questions on the left with: <ul style="list-style-type: none"> - <i>In Mortimer's bedroom.</i> - <i>Mortimer, a bed, a teddy bear, a book on the bed, musical notes, etc.</i> - <i>Nighttime. It's dark outside with stars in the sky.</i> - <i>He is singing.</i>
<ul style="list-style-type: none"> • Puts up the flashcard TT4k (NOISE). • Asks the following questions: <ul style="list-style-type: none"> - <i>How does Mortimer feel? Is he happy?</i> - <i>Is the teddy bear also happy?</i> 	<ul style="list-style-type: none"> • Observe the picture of the noise on the flashcard and use it to understand the setting of the story. • Answer the questions on the left with: <ul style="list-style-type: none"> - <i>Happy/Good. Yes.</i> - <i>I don't know. I'm not sure.</i>
<ul style="list-style-type: none"> • Uses a copy of TT5 to guide students in practising the strategy <i>Predicting</i>. • Draws students' attention to Clue 1 and has students say what they see on the cover page. • Writes the answers in the first footprint: <i>A boy, in bed, sings.</i> (See TT5a, Predicting Answer Key). • Shows students the back cover of the book and introduces the author and the illustrator: <ul style="list-style-type: none"> - <i>The first photo is of the author of the story, Robert Munsch. Can you name any stories by Robert Munsch that you know of?</i> 	<ul style="list-style-type: none"> • Participate in the modelling of the strategy <i>Predicting</i>. • Observe the picture on the cover page and say what they see. • Observe the pictures of Robert Munsch and Michael Martchenko on the back cover. • Name some of Robert Munsch's stories. For example: <i>The Paper Bag Princess</i>
<ul style="list-style-type: none"> - <i>Mr. Munsch has his hands on his ears. Can you guess why?</i> - <i>The second photo is of the story illustrator, Michael Martchenko. He draws the illustrations/pictures for the story.</i> - <i>Look at the little illustration of Mortimer at the bottom right. What is he doing?</i> 	<ul style="list-style-type: none"> • Refer to the picture of Robert Munsch and to the word on the flashcard to predict the context. <ul style="list-style-type: none"> - <i>Noise, noise. Too much noise.</i> • Answer the question by referring to the word on flashcard TT4k. <ul style="list-style-type: none"> - <i>Noise, Mortimer is making noise, music...</i>
<ul style="list-style-type: none"> • Draws students' attention to Clue 2 and has students say what they see on the back cover. • Writes the answers in the second footprint: <i>The boy makes noise.</i> (See TT5a, Predicting Answer Key). 	<ul style="list-style-type: none"> • Participate in the modelling of the strategy <i>Predicting</i>. • Observe the picture on the back cover of the book and say what they see.



<ul style="list-style-type: none"> Goes to the dedication page and reads it aloud: <i>To Billy, Sheila and Kathleen Cronin.</i> <ul style="list-style-type: none"> <i>Sometimes illustrators use an image on the dedication page that tells us about the content of the story.</i> <i>Look at the cat. The cat has its paws on its ears. Is the cat happy?</i> Has students look at the illustration on the back cover to compare it with the illustration on the dedication page. Draws students' attention to Clue 3 and has students say what they see on the dedication page. Writes the answers in the third footprint: <i>A cat has paws on ears.</i> (See TT5a, Predicting Answer Key). 	<ul style="list-style-type: none"> Observe the dedication page and say what they see. <p>For example:</p> <ul style="list-style-type: none"> <i>The cat is not happy. Noise.</i> <ul style="list-style-type: none"> Recall that the author has his hands on his ears, and the cat, its paws. Participate in the modelling of the strategy <i>Predicting</i>.
<ul style="list-style-type: none"> Pairs up students by grade level: Elementary 2 together and Elementary 3 together. Distributes SH2a to Elementary 2 students and SH2b to Elementary 3. Has students write their name and group on their student handout. Asks students to look at the clues in the three steps. Points to the strategy poster <i>Predicting</i>. Tells students that they are going to use the clues from TT5 to guess/imagine what will happen in the story <i>Mortimer</i>. 	<ul style="list-style-type: none"> Pair up by grade level. Write their name and group on their student handout. Look at the clues in the three steps. Observe the poster.
<p>Modelling for Elementary 3</p> <ul style="list-style-type: none"> Posts and points to the following functional language posters: <ul style="list-style-type: none"> 6 - <i>Do you agree?</i> 20 - <i>I agree. OK.</i> 21 - <i>I'm not sure.</i> 22 - <i>I don't agree.</i> Models with an Elementary 3 student how to use the clues on TT5 to make a prediction. <ul style="list-style-type: none"> Teacher looks at the clues and predicts, <i>The boy makes noise all night.</i> Teacher points to Poster 6 and says, <i>Do you agree?</i> Student points to Poster 20 and says, <i>I agree. OK.</i> Asks the student to continue the modelling on how to use the clues on TT5 to make a prediction. <ul style="list-style-type: none"> Student looks at the clues and predicts, <i>The cat is not happy; makes noise with boy.</i> Student points to Poster 6 and says, <i>Do you agree?</i> Teacher points to Poster 22 and says, <i>No. I don't agree...Um, the parents are not happy?</i> 	<ul style="list-style-type: none"> Look at the functional language posters: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>6 • What do you think? • Do you agree?</p>  </div> <div style="width: 50%;"> <p>20 • I agree. OK That's a good idea.</p>  </div> <div style="width: 50%;"> <p>21 • I'm not sure. Maybe Well...</p>  </div> <div style="width: 50%;"> <p>22 • I don't agree. disagree.</p>  </div> </div> Look at the three clues and use them to predict the content of the story using functional posters.

<ul style="list-style-type: none"> - Student says <i>Oh, yes. I agree. Let's write this prediction on the picture of the book.</i> 	
<p>Modelling for Elementary 2</p> <ul style="list-style-type: none"> • Uses a copy of SH2a. • Models with an Elementary 2 student how to use the clues to agree on one of the three provided predictions. • Reads the clues and then describes the pictures from the choice of predictions on the handout: <ul style="list-style-type: none"> - (1) <i>The father ignores Mortimer; he puts on his earphones and listens to music.</i> - (2) <i>The boy plays with the cat.</i> - (3) <i>The parents are not happy.</i> • Points to the first picture and asks the student: <ul style="list-style-type: none"> - <i>Number 1, prediction?</i> - If the student agrees by saying <i>Yes</i>, both teacher and student circle picture number 1 on their handouts. - If the student disagrees by saying <i>No</i>, the student points to another picture and asks for example <i>Number 2, prediction?</i> - Teacher and student must come to a consensus and circle a picture to make their prediction. 	<ul style="list-style-type: none"> • Observe the modelling on how to use English to predict with a partner. • Observe the modelling on how to predict by using the pictures provided. • Come to a consensus with the class on a prediction.
<ul style="list-style-type: none"> • Has pairs engage in the predicting activity according to their grade level. • Circulates and monitors, helping out where needed. • Records observations of students' use of the strategy <i>Predicting</i> using TT1a and TT1b for feedback purposes. 	<ul style="list-style-type: none"> • Use the clues to complete the predicting activity with their partner, using English.

<ul style="list-style-type: none"> • Distributes SH1, <i>I reflect on my learning</i>, to all students. • Asks the students to write their name/group and to go to Activity 2. • Posts and points to the strategy poster <i>Self-monitoring</i>. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, and on their use of English. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you use the clues to predict what would happen in the story? - Did you share your ideas with your partner? - Did you try to speak English? • Collects SH2a and SH2b to record observations of students' use of the clues to practise the strategy <i>Predicting</i>. 	<ul style="list-style-type: none"> • Write their name and group on their handout. • Observe the strategy poster. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, and on their use of English while participating in the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 
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STEP 2: CARRYING OUT THE TASK

PART A: CONSTRUCTING MEANING AND DEMONSTRATING UNDERSTANDING

Role of the teacher	Students in action
<p>Activity 3: Presenting the key elements of the story (vocabulary building)</p> <ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Directed attention</i>. • Reminds students to concentrate, look at and listen to the teacher. • Posts flashcards of the key elements TT4a to TT4n or uses TT4 (PowerPoint of the key elements with labels) in the following sequence: <ul style="list-style-type: none"> - (TT4a) Mortimer - (TT4b) father, mother, brothers, sister - (TT4c) mother - (TT4d) father - (TT4e) seventeen brothers and sisters - (TT4f) policemen - (TT4g) bed - (TT4h) be quiet - (TT4i) up the stairs - (TT4j) down the stairs - (TT4k) noise - (TT4l) big fight - (TT4m) tired - (TT4n) fall asleep 	<ul style="list-style-type: none"> • Look at the poster and prepare to pay attention. 
<ul style="list-style-type: none"> • Points to one picture at a time, saying the words or expressions and modelling the actions. • Repeats by first pointing to the picture, then reading its label. • Has students repeat each time, pronouncing each word/expression and miming the actions. • Variation: Has students practice again (using TT4 no labels) to review the key elements. • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 3. • Guides students in their reflection on their use of the strategy <i>Directed attention</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you look at the flashcards? - Did you listen to the instructions? 	<ul style="list-style-type: none"> • Look at the pictures of the flashcards and observe the teacher presenting the key elements. • Listen to the teacher. • Repeat the names of each key element and mime the specific actions. • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategy <i>Directed attention</i> during the activity. • Answer the teacher's question orally. • Complete the face of the teddy bear by drawing a smile or a frown, based on their self-reflection. 

Activity 4: First reading of the story: Predicting



- Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (*Predicting*) for **feedback** purposes.
- Posts and points to the strategy poster *Directed attention*, and the competency poster *Using English*.
- Reminds students to concentrate, look at and listen to the teacher.
- Posts and points to the strategy poster, *Predicting*.
- Explains to students that predicting is guessing/imagining what will come next in a story.
- Tells students that they will practise the strategy *Predicting* while they listen to the story *Mortimer*.
- Reads the book a first time with intonation, stopping here and there to ask students questions in order to help them predict what will come next.
- Asks students questions to help them predict the events in the story:
 - Page 1: Will Mortimer listen to his mother and be quiet?
 - Page 5: Will Mortimer listen to his father and be quiet?
 - Page 10: Will Mortimer listen to his brothers and sisters and be quiet?
 - Page 12: Will Mortimer be quiet? Will he keep singing?
 - Page 14: Will Mortimer listen to the policemen and be quiet?
 - Page 18: Look at everyone. What will happen next? How will the story end?

- Observe the posters and prepare to pay attention and to speak English.




- Direct their attention to the poster and prepare to predict as the story is being told.



- Follow along as the teacher reads the story.
- Answer the teacher's questions on the left to predict the events in the story.

<p>Verifying predictions about the content of the story</p> <ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Predicting</i>. • Gives back SH2a and SH2b to students. • Asks students to glue the handout in their scrapbook or to put it in their binder. • Has students review their predictions by referring to the answers on their handouts: <ul style="list-style-type: none"> - (1) <i>Did the father ignore Mortimer? Did he put on his earphones and listen to music?</i> - (2) <i>Did the boy play with the cat?</i> - (3) <i>Are the parents happy?</i> • Asks students: <i>Did your predictions come true?</i> <p>Verifying students' understanding of the story</p> <ul style="list-style-type: none"> • Verifies students' understanding by pointing to the flashcards of the key elements, presenting the characters in order and asking questions such as: <ul style="list-style-type: none"> - <i>Mortimer's mother says, "MORTIMER, BE QUIET." Mortimer says, "Yes." He makes a lot of noise. Is he quiet?</i> - <i>Mortimer's father says, "MORTIMER, BE QUIET." Mortimer says, "Yes." He makes a lot of noise. Is he quiet?</i> - <i>Mortimer's seventeen brothers and sisters say "MORTIMER, BE QUIET." Mortimer says, "Yes." He makes a lot of noise. Is he quiet?</i> - <i>The policemen say... Mortimer says ... He makes a lot of Is he quiet?</i> - <i>The mother, father, brothers and sisters and the policemen make a lot of</i> - <i>Does he finally fall asleep?</i> 	<ul style="list-style-type: none"> • Look at the poster. • Look at their handout to recall their predictions. • Review their predictions and say whether or not they came true. <div data-bbox="1321 417 1435 554" data-label="Image"> </div> <ul style="list-style-type: none"> • Observe the flashcards of the key elements. • Participate in the activity by answering the teacher's questions on the left. <ul style="list-style-type: none"> - <i>No, he is not quiet.</i> - <i>No. He stays awake. He sings.</i> - <i>No. Not quiet.</i> - <i>Still not quiet. Very loud.</i> - <i>Noise!</i> - <i>Yes, at the end.</i>
<p>Brainstorming tips to help Mortimer fall asleep</p> <p>Elementary 3</p> <ul style="list-style-type: none"> • Asks Elementary 3 students: • <i>Mortimer can't fall asleep. He needs help. Can you help Mortimer? How can he fall asleep? Do you have tricks? What do you do to fall asleep?</i> • Brainstorms with the class tips to help Mortimer fall asleep and writes the tips on chart paper for further use. • Posts and points to the poster <i>Using English</i>. • Encourages students to use English and provides the English words when they use French. <p><i>✍</i></p> <ul style="list-style-type: none"> • Records observations of students' use of the strategy <i>Predicting</i> using TT1a and TT1b for feedback purposes. 	<ul style="list-style-type: none"> • Refer to what they do in their own lives to provide one or two tips to help Mortimer fall asleep. For example: <i>Mortimer could drink a glass of warm milk. He could listen to quiet music. He could look at a book.</i> • Look at the poster. • Use all the English words they know to provide tips. <div data-bbox="1365 1560 1507 1730" data-label="Image"> </div>

<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 4. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, and on their use of English. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you observe the flashcards of the key elements? - Did you try to predict what would happen in the story? - Did you try to speak English? - Did you use English words from the story? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> and on their use of English during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 
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Activity 5: Second reading of the story: Joining in



- Prepares TT1a beforehand for recording observations of **Elementary 2** students' joining in (evidence of understanding if texts) for **feedback** purposes.
- Points to the strategy poster *Directed attention*, and the competency poster *Demonstrating understanding*.
- Reminds students to concentrate, look at and listen to the teacher.
- Informs them that they are going to listen to the story a second time and asks them to join in when they hear "*MORTIMER, BE QUIET.*"
- Asks a student to hold the teddy bear.
- Clicks on <http://robertmunsch.com/book/mortimer>
- Has students listen to the author Robert Munsch tell his story, or reads the story to students.
- Invites students to join in when they hear the repeated line.
- Observes Elementary 2 students joining in.
- Reads the story with intonation and prompts students to join in the repeated line, "*MORTIMER, BE QUIET.*"



- Uses TT1a to record observations of **Elementary 2** students' joining in (evidence of understanding of texts) for **feedback** purposes under Activity 5.
- Posts and points to the strategy poster *Self-monitoring*.
- Has students take out SH1, *I reflect on my learning*, and go to Activity 5.
- Guides students in their reflection on their use of the strategy *Directed attention*, and on their joining in.
- Asks questions such as:
 - Did you look at me?
 - Did you listen to the story?
 - Did you try to participate?
 - Did you try to repeat words from the story?
 - Did you try to use English?

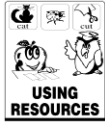
- Observe the strategy poster *Directed attention* and the competency poster *Demonstrating understanding*.





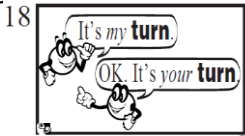



- Prepare to listen to the story.
- Join in, saying "*MORTIMER, BE QUIET.*"

- Observe the strategy poster.
- Take out SH1.
- Reflect on their use of the strategy *Directed attention*, and on their joining in the repeated line.
- Answer the teacher's questions orally.
- Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection.









<p>Activity 6: Winding Down Moment (Labelling key elements from the story)</p> <p>🌀</p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' strategy use when labelling pictures (<i>Using resources/Resourcing</i>) for feedback purposes. • Distributes SH3 to all students. • Has students write their name and group on SH3. • Posts and points to the strategy poster <i>Using resources</i>. • Asks students which resources can help them label the illustrations on their handout. • Models by doing the first picture, using the posted flashcard TT4a as a resource to label the first key element, <i>Mortimer</i>. • Has students label the pictures on their handouts in writing <u>OR</u> by cutting and gluing the words from the word bank. • Circulates, helping out where needed, and takes note of students' use of the resources to label the pictures. • Shows answer key TT6 for students' verification. <p>🌀</p> <ul style="list-style-type: none"> • Uses TT1a and TT1b to record observations of students' strategy use when labelling pictures (<i>Using resources/Resourcing</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Write their name and group on SH3. • Observe the strategy poster.  <ul style="list-style-type: none"> • Name the resources that can help them label the illustrations of the key elements (e.g. <i>the posted flashcards</i>). • Observe the modelling. • Copy the word <i>Mortimer</i> under the appropriate picture. • Use the flashcards as a resource to label the remaining key elements in writing <u>OR</u> by cutting and gluing the words from the word bank. • Verify and correct their answers on their own, using the answer key.
<p>Focus on form: final “s” on plural nouns</p> <ul style="list-style-type: none"> • Draws students' attention to the plural form of the key elements and has them notice that the final “s” is underlined. • Pronounces these words by emphasizing the final “s”. • Has students pronounce these words while pointing to the word and the final “s.” • Asks them to highlight or circle the final “s” on their handouts. • Asks students to glue their handouts in their scrapbooks or to put them in their binders. 	<ul style="list-style-type: none"> • Observe the plural form of the key elements and notice that the final “s” is underlined. • Listen to teacher's pronunciation. • Repeat the words <i>brothers and sisters, up the stairs, down the stairs</i> to pronounce the final “s” with emphasis. • Highlight or circle the final “s” of these words on SH3. • Store their handouts.



<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 6. • Guides students in their reflection on their use of the strategy <i>Using resources/Resourcing</i>. • Asks question such as: <ul style="list-style-type: none"> - Did you use resources (e.g. <i>flashcards of the key elements, peers, the teacher</i>)? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategy <i>Using resources/Resourcing</i> during the activity. • Answer the teacher's question orally. • Complete the face of the teddy bear by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 7: Complementary related activity: Recalling key elements</p>  <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>Practice</i>) and use of English for feedback purposes. • Posts and points to the strategy poster <i>Practice</i> and the competency poster, <i>Using English</i>. 	<ul style="list-style-type: none"> • Draw their attention to the strategy poster <i>Practice</i> and the competency poster <i>Using English</i>.  
<ul style="list-style-type: none"> • Pairs up an Elementary 2 student with an Elementary 3 student. • Informs students that they are going to practise learning the key elements on their SH3. • Posts and points to the functional language poster: 18 - <i>It's my turn</i>. • Writes the following functional language on the board: <i>What's this?</i> • Models the activity with a student using the functional language and handout TT6: <ul style="list-style-type: none"> - Student A: Points to an illustration and says: <i>What's this?</i> - Student B: Pronounces the corresponding word/expression (e.g. <i>noise</i>) and says: <i>It's my turn</i>. - Student B: Points to another illustration and says: <i>What's this?</i> 	<ul style="list-style-type: none"> • Pay attention to the functional language poster needed for the activity.  <ul style="list-style-type: none"> • Observe the modelling.


<ul style="list-style-type: none"> - Student A: Pronounces the corresponding word/expression (e.g. <i>be quiet</i>) and says: <i>It's my turn</i>. 	
<ul style="list-style-type: none"> • Circulates and monitors students' pronunciation of targeted key elements and use of targeted functional language. • Provides corrective feedback as needed on the pronunciation of the words and the final "s" on plural nouns. • Observes students practising learning the key elements and using English. <p>✍</p> <ul style="list-style-type: none"> • Uses TT2a and TT2b to record observations of students' strategy use (<i>Practice</i>), and use of English for feedback purposes. 	<ul style="list-style-type: none"> • Take turns practising by using the targeted functional language, naming the key elements and pronouncing the final "s" when necessary. <p>ONLY Elementary 3 students are expected to use the targeted functional language and to pronounce the final "s" on plural nouns.</p>
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 7. • Guides students in their reflection on their use of the strategy <i>Practice</i>, their use of English and the targeted functional language: <i>What's this?</i> and <i>It's my turn</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you practise saying the words from the story with your partner? - Did you try to speak English? - Did you try to participate? - Did you take turns with your partner? - Did you use the functional language posters (Elementary 3)? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategy <i>Practice</i>, use of English and functional language: <i>What's this?</i> and <i>It's my turn</i>. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 8: Complementary related activity: Playing the memory game</p> <p>✍</p> <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>Practice</i>, <i>Using resources/resourcing</i>) and use of English for feedback purposes. • Prepares a memory game with TT7a (pictures only): <ul style="list-style-type: none"> - Photocopies TT7a on coloured construction paper for half of the class (e.g. <i>blue</i>) - Photocopies TT7a on different-coloured construction paper for the other half of the class (e.g. <i>yellow</i>) - Cuts out, or has students cut, out the handouts to make the memory cards 	


<ul style="list-style-type: none"> - Puts one set of coloured cards of each colour (e.g. <i>one set of blue and one set of yellow</i>) in a plastic bag. 	
<ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Using resources/resourcing</i> and <i>Practice</i> and to the competency poster <i>Using English</i>. • Tells students they are going to play a memory game to learn the key elements. <p>Variation of the memory game</p> <ul style="list-style-type: none"> • Prepares a memory game with a copy of TT7a (pictures) and TT7b (words) by making enough copies for each pair. • Photocopies TT7a (pictures) on coloured construction paper for half of the class (e.g. <i>blue</i>). • Photocopies TT7b (words) on construction paper of a different colour for the other half of the class (e.g. <i>yellow</i>). • Cuts or has students cut the handouts to make the memory cards • Puts one set of each of the coloured cards in a plastic bag. <ul style="list-style-type: none"> • Posts and points to the following functional language poster and draws students' attention to the expressions: 18 - <i>It's my turn. It's your turn.</i> • Writes the following functional language on the board: <i>It's a match.</i> <i>It's not a match.</i> 	<ul style="list-style-type: none"> • Observe the strategy posters <i>Using resources/resourcing</i> and <i>Practice</i> and to the competency poster <i>Using English</i>. <div data-bbox="948 415 1386 575" data-label="Image"> </div> <ul style="list-style-type: none"> • Observe the poster and pay attention to the functional language needed for the activity. <div data-bbox="1036 1100 1279 1234" data-label="Image"> </div>
<ul style="list-style-type: none"> • Models the game with a student: <ul style="list-style-type: none"> - Takes a plastic bag containing the two sets of coloured cards and places the cards face down on the desk, grouped by colour. - Places their copies of SH3 on the desk. - Teacher says: <i>It's my turn</i>, turns over a card and names the key element in English (e.g. <i>Noise</i>). - Teacher turns a second card from the other coloured group and names the key element (e.g. <i>Noise</i>). - If the cards match, the teacher takes both cards and places them on the same picture of his/her SH3 and says: <i>It's a match</i>. - Teacher continues the game. - If the cards don't match, the teacher puts the cards face down on the desk and says to the student: <i>It's</i> 	<ul style="list-style-type: none"> • Observe the modelling.

<p><i>not a match. It's your turn.</i></p> <ul style="list-style-type: none"> - The student repeats the procedure. 	
<ul style="list-style-type: none"> • Pairs up an Elementary 2 student with an Elementary 3 student. • Has them place their SH3 on their desks. • Distributes one bag of memory cards per pair. • Circulates and monitors students' understanding of the game, pronunciation of targeted key elements and use of targeted functional language. • Provides corrective feedback as needed on the pronunciation of the words and final "s". • Observes students practising, using resources and speaking English. <p></p> <ul style="list-style-type: none"> • Uses TT2a and TT2b to record observations of students' strategy use (<i>Practice, Using resources/Resourcing</i>) and use of English for feedback purposes. 	<ul style="list-style-type: none"> • Pair up according to instructions. • Place their SH3 on their desks. • Place cards on desks. • Play the memory game according to the modelling. <p>ONLY Elementary 3 students are expected to use the targeted functional language and pronounce final "s" on plural nouns.</p>
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 8. • Guides students in their reflection on their use of the strategies <i>Using resources/Resourcing</i> and <i>Practice</i>, their use of English and of the targeted functional language. • Asks questions such as: <ul style="list-style-type: none"> - Did you practice saying the words from the story with your partner? - Did you try to speak English? - Did you try to participate? - Did you take turns with your partner? - Did you use the functional language posters? (Elementary 3) 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategies <i>Using resources/Resourcing</i> and <i>Practice</i>, on their use of English and of the targeted functional language during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. <p></p>
<p>Activity 9: Third reading of the story: Practice, Practice!</p> <ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Practice</i>. • Informs students they are going to participate in retelling the story. 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Practice</i>. <p></p>
<ul style="list-style-type: none"> • Has students repeat the following expressions: <ul style="list-style-type: none"> - <i>Thump</i> (6 times) <i>with a rising voice</i> - <i>Thump</i> (5 times) <i>with a falling voice</i> - <i>Mortimer, be quiet</i> (4 times) <i>first time in a quiet voice; last time in a loud voice</i> • Divides the class into three groups: 	<ul style="list-style-type: none"> • Repeat the expressions according to the teacher's instructions. • Get into groups, as assigned.

<ul style="list-style-type: none"> - Group 1: <i>thump</i> with rising voice (<i>going up</i>) - Group 2: <i>thump</i> with falling voice (<i>going down</i>) - Group 3: <i>Mortimer, be quiet.</i> <ul style="list-style-type: none"> • Reads the story with intonation, inviting each group to say their part. • Invites all groups to join in Mortimer's song. <p>Variation for Mortimer's song:</p> <ul style="list-style-type: none"> • The teacher reads the story once more, having the three groups alternate parts: <ul style="list-style-type: none"> • Group 1 becomes Group 2 • Group 2 becomes Group 3 • Group 3 becomes Group 1 	<ul style="list-style-type: none"> • Follow the storytelling and join in at the right moment, saying the expressions assigned to their groups. • Sing Mortimer's song.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 9. • Guides students in their reflection on their use of the strategy <i>Practice</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you repeat the expressions from the story? - Did you practise telling the story by joining in? - Did you sing Mortimer's song? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategy <i>Practice</i> during the activity. • Answer the teacher's questions orally. • Complete the face of the teddy bear by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 10: Fourth reading of the story: Playing the Kim game / Role-playing the characters (optional)</p> <p>🌀</p> <ul style="list-style-type: none"> • Prepares TT1a beforehand for recording observations of students' joining in (evidence of understanding) for feedback purposes. • Posts and points to the strategy poster <i>Practice</i>, and the competency poster <i>Demonstrating understanding</i>. • Posts the flashcards of the characters in this sequence: <ul style="list-style-type: none"> - <i>Mortimer</i> (TT4a) - <i>mother</i> (TT4c) - <i>father</i> (TT4d) - <i>seventeen brothers and sisters</i> (TT4e) - <i>policemen</i> (TT4f) 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Practice</i> and the competency poster <i>Demonstrating understanding</i>.   <ul style="list-style-type: none"> • Observe the flashcards of the characters.


<ul style="list-style-type: none"> • Points to the flashcards one at a time, inviting students to identify them. • Tells students they are going to play the Kim game. • Has students close their eyes. • Removes one flashcard. • Has the students open their eyes. • Asks the class: <i>Who is missing?</i> 	<ul style="list-style-type: none"> • Name each key element in English as the teacher points to each one. • Pronounce the final “s” on plural nouns when needed. • Prepare to play the Kim game by closing their eyes. • Open their eyes to guess which flashcard has been removed. • Name the missing character in English.
<ul style="list-style-type: none"> • Invites a student who correctly answers the question to come up and remove a flashcard while the other students close their eyes. • Asks the class: <i>Who is missing?</i> <p>Role-playing the characters (optional):</p> <ul style="list-style-type: none"> • Reviews all the characters. • Divides the class into seven groups: <ul style="list-style-type: none"> - One for each character (5 groups) - One for each sound effect of someone going up and down the stairs (2 groups) • Tells the story again inviting each group to join in, playing their character parts with the proper intonation and singing Mortimer’s song. <p></p> <ul style="list-style-type: none"> • Uses TT1a to record observations of students’ joining in (evidence of understanding) for feedback purposes. 	<ul style="list-style-type: none"> • Repeat playing the game as much as needed to learn the characters of the story. • Get into groups, as assigned. • Listen to the storytelling. • Join in by saying MORTIMER, BE QUIET when their assigned character appears in the story; or “thump” when they make the sound of a character going up or down the stairs. • Join in together by singing Mortimer’s song.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 10. • Guides students in their reflection on their use of the strategy <i>Practice</i> and on their joining in. • Asks questions such as: <ul style="list-style-type: none"> - Did you use the flashcards of the characters? - Did you try to participate in the Kim game? - Did you practise using words from the story? - Did you sing Mortimer’s song? - Did you join in and try to use English? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategy <i>Practice</i>, and on their joining according to their assigned parts. • Answer the teacher’s questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. <div data-bbox="1295 1549 1404 1680">  </div>





<p>Activity 11: Demonstrating understanding: Sequencing the events in the story</p> <p></p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' sequencing the events in the story (evidence of understanding of texts) for feedback purposes. • Points to the strategy poster <i>Directed attention</i>, and the competency poster <i>Demonstrating understanding</i>. • Reminds students to concentrate, look at and listen to the teacher. 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Directed attention</i> and the competency poster <i>Demonstrating understanding</i>. <div data-bbox="1209 525 1315 661" data-label="Image"> </div> <div data-bbox="1372 504 1502 672" data-label="Image"> </div> <ul style="list-style-type: none"> • Write their name and group on SH4. • Recall the events of the story. • Prepare to sequence the events of the story. • Listen to the teacher's explanations.
<ul style="list-style-type: none"> • Presents the first series of events as an example. • Asks, <i>How does the story start?</i> • Describes the sequence: <ul style="list-style-type: none"> - <i>Mortimer is in bed. His mother says, be quiet.</i> - <i>Mortimer shakes his head, yes.</i> - <i>Mortimer sings: Clang, clang, rattle-bing-bang. . .</i> • Cuts out the first series of pictures and places it on the first rectangle on SH4. • Has students cut out the first strip on their SH5 and place it on their SH4 sequencing handout. • Reminds students NOT to glue the strip right away. • Circulates and helps students, as needed. 	<ul style="list-style-type: none"> • Observe the modelling. • Identify the first strip as the beginning of the story. • Cut out the first strip of events and place it in the designated area of the sequencing handout, without gluing it.
<ul style="list-style-type: none"> • Invites them to cut out the remaining strips and complete, individually, the sequencing handout in the right order. • Circulates and monitors, helping out where needed. • Verifies the order of events before allowing students to glue the strips. • Tells students who have finished to fill in the speech bubbles with the words "Yes" or "Be quiet." Refer students to the first strip as an example. 	<ul style="list-style-type: none"> • Cut out the remaining four strips and place them in the right order on the sequencing handout. • Raise their hand to indicate they have finished. • Glue the strips once the teacher verified their work. • Write <i>Be quiet!</i> and <i>Yes</i> in the speech bubbles.


<ul style="list-style-type: none"> Shows students the Sequencing Answer Key (TT8).  Collects SH4 and uses TT1a and TT1b to record observations of students' sequencing the events in the story (evidence of understanding of texts) for feedback purposes. 	<ul style="list-style-type: none"> Observe the Answer Key. Hand in their completed handout to the teacher.
<p>Activity 12: Focus on form: The imperative Playing the Mortimer game</p> <div style="border: 1px dashed black; padding: 5px; margin: 5px 0;"> <p>N.B. This activity is done with the whole class but only Elementary 3 students are expected to use the imperative.</p> </div> <ul style="list-style-type: none"> Writes the word INSTRUCTIONS on the board. Gives examples of classroom instructions such as <i>Close your book</i>. Has students give examples of other classroom instructions in English. Elicits from students the instruction that Mortimer's family members give to him Writes BE QUIET on the board. Tells students that commands or instructions are usually given using the imperative. Writes on the board: Imperative = action verbs. Writes down the students' examples (e.g. <i>Open your book. Stand up. Sit down.</i>) Tells students they are now going to play the game <i>Mortimer</i> to practise giving and following instructions, using the imperative form. 	<ul style="list-style-type: none"> Observe and listen to the teacher. Provide examples: <i>Open your book. Stand up. Sit down. Etc.</i> Recall the instruction: BE QUIET.
<ul style="list-style-type: none"> Models how the game is played by giving instructions and doing the corresponding action at the same time. For example: <i>Mortimer, smile</i> and does the action of smiling. Turns to the class and says: <i>Mortimer, smile</i>. Verifies class' comprehension. Models a second time using the expression <i>Mortimer, raise your hand</i> and raises his/her hand. Turns to the class and says: <i>Mortimer, raise your hand</i>. 	<ul style="list-style-type: none"> Observe the modelling of the game <i>Mortimer</i>. Participate in the modelling by smiling. Participate in the modelling by raising their hands accordingly.
<p>Modelling with a student</p> <ul style="list-style-type: none"> Invites a volunteer student to come to the front of the class in order to give and follow instructions. Tells the student: <i>Mortimer, read a book</i>. Verifies whether or not the student follows the instructions. Invites the student to give him or her instructions using the imperative. Mimes the student's instructions. 	<ul style="list-style-type: none"> Observe the volunteer student and the teacher taking turns giving and miming instructions. Become aware that instructions are given in the imperative form.




<ul style="list-style-type: none"> • Tells the class they are now ready to play the Mortimer Game. • Pairs up students and invites them to play the game, alternating the roles of giving and following instructions. • Circulates and monitors, helping out where needed. • Wraps up the activity by eliciting from students some of the instructions they used in their games and by writing them on the board. 	<ul style="list-style-type: none"> • Pair up and play the Mortimer Game, alternating roles. • Share some of the instructions they came up with while playing in pairs.
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STEP 2: CARRYING OUT THE FINAL TASK
PART B: CREATING FINAL PRODUCTS

Role of the teacher	Students in action
<p>Activity 13: Presenting and deconstructing the teacher's model of a personalized version (Elementary 2)</p> <p></p> <ul style="list-style-type: none"> • Prepares TT1a beforehand for recording observations of students' strategy use (<i>Directed attention</i>) for feedback purposes. • Posts and points to the strategy poster <i>Directed attention</i>. • Reminds students to concentrate, look at and listen to the teacher. • Informs the class that the Elementary 2 students will make a personalized version of the story. • Shows all students the teacher's model (TT9) and reads it to the class. • Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> - <i>Who is going to bed in my story?</i> - <i>What is her name?</i> - <i>Does she have a teddy bear?</i> - <i>Who are the family members that ask her to be quiet?</i> - <i>How many big sisters does she have?</i> - <i>Who is the special character?</i> 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Directed attention</i> and prepare to focus on the teacher' explanations. <div data-bbox="1299 961 1395 1081" data-label="Image"> </div> • Listen to the teacher's story for Elementary 2. • Answer the teacher's questions: <ul style="list-style-type: none"> - <i>A girl.</i> - <i>Laura.</i> - <i>Yes.</i> - <i>The father, her (four) big sisters and her grandmother.</i> - <i>Four.</i> - <i>Hannah Montana.</i>
<ul style="list-style-type: none"> • Posts a laminated copy of TT10, the blank story builder, to write on. • Deconstructs the teacher's model to demonstrate how to imagine a new story. • Completes each appropriate section of the story builder with the help of the students. (See the completed story builder for Elementary 2, TT10a.) 	<ul style="list-style-type: none"> • Observe the story builder. • Participate in the deconstruction of the teacher's story by giving the information that is missing to fill in the blanks.

 <ul style="list-style-type: none"> • Uses TT1a to record observations of students' strategy use (<i>Directed attention</i>) for feedback purposes. 	
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has Elementary 2 students take out SH1, <i>I reflect on my learning</i>, and go to Activity 13. • Guides students in their reflection on the use of the strategy <i>Directed attention</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you pay attention to my story? - Did you compare the two stories? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on the use of the strategy <i>Directed attention</i> during the activity. • Answer the teacher's question orally. • Complete the face of the teddy bear by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 14: Presenting and deconstructing the teacher's model of a personalized product (Elementary 3)</p>  <ul style="list-style-type: none"> • Prepares TT1b beforehand for recording observations on students' strategy use (<i>Directed attention</i>) for feedback purposes. • Posts and points to the strategy poster <i>Directed attention</i>. • Reminds students to concentrate, look at and listen to the teacher. • Shows all students the teacher's model (TT11) of a personalized product of the story. • Informs them that the Elementary 3 students will give three tips to help children fall asleep. • Reads the teacher's model to the class. 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Directed attention</i> and prepare to focus on the teacher's explanations.  <ul style="list-style-type: none"> • Listen to the teacher's story for Elementary 3.
<ul style="list-style-type: none"> • Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> - <i>Who is going to bed in my story?</i> - <i>What is his name?</i> - <i>Does he have a teddy bear?</i> - <i>Who are the family members that ask him to be quiet?</i> - <i>How many brothers does he have?</i> - <i>Who is the special character?</i> - <i>What are the three tips they give Eric to help him fall asleep?</i> - <i>What is the expression that finishes my story?</i> 	<ul style="list-style-type: none"> • Answer the questions on the left with: <ul style="list-style-type: none"> - <i>A boy.</i> - <i>Eric.</i> - <i>Yes.</i> - <i>The father, the mother and his (seven) brothers.</i> - <i>Seven.</i> - <i>Superman.</i> - <i>Read a quiet book. Drink hot milk. Play quiet video games.</i> - <i>The end.</i>

<p>- <i>What is the expression that begins my story?</i></p>	<p>- <i>One night.</i></p>
<ul style="list-style-type: none"> • Posts a laminated copy of TT10, the blank story builder, to write on. • Deconstructs the teacher's model to demonstrate how to imagine a new story. • Completes all sections of the story builder with the help of the students. (See the completed story builder for Elementary 3, TT10b.) <p>✍</p> <ul style="list-style-type: none"> • Uses TT1b to record observations of students' strategy use (<i>Directed attention</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Observe the story builder. • Participate in the deconstruction of the teacher's story by giving the information that is missing to fill in the blanks.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has Elementary 3 students take out SH1, <i>I reflect on my learning</i>, and go to Activity 14. • Guides students in their reflection on the use of the strategy <i>Directed attention</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you pay attention to my story? - Did you compare the two stories? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on the use of the strategy <i>Directed attention</i> during the activity. • Answer the teacher's questions orally. • Complete the face of the teddy bear by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 15: Building class resources Elementary 2 and 3</p> <p>✍</p> <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>Risk taking</i>, <i>Asking for help or clarification</i>), and use of English for feedback purposes. • Tells students it is now time to build the class resources. • Places the flashcards of the four headings (TT12a and TT12b) on the board to create four columns: FAMILY MEMBERS MAIN CHARACTER SPECIAL CHARACTER NUMBER - FAMILY MEMBERS 	<ul style="list-style-type: none"> • Focus on the teacher's explanations. • Observe the four headings.

<ul style="list-style-type: none">• Posts and points to the strategy posters <i>Risk taking</i> and <i>Asking for help</i>, and the competency poster <i>Using English</i>.• Posts and points to the following functional language poster: 14 - <i>How do you say...?</i>	<ul style="list-style-type: none">• Pay attention to the posters and prepare to take risks speaking English. <div><div>14</div></div> <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>								
<ul style="list-style-type: none">• Encourages students to take risks in speaking English and to use the functional language <i>How do you say...?</i> when they want to say a word in English. <ul style="list-style-type: none">• Points to the MAIN CHARACTER heading.• Asks the students:<ul style="list-style-type: none">- <i>Who is the main character in the story book?</i>- <i>Who are the main characters in my stories?</i>• Writes these names in the MAIN CHARACTER column. <p>For example:</p> <table><tr><th>main character</th><th>family members</th><th>number family members</th><th>special character</th></tr><tr><td>Mortimer Laura Eric</td><td>mother father brothers sisters grandmother</td><td>17 brothers and sisters 4 big sisters 7 brothers</td><td>policemen Hannah Montana Superman</td></tr></table>	main character	family members	number family members	special character	Mortimer Laura Eric	mother father brothers sisters grandmother	17 brothers and sisters 4 big sisters 7 brothers	policemen Hannah Montana Superman	<ul style="list-style-type: none">• Observe the MAIN CHARACTER heading.• Answer the teacher's questions:<ul style="list-style-type: none">- <i>Mortimer.</i>- <i>Laura. Eric.</i>
main character	family members	number family members	special character						
Mortimer Laura Eric	mother father brothers sisters grandmother	17 brothers and sisters 4 big sisters 7 brothers	policemen Hannah Montana Superman						
<ul style="list-style-type: none">• Continues by asking students to give other names for a main character.• Writes the students' suggestions in the MAIN CHARACTER column.• Points to the FAMILY MEMBERS heading.• Asks the students:<ul style="list-style-type: none">- <i>Who are the family members in the story book?</i>- <i>Who are the family members in my stories?</i>• Writes these names in the FAMILY MEMBERS column.<ul style="list-style-type: none">- <i>What other family members do you know?</i>• Writes the students' suggestions in the FAMILY MEMBERS column.	<ul style="list-style-type: none">• Provide other names for a main character (e.g. <i>Paul, Isabelle</i>).• Observe the FAMILY MEMBERS heading.• Answer the questions:<ul style="list-style-type: none">- <i>Mother, father, brothers and sisters.</i>- <i>Grandmother, big sisters.</i>• Provide the names of other family members (e.g. <i>cousin, uncle</i>).								
<ul style="list-style-type: none">• Points to NUMBER and FAMILY MEMBERS columns.• Asks the students:<ul style="list-style-type: none">- <i>How many brothers and sisters does Mortimer have?</i>- <i>How many big sisters are there in my first story?</i>	<ul style="list-style-type: none">• Observe the NUMBER and FAMILY MEMBERS columns.• Answer the teacher's questions:<ul style="list-style-type: none">- <i>Seventeen.</i>- <i>Four.</i>								

<ul style="list-style-type: none"> - <i>How many brothers are there in my other story?</i> • Writes these numbers in the NUMBER and FAMILY MEMBERS column. <ul style="list-style-type: none"> - <i>What are your suggestions?</i> • Writes the students' suggestions in the NUMBER and FAMILY MEMBERS column. • Finishes by doing the same for the last column: SPECIAL CHARACTER. • Asks the students: <ul style="list-style-type: none"> - <i>Who are the special characters in Mortimer's story book?</i> - <i>Who are the special characters in my stories?</i> - <i>What other special characters can we use?</i> • Accompanies the words with a little drawing when possible, to help students remember the meaning of the words.  • Uses TT2a and TT2b to record observations of students' strategy use (<i>Risk taking, Asking for help or clarification</i>), and use of English for feedback purposes. 	<ul style="list-style-type: none"> - <i>Seven.</i> • Provide other suggestions for the number and family members (e.g. <i>six cousins, three uncles</i>). • Observe the SPECIAL CHARACTER heading. • Answer the teacher's questions. <ul style="list-style-type: none"> - <i>Policemen</i> - <i>Hannah Montana, Superman</i> - <i>Santa Claus, Tinkerbelle</i> • Provide other suggestions for a special character. • Observe the drawings to remember what the English words mean.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 15. • Guides students in their reflection on the use of the strategy <i>Risk Taking</i>, and their use of English, and for Elementary 3, the functional language <i>How do you say...?</i> • Asks questions such as: <ul style="list-style-type: none"> - Did you try to participate? - Did you give suggestions? - Did you share your ideas? - Did you try to speak English? - Did you use the functional language posters? (Elementary 3) - Did you ask for help when you needed it? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on the use of the strategy <i>Risk taking</i>, their use of English and functional language during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. <div data-bbox="1377 1528 1485 1663" data-label="Image"> </div> <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>

Activity 16: Building class resources Elementary 3



- Prepares TT2b beforehand for recording observations of students' strategy use (*Risk taking*, *Asking for help or clarification*), and use of English for **feedback** purposes.
- Places the remaining flashcard of the last heading, TIPS (TT12c), after the heading SPECIAL CHARACTER (TT12b).

special character	tips

- Tells students that this heading TIPS (TT12c) is only for the **Elementary 3** students to create their personalized story but that everybody will participate.
- Posts and points to the strategy posters *Risk taking* and *Asking for help or clarification*, and the competency poster *Using English*.
- Posts and points to the following functional language poster:
14 - How do you say...?
- Reminds students to continue to take risks and to use the functional language *How do you say.... in English?*

- Observe the last heading, TIPS.

- Focus on the teacher's explanations.

- Pay attention to the posters and prepare to take risks speaking English.



ONLY Elementary 3 students are expected to use the targeted functional language.




- Points to the TIPS heading.
- Asks the students:
 - *What is Mortimer's problem?*
 - *What are the suggestions in my story to help Eric fall asleep?*
- Writes these suggestions in the TIPS column.


special character	tips
.....	Read a quiet book. Drink hot milk. Play quiet video games.



- Uses or refers to the chart on which some of the students' suggestions were recorded during the first reading of the story in Activity 4:
 - *You gave me some suggestions to help Mortimer fall asleep. Do you remember them?*
- Writes these suggestions in the TIPS column.


- Observe the TIPS heading.
- Answer the teacher's questions:
 - *He can't fall asleep.*
 - *Read a book. Drink hot milk. Play quiet video games.*

- Recall the tips they gave after the first reading of the story and name them.

<p>IMPORTANT:</p> <ul style="list-style-type: none"> • Inform students that you are not collecting any more tips as Elementary 3 students will need to find two new tips for their story on their own. • Asks the students: <i>How did the story end?</i> <p>✍</p> <ul style="list-style-type: none"> • Uses TT2b to record observations of students' strategy use (<i>Risk taking, Asking for help or clarification</i>), and use of English for feedback purposes. • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has Elementary 3 students take out SH1, <i>I reflect on my learning</i>, and go to Activity 16. • Guides students in their reflection on the use of the strategies <i>Risk Taking and Asking for help or clarification</i>, and their use of English, as well as the functional language <i>How do you say...</i> • Asks questions such as: <ul style="list-style-type: none"> - Did you try to participate? - Did you give suggestions/tips? - Did you share your ideas? - Did you try to speak English? - Did you use the functional language posters? - Did you ask for help when you needed it? 	<ul style="list-style-type: none"> • Answer the teacher's question on the left with: <ul style="list-style-type: none"> - <i>He waited and waited and waited, and fell asleep.</i> • Observe the strategy poster. • Take out SH1. • Reflect on the use of the strategy <i>Risk Taking</i>, on their use of English, and functional language during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection.  <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<p>Activity 17: Modelling - Taking part in the creation of a class personalized version/product - Completing the story builder</p> <p>✍</p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand to record observations of students' strategy use (<i>Directed attention</i>). • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources/Resourcing</i>. 	  <ul style="list-style-type: none"> • Observe the strategy posters <i>Directed attention</i> and <i>Using resources/Resourcing</i> and prepare to focus on the teacher's explanations.
<ul style="list-style-type: none"> • Informs students that together they are now all going to participate in the creation of a class personalized version of the story. • Reminds students that it is very important to concentrate, look at and listen to the teacher. • Tells them that they will use the class resources to 	

<p>plan the class personalized version.</p> <ul style="list-style-type: none"> • Uses an enlarged copy of the blank story builder (TT10) to plan the creation of the class story. • Goes through each section of the story builder, pointing to the corresponding section of the class resources and asks students what they would like to use for their class story. <p>↪</p> <ul style="list-style-type: none"> • Uses TT1a and TT1b to record observations of students' strategy use (<i>Directed attention</i>). 	<ul style="list-style-type: none"> • Use the class resources to make suggestions to create a class personalized version.
<ul style="list-style-type: none"> • Writes the suggested answers on the story builder. • Informs students that they will be asked to suggest tips later on. 	
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 17. • Guides students in their reflection on the use of the strategies <i>Directed attention</i> and <i>Using resources/Resourcing</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the modelling? - Did you use the class resources? - Did you refer to the story builder? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on the use of the strategies <i>Directed attention</i> and <i>Using resources/Resourcing</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 18: Creating final products – Filling in their individual story builders</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. As students work in pairs, they share the task of planning and creating their final products together and support each other in the process. However, they deliver a final product individually so that each student can take their story home.</p> </div> <p>↪</p> <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>Using resources/Resourcing</i>), and on their ability to use English for feedback purposes. • Informs students that they are now going to work in pairs and plan their story. • Pairs up students by Elementary level. • Distributes a copy of the story builder (SH6) to each student. • Points to the strategy posters <i>Using resources/Resourcing</i>, and the competency poster <i>Using English</i>. 	<ul style="list-style-type: none"> • Listen to the teacher's instructions. • Pair up according to grade level.

<p>Activity 19: Modelling - Taking part in the creation of a class personalized product: Using the C3 checklist and draft to write tips</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. This activity is for Elementary 3 students. Elementary 2 students could listen in or work on something else (e.g. <i>play the memory game</i>).</p> </div> <p>Elementary 3</p> <ul style="list-style-type: none"> • Informs students that they are now going to give the main character of the class story three tips to fall asleep. • Reminds them that it is very important to concentrate, look at and listen to the teacher. • Tells them that they will continue using the class resources to select a first tip. • Uses an enlarged copy of the C3 checklist and draft (TT13) to plan the writing of the personalized product with the class. 	<ul style="list-style-type: none"> • Focus on the teacher's explanations. <div style="text-align: center; margin-top: 20px;">  </div>
<ul style="list-style-type: none"> • Draws students' attention to the C3 checklist and draft. • Tells them that a checklist is a tool that gives a procedure for writing. • Points to Step 1. <i>I prepare to write.</i> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>N.B. Writes these instructions on the board. Informs students that they must include the following:</p> <ul style="list-style-type: none"> • A main character for your story • Three tips to help your main character fall asleep (Tip 1 is from the class resources, Tip 2 and Tip 3 are original/new tips) • Use the imperative (action verbs). Use a capital letter at the beginning and a period at the end of sentences. • Verify the spelling of words taken from class resources. </div>	<ul style="list-style-type: none"> • Observe the teacher's modelling of how to use the C3 checklist and draft.
<ul style="list-style-type: none"> • Explains the logo and reads Step 1: <i>I prepare to write.</i> • Reads aloud: <ul style="list-style-type: none"> - <i>I think of the instructions on the board. What do I have to do? I have to give my main character three tips for falling asleep. Who is my main character? I write it on the right of the handout... Okay, I know what to do so I put a check mark in the box.</i> 	<div style="text-align: center; margin-top: 20px;">  </div> <ul style="list-style-type: none"> • Use the class resources to select and write Tip 1.

<ul style="list-style-type: none"> - <i>I look at the resources I need. What are my resources? The class resources, my scrapbook... I put a check mark in the box.</i> - <i>I look at the models. Oh, I have some models of tips in the class resources... Which one will I choose? I write Tip 1 on the right of the handout. And now, I put a check mark in the box.</i> - <i>I copy Tip 1 in my story builder. I put a check mark in the box.</i> 	
<p>Writing the draft copy of Tip 2 and Tip 3</p> <ul style="list-style-type: none"> • Informs Elementary 3 students that they will participate in adding Tip 2 and Tip 3 to the class C3 checklist and draft. • Explains the logo and reads Step 2 of the C3 checklist and draft: <i>I write a draft.</i> • Reads aloud and make adjustments: <ul style="list-style-type: none"> - <i>I use my story builder. Okay, I have it, so I put a check mark in the box.</i> - <i>I use the class resource chart. I put a check mark in the box.</i> - <i>I refer to the models. I put a check mark in the box.</i> - <i>I write my two original tips. I put a check mark in the box.</i> - <i>I ask for help, if needed. I put a check mark in the box.</i> • Looks at the tips in the class resources. • Asks students to select two tips from the class resources to be added to the C3 checklist and draft. • Writes the suggestions for Tip 2 and Tip 3 on the right side of the handout. 	<ul style="list-style-type: none"> • Observe the teacher's modelling of how to use the C3 checklist and draft and participate in the activity. • Give suggestions for Tip 2 and Tip 3.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 19. • Guides students in their reflection on the use of the strategies <i>Directed Attention</i> and <i>Using resources/Resourcing</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you observe the modelling? - Did you use the class resources? - Did you refer to the story builder? - Did you look at the C3 checklist and draft? 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategies <i>Directed Attention</i> and <i>Using resources/Resourcing</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 

Activity 20: Creating a personalized product: Using the C3 checklist and draft to write tips (Elementary 3)

N.B. Elementary 2 students can work on an extra activity (SH10 Key elements crossword puzzle) or can play the memory game while Elementary 3 students write their tips.



- Prepares TT3 beforehand for recording observations on **Elementary 3** students' use of resources (CCC5: *To adopt effective work methods*) for **feedback** purposes.

Elementary 2

- Posts key element flashcards TT4a to TT4n.
- Posts and points to strategy poster *Using Resources*.
- Distributes SH10 to Elementary 2 students.
- Asks students to write their name, group and date.
- Asks Elementary 2 to complete the crossword puzzle using the posted flashcards as resources.
- Shows the answer key (TT14) once Elementary 2 students have completed the puzzle.

Elementary 3

- Posts and points to strategy posters *Resourcing* and *Asking for help or clarification*.
- Distributes SH7 (C3 checklist and draft) to Elementary 3 students.
- Asks students to write their name, group and date.
- Asks them to refer to their story builder (SH6).
- Reminds them to use the class story builder (enlarged copy of TT10) and the class C3 checklist and draft as resources (TT13).
- Scaffolds the activity by guiding the students one step at a time.

Elementary 2

- Observe the poster.










- Write their name, group and date.
- Complete the crossword puzzle, SH10, using the flashcards as resources.







Elementary 3


- Observe the posters.
- Write their name, group and date.
- Use story builder (SH6) to complete the C3 checklist and draft (SH7).
- Refer to the class story builder and the class C3 checklist and draft as resources.

<ul style="list-style-type: none"> Asks students to complete Step 1 of the C3 checklist and draft. Helps students, as needed. Asks students to complete Step 2 of the C3 checklist and draft. Encourages them to use words and expressions from the story and from their personal knowledge to write their two original/new tips. Circulates and monitors, as needed.  Uses TT3 to record observations Elementary 3 students' use of resources (CCC5: <i>To adopt effective work methods</i>) for feedback purposes. 	<ul style="list-style-type: none"> Copy the name of their main character and Tip 1 from the class resources on SH7. Ask for help, as needed. Write two original/new tips on SH7. Ask for help, as needed.
<p>Part B: Using the C3 checklist and draft to revise tips</p> <p>Elementary 3</p> <ul style="list-style-type: none"> Posts and points to strategy poster <i>Directed Attention</i>. Refers to the enlarged copy of the C3 checklist and draft (TT13). Tells students that before completing their personalized product, they have to revise their tips. Explains the logo and reads Step 3 of the writing checklist: <i>I revise my tips</i>. Rereads Tip 2 and Tip 3 on the class C3 checklist and draft. Reflects aloud and makes adjustments: <ul style="list-style-type: none"> <i>Are two of my tips original/new? I put a check mark in the box.</i> <i>I check my action verbs (imperative), spelling and punctuation (a capital letter at the beginning and a period at the end of each tip) with my resources. I put a check mark in the box.</i> <i>I copy my tips in my story builder. I put a check mark in the box.</i> 	<p>Elementary 3</p> <ul style="list-style-type: none"> Observe the poster. Observe TT13. Observe the teacher's modelling of the use of the C3 checklist and draft and participate. 
<ul style="list-style-type: none"> Gives Elementary 3 students time to revise their two new tips. Circulates and helps out where needed. Asks students to complete their story builders by copying their two new tips. 	<ul style="list-style-type: none"> Revise their two new tips. Ask for help, if needed. Copy their two new tips in the appropriate sections of their story builder.


<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 20. • Guides students in their reflection on the use of the strategies <i>Directed Attention</i>, <i>Using resources/Resourcing</i>, and on their use of English. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you observe the modelling? - Did you use the class resources? - Did you refer to your story builder? - Did you ask for help when you needed it? - Did you use your C3 checklist and draft? (Elementary 3) 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on their use of the strategies <i>Directed Attention</i> and <i>Using resources/Resourcing</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 21: Modelling - Creating class final products: Filling in the templates</p>  <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations on students' strategy use (<i>Directed attention</i>) and TT3 (CCC5 using resources) for feedback purposes. • Uses an enlarged copy of the template SH8aBOY or SH8bGIRL, depending on the name chosen by the class, to write a class personalized version of the story <i>Mortimer</i> (Elementary 2). • Uses an enlarged copy of the template (SH9aBOY or SH9bGIRL), depending on the name chosen by the class, to create the class version of the personalized product (Elementary 3). 	
<ul style="list-style-type: none"> • Posts and points to strategy poster <i>Directed Attention</i>. • Compares the Elementary 2 and Elementary 3 templates. Has students notice that <u>the only difference between the two is that Elementary 3 students are going to add three tips for falling asleep in their templates.</u> 	<ul style="list-style-type: none"> • Observe the poster. • Compare the Elementary 2 and Elementary 3 templates along with the teacher. 
<ul style="list-style-type: none"> • Presents the cover page of both templates and writes his/her name on both. • Writes the students' group number as his/her friend to show that they are the co-authors. • Posts and points to the strategy poster <i>Using Resources/Resourcing</i>. 	<ul style="list-style-type: none"> • Observe the posters.  

<ul style="list-style-type: none"> • Points to the class story builder. • Reads the name of the main character written on the class story builder. • Writes that name on the cover page of the two templates and sketches a picture of the child and a teddy bear. 	<ul style="list-style-type: none"> • Observe the class story builder. • Participate in the modelling by referring to the class story builder to complete the templates.
<ul style="list-style-type: none"> • Goes to page 2 and reads the beginning of the story <i>One night...</i> in the first box. • Copies the name of the main character on the appropriate line in each template. • Points to the class story builder. • Reads the name of the first family member. • Copies the name of the first family member on the appropriate line in each template. • Has students refer to the class story builder to complete each remaining box of the templates. • Illustrates each box after it has been completed. • Turns to the last pages of each template and reads <i>The End</i>. 	<ul style="list-style-type: none"> • Observe the modelling.
<p>Elementary 3</p> <ul style="list-style-type: none"> • Integrates the tips from the class story builder into the class template. • Goes back to the C3 checklist and draft and points to Step 4: I write my final text in my template. • Explains the logo and reads Step 4 of the C3 checklist and draft. • Reflects aloud and makes adjustments: <ul style="list-style-type: none"> - <i>Did I copy correctly? I put a checkmark in the box.</i> - <i>Do my drawings and my text correspond? I put a checkmark in the box.</i> - <i>Did I write a title for my story? I put a checkmark in the box.</i> - <i>Did I write my name as the author of the story? I put a checkmark in the box.</i> - <i>Is my story about sleep habits? I put a checkmark in the box.</i> - <i>Are my tips easy to understand? I put a checkmark in the box.</i> <p></p> <ul style="list-style-type: none"> • Uses TT1a and TT1b to record observations on students' strategy use (<i>Directed attention</i>) and TT3 (CCC5 using resources) for feedback purposes. 	<ul style="list-style-type: none"> • Observe the modelling.

<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 21. • Guides students in their reflection on the use of the strategies <i>Directed attention</i> and <i>Using resources/Resourcing</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you observe the modelling? - Did you use the class resources? - Did you refer to the class story builder? - Did you use the C3 checklist and draft? (Elementary 3) 	<ul style="list-style-type: none"> • Observe the strategy poster. • Take out SH1. • Reflect on the use of the strategies <i>Directed attention</i> and <i>Using resources/Resourcing</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the teddy bears by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 22: Creating final products Elementary 2: personalized version Elementary 3: personalized product</p>  <ul style="list-style-type: none"> • Prepares TT1a (second page), TT1b (second page) and TT3 beforehand for recording observations of students' final task for feedback purposes. • Informs students that they are now going to create their stories individually. • Distributes a copy of the template to each student according to the name of their main character: <ul style="list-style-type: none"> - SH8aBOY or SH8bGIRL for Elementary 2 - SH9aBOY or SH9bGIRL for Elementary 3 • Distributes the revised story builders to each student. 	
<ul style="list-style-type: none"> • Answers any questions students might have. • Has students individually complete their template using their story builder as a resource. • Circulates and monitors, helping out where needed. • Reminds Elementary 3 students to verify and check off the three questions in Step 4, <i>I write my final text</i> on the C3 checklist and draft. 	<ul style="list-style-type: none"> • Ask questions, as needed. • Complete their template individually by copying the words they chose for their story builder onto the appropriate lines of the template and by drawing pictures according to their word choices. • Refer to the teacher's model, as needed. • Elementary 3 students check off the questions on Step 4 of their C3 checklist and draft. 

 <ul style="list-style-type: none"> • Collects final products (template) and story builders. • Collects C3 checklists (SH7) (for Elementary 3 students only). • Uses TT1a to provide feedback on the personalized versions of the story for Elementary 2 students • Uses TT1b and TT3 to provide feedback on the personalized products of Elementary 3 students 	<ul style="list-style-type: none"> • Hand in their completed final products (template), story builders and C3 checklists for feedback.
<p>Activity 23: Practising and sharing final products with peers</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. The sharing of the final product is not considered to be oral interaction because it is not a spontaneous two-way exchange.</p> </div> <ul style="list-style-type: none"> • Has students practise and share their stories with peers in one of the following ways: <ul style="list-style-type: none"> – Students participate in a Gallery Walk (products are displayed and students circulate around the room to read each one) – Students share their shape book in small group rotations. – Students share their stories with peers from another class. – Students' final products are displayed in the school library or in the ESL classroom. 	<ul style="list-style-type: none"> • Go over their corrected templates. • Practise and share their stories.

STEP 3: REFLECTING ON WHAT HAS BEEN LEARNED

Role of the teacher	Students in action
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-evaluation</i>. • Informs students that they are now going to reflect on their participation in the activities and their use of English for the entire learning and evaluation situation. • Has students take out their story and SH1, <i>I reflect on my learning</i>, and go to the last section: In the end, I am happy with ... • Uses a copy of SH1 to model self-evaluation with the class. 	<ul style="list-style-type: none"> • Look at the strategy poster and prepare to self-evaluate their participation throughout the LES. <div style="text-align: right; margin-right: 50px;">  </div> <ul style="list-style-type: none"> • Take out their story and SH1. • Observe the modelling.

<p>Part 1: My participation in the activities</p> <ul style="list-style-type: none"> • Posts and points to the strategy posters: <i>Directed attention, Predicting, Practice, Using resources/Resourcing, Risk taking</i>, and the competency poster <i>Demonstrating understanding</i>. • Goes to the first part: <i>My participation in the activities</i>. • Elicits from students the strategies they practiced when doing the activities. <i>We practised a strategy when reading the story. Which one? Etc.</i> • Invites students to point to the corresponding poster as they name the strategy. • Asks students to name other activities in which they used these strategies. • Points to the competency poster <i>Demonstrating understanding</i>. • Asks students: <ul style="list-style-type: none"> - <i>What are the repeated lines in the story?</i> - <i>What is the sequence of events from the story?</i> 	<div data-bbox="901 210 1502 336"> </div> <ul style="list-style-type: none"> • Go to the first part of the self-evaluation section, <i>My participation in the activities</i>. • Look at the posters and their SH1. Name the strategies they practised. • Volunteer to point to the strategy posters as they name them. • Name some activities they did to practise the strategies: <i>joining in the repeated line exercise; completing the key elements handout; speaking English, etc.</i> • Look at the competency poster. <div data-bbox="1380 756 1502 924"> </div> <ul style="list-style-type: none"> • Answer: MORTIMER, BE QUIET. • Recall collectively the events of the story.
<ul style="list-style-type: none"> • Points to the first part on the final self-evaluation section of the handout. • Scaffolds the procedure by modelling (think aloud). For example: <i>Umm...I look at the faces of the teddy bears in the My participation section. I count the happy faces. I have 21. Wow!</i> • Points to the three teddy bears on the self-evaluation part and explains their meaning. <i>Umm ... 21 happy faces out of 35 possibilities. Do I circle the first teddy bear, the second or the last one? I am very satisfied with my participation. I circle the first teddy bear.</i> • Helps students reflect on their participation in the activities by asking questions such as: <ul style="list-style-type: none"> - <i>Did you draw happy faces on all your teddy bears?</i> - <i>Count them. Are you satisfied with your participation?</i> 	<ul style="list-style-type: none"> • Observe the modelling.
<ul style="list-style-type: none"> • Has students observe and count the number of smiles and frowns on the teddy bears of their section: <i>My participation in the activities</i> and then self-evaluate their participation by circling the appropriate teddy bear. 	<ul style="list-style-type: none"> • Count the number of smiles on the teddy bears in the two first columns on their handout SH1. • Self-evaluate their participation by circling the appropriate teddy bear.

<ul style="list-style-type: none"> • Circulates and monitors, helping out where needed. 	
<p>Part 2: My use of English</p> <ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Risk taking</i> and <i>Asking for help</i>, and the competency poster <i>Using English</i>. • Points to the second part of the handout: My use of English. • Elicits from students the strategies they practised when speaking English. <i>Which strategy did we practise to build the class resources all in English? Etc.</i> 	<ul style="list-style-type: none"> • Prepare to self-evaluate their use of English throughout the LES. • Go to the second part of the self-evaluation section, My use of English. • Look at the posters and their SH1 and name the strategies they practised: <div data-bbox="1193 525 1437 661" data-label="Image"> </div> <ul style="list-style-type: none"> • Volunteer to come up and point to the strategy posters as they name them. • Name some activities they did to practice the strategies: <i>creating the class resources, completing the story builders together, etc.</i>
<ul style="list-style-type: none"> • Points to the competency poster <i>Using English</i> and the functional language posters. • Asks students which words and expressions they used during this LES with questions such as: <ul style="list-style-type: none"> - <i>What is the title of the book we read?</i> - <i>What are the English words we learned?</i> - <i>What language did you use to play the memory game?</i> - <i>What language did you use to complete your story?</i> - <i>Etc.</i> 	<ul style="list-style-type: none"> • Recall some language they learned: <i>Mortimer, be quiet; father, mother, tip, fall asleep, noise, gonna make my noise all day, How do you say? My turn, your turn, etc.</i> <div data-bbox="1015 1123 1144 1281" data-label="Image"> </div> <div data-bbox="917 1302 1169 1722" data-label="Image"> </div> <div data-bbox="1209 1302 1477 1722" data-label="Image"> </div>
<ul style="list-style-type: none"> • Models completing the section, My use of English, by scaffolding the procedure and circling the first teddy bear. 	<ul style="list-style-type: none"> • Observe the modelling.

<ul style="list-style-type: none"> • Has students observe and count the number of smiles and frowns on the teddy bears for the section: My use of English. • Has them self-evaluate their use of English by circling the appropriate teddy bear. • Circulates and monitors, helping out where needed. 	<ul style="list-style-type: none"> • Count the number of smiles on the teddy bears in the last column of their SH1. • Self-evaluate their use of English by circling the appropriate teddy bear.
<p>Part 3: My story</p> <ul style="list-style-type: none"> • Points to the last part of the handout: My story. • Asks students to look at their story and to say if they are happy with it. • Scaffolds by asking questions such as: <ul style="list-style-type: none"> - <i>What are the resources that helped you write your story?</i> - <i>For Elementary 3 students, did you follow your checklist?</i> - <i>Are your tips for falling asleep new? Are they helpful?</i> - <i>Are you satisfied with your drawings?</i> • Models by telling the class that he/she is very happy with the models (TT9 and TT11) of the story. • Circles the appropriate teddy bear on the handout. • Invites students to circle the appropriate teddy bear for the section: My story. • Circulates and monitors, helping out where needed. • Invites students to sign their SH1 and to copy the date. 	<ul style="list-style-type: none"> • Prepare to self-evaluate their overall satisfaction of their story. • Go to the third part of the self-evaluation section, My story. • Answer the teacher's question. • Share their answers with the class. • Observe the modelling. • Self-evaluate their satisfaction of their story by circling the appropriate teddy bear on their SH1. • Sign their names and write the date.
<p>Informing parents</p> <ul style="list-style-type: none"> • Collects SH1 and final products. • Staples SH1, TT1a, TT1b, TT2a, TT2b and TT3 to the final products and sends the package home for parents' signature and comments on SH1. • Asks students to return the signed documents in order to include them in students' portfolios. 	