

Learning and Evaluation Situation

Good or Bad, that Bad, Bad Animal?
Multi-Level - ESL Elementary 1 and 2

Teacher's Guide - Booklet B



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Bird's Eye View of the LES

The following chart shows how the different activities could be organized in a class where there are first and second graders.

Grade One Students	Grade Two Students
Pre-reading activities.	
Vocabulary build-up activities using flashcards.	
First reading of the story.	
Second reading of the story (following period).	
Posting small flashcards on a graphic organizer divided in two categories (in their scrapbook).	Posting words on a graphic organizer divided in five categories (in their scrapbook).
Third reading of the story with students joining in.	
Playing a memory game.	
Having students retell the story.	
Presentation and deconstruction of the teacher's version.	
Building up resources to create a personalized version.	
Creating a class version.	
Filling in a graphic organizer with small flashcards to create a mini-book (complementary activity).	Filling in a graphic organizer using the resources built up to create a personalized version of the story.
Creation of the mini-book.	Creation of the personalized version.
Presentation of their stories.	



STUDENTS	TEACHER
<i>First period</i>	
Strategy : Directed attention	1) Prepares students to listen to the story. Comes to class with a stuffed cat, a broken object to present what a bad cat is.
Strategies : Directed attention, prior knowledge of subject, risk-taking Self-monitoring : Concentrating and Using English	2) Asks students if they have a “bad cat” or “good cat” at home. Students could name their cat. (Students will probably mention other pets.)
Strategy : Directed attention	3) Presents the bad cat on the cover page of the book.
Strategies : Predicting, prior knowledge of vocabulary Self-monitoring : Using English and Concentrating	4) Divides the blackboard into 2 sections. Has them predict some of the elements of the story (actions, objects) by having them focus on the cover page and some of the pages in the book (Appendix 2). Asks students if they can identify some of the objects and /or actions they see. Puts up the corresponding flashcards (Appendix 1).
	5) Tells students that we will read about a bad, bad cat.
Strategies : Directed attention, risk-taking	6) Shows flashcards of the other actions that the bad cat does. Asks students to try to identify the actions and asks certain students to come up and post the corresponding flashcards in the first column on the board.
Strategies : Directed attention, risk-taking Self-monitoring : Concentrating and Using English	7) Presents the objects and follows the same procedure as presented in number 6.



STUDENTS	TEACHER
<p>Strategies : Directed attention, inferencing</p> <p>Self-monitoring : Concentrating</p>	<p>8) Reads the story a first time.</p>
<p>Strategy : Directed attention</p> <p>Self-evaluation for the whole period : I concentrate and I use English</p>	<p>9) Uses flashcards to illustrate new vocabulary.</p>
<p><i>Second period</i></p>	
<p>Strategy : Directed attention</p> <p>Self-monitoring : Concentrating</p>	<p>10) Goes over the flashcards again.</p>
<p>Listen to the story and answer questions.</p> <p>Strategies : Directed attention, risk-taking</p> <p>Self-monitoring : Concentrating and Using English</p>	<p>11) Reads the story again and asks questions as the reading goes on to help students remember the story.</p>
<p>On the cat, put the cat's bad actions, on the heart, the words related to feelings; on the plate, the words related to food; and on the tire, the other actions.</p> <p>Before gluing the small cards in their scrapbook, grade 1 students ask grade 2 students to check their work.</p> <p>Strategy : Using resources</p>	<p>12) To the first graders, presents the graphic organizer (Appendix 3) and the small cards (Appendix 4). Asks students to cut and classify the pictures.</p> <p>To the second graders, gives the list of words (Appendix 5) to be classified in the graphic organizer (Appendix 3). Tells them to look at the flashcards to help them. Asks the students to cut, classify and paste the words.</p> <p>Other way of doing it : This is like a labelling activity (same purpose, that is, to help parents review with their children) but has the added value of making associations and therefore helping students retain words.</p>



STUDENTS	TEACHER
<p>Self-evaluation for the whole period: I use English, I concentrate, I demonstrate understanding and I use resources.</p>	<p>Now since parents will use this sheet for review, both grades 1 and 2 could have the same sheet to cut out, with pictures and words.</p>
Third period	
<p>Strategies : Directed attention, use of prior knowledge</p> <p>Self-monitoring : Concentrating and Using English</p>	<p>13) Goes over the pictures of the story to elicit the vocabulary they remember.</p>
<p>Strategy : Practice</p> <p>Self-monitoring : Using English</p>	<p>14) Reads the story again and has students joining in every time “bad, bad cat” appears in the story text.</p>
<p>Receive one set of cards and put them face down on the desk. (Two sets of cards are available; students use one at a time.)</p> <p>Taking turns, each student picks up a card, names what s/he sees and tries to make a match when picking up a second card that s/he names. If s/he makes a match, she/he keeps the cards. If the cards don't match, they are put back face down on the desk. The winner is the player who collects the most cards. Use appendix 6 to follow the procedure.</p> <p>Strategies: cooperation, risk-taking, use of prior knowledge.</p> <p>Self-evaluation at the end of the period: I concentrate, I use English, I demonstrate understanding.</p>	<p>15) Models the “memory game” activity (Appendix 6 and Appendix 7a or 7b).</p>



STUDENTS	TEACHER
<i>Fourth period</i>	
<p>Strategies : Directed attention, risk-taking, use of prior knowledge</p> <p>Self-monitoring : Concentrating and Using English</p>	<p>16) Using the book, the teacher asks questions to help students retell the story. Examples of questions: Is this story about a bad cat or a good cat? What did he scratch? What did he spill?</p>
<p>Listen.</p> <p>Strategy : Directed attention</p> <p>Self-monitoring : Concentrating</p>	<p>17) Tells students that they are going to write a story similar to <i>That Bad, Bad Cat!</i></p> <p>18) Shows the model story book, Appendix 9. Draws students' attention to the fact that each page is accompanied by a drawing.</p> <p>19) Reads the personalized version to the students.</p> <p>20) Uses flashcards from Appendix 1 when necessary.</p> <p>21) Models how to read, using facial expressions, intonation and gestures.</p> <p>22) Makes frequent reference to the illustration of the action on the opposite page as s/he reads the story.</p>
<p>Deconstruct the teacher's version of <i>That Bad, Bad Cat</i>.</p> <p>Strategy : Directed attention</p> <p>Self-evaluation : I concentrate and I use English</p>	<p>23) Helps students deconstruct the story using the story builder in Appendixes 10a or 10b. Asks students the name of the animal, the actions, the objects, the meals and the children concerned.</p>



STUDENTS	TEACHER
<i>Fifth and sixth periods</i>	
<p>Strategies : Use of prior knowledge, risk-taking</p> <p>Self-monitoring : Using English</p>	<p>24) Prepares and posts chart paper with five categories (animals, actions, objects, meals, and children) (Appendix 8). Asks students to brainstorm words they know that would fit under each category and writes them on the chart paper. Some words will be accompanied by pictures for grade one students. These lists will be used as resources to create their personalized version of <i>That Bad, Bad Cat</i>.</p>
<p>Strategies : Using resources, directed attention</p> <p>Self-monitoring : Concentrating</p>	<p>25) Models how to create a story using the story organizer and the resource sheet on chart paper.</p> <p>Writes a class version (Appendix 11).</p>
<p>Strategy : Directed attention</p> <p>Self-monitoring : Concentrating</p>	<p>26) Presents the planning tool, appendix 10, used for the model story by <i>Réjane and Marilyn</i>, appendix 9. Has students notice the different sections and how they refer to the resource sheet they prepared. Names the different animals on the planning tool, shows that these come from the resource sheet and were then used for the writing of the model story. Does the same thing with the actions, the objects, the meals, and the children.</p>
<p>Using appendix 10, create their own personalized version two by two (Appendix 11).</p> <p><u>Grade 1</u> students receive pictures to create their story (Appendix 12).</p> <p><u>Grade 2</u> students use the class resources.</p>	<p>27) The procedure described on the students' side allows the teacher to spend more time with the second graders.</p>
<p>Strategies : Using resources, cooperation, directed attention</p>	<p><i>Note: For grade 1, students eliminate</i></p>



STUDENTS	TEACHER
Self-evaluation: I use English, I concentrate, I demonstrate understanding and I use resources.	<i>pages 9, 12 and 14 in Appendix 11.</i>

Observation Grid – Elementary 1
C1: To Act on Understanding of Texts
Good or Bad that Bad, Bad Animal?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of texts Use of words and expressions from recurrent passages in order to join in during storytelling and retelling	Use of learning strategies (for regulation)				CCC: To construct his/her identity (to react to events)
		directed attention	cooperation	practice	using resources	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Observation Grid – Elementary 1
C2: To Communicate Orally in English
Good or Bad that Bad, Bad Animal?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

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

Observation Grid – Elementary 2
C1: To Act on Understanding of Texts
Good or Bad that Bad, Bad Animal?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of texts		Use of strategies (for regulation)				CCC: To construct his/her identity (to react to events)
	Use of words and expressions from texts during storytelling and retelling	Use of words and expressions from texts and provided resources to create a personalized version	directed attention	cooperation	practice	using resources	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Observation Grid – Elementary 2
C2: To Communicate Orally in English
Good or Bad that Bad, Bad Animal?

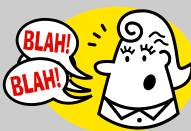
Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

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