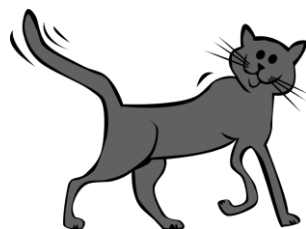


Learning and Evaluation Situation

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

Teacher's Guide - A Pedagogical Planning



Good or Bad, that Bad, Bad Animal?

Elementary Cycle 1 **Multi-level:** Elementary 1 and 2 **Duration:** about 6 periods of 60 minutes

Broad Area of Learning: Environmental Awareness

Educational Aim: To encourage students to develop an active relationship with the environment

Focus of Development:

Awareness of his/her environment: sensitivity to the natural and human environment

Cross-Curricular Competency: To construct his/her identity

ESL Competencies and Key Features

CYCLE ONE

C1: To Act on Understanding of Texts

- ✓ Explores authentic texts orally
- ✓ Uses knowledge from texts
- ✓ Monitors own learning

C2: To Communicate Orally in English

- ✓ Listens to messages
- ✓ Transmits simple messages
- ✓ Monitors own learning

Description

Students are introduced to the story. *That Bad, Bad Cat* by Claire Masurel. This story will help students become sensitive to the fact that though naughty behaviours are not appreciated, a naughty animal, or by extension a naughty person, may be loved by the family. Elementary 1 students will work on a complementary activity, making a book, while Elementary 2 students will collaborate to create a personalized version of the story.

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

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

CONTEXTUAL LANGUAGE	
Routines	1-2
<ul style="list-style-type: none"> Joins in during playful choral responses Uses common inquiries and statements Responds to instructions 	→ → →
Repertoire of words and short expressions	
<ul style="list-style-type: none"> Describes people/characters, objects Uses expressions during pair work Uses expressions containing action words Uses vocabulary related to objects Uses vocabulary related to people 	→ → → → →
Language related to songs, rhymes and stories	
<ul style="list-style-type: none"> Builds personal repertoire by joining in recurrent passages of stories: <i>That bad, bad cat.</i> 	→
Key elements	
<ul style="list-style-type: none"> Orally identifies characters, actions, objects and places 	→
Events	
Orally identify main events	→
STRATEGIES	
Compensatory strategies	
<ul style="list-style-type: none"> Asking for help 	→
Learning strategies	
<ul style="list-style-type: none"> Self-monitoring Self-evaluation Directed attention Use of prior knowledge Predicting Inferencing Practice Cooperation Using resources Risk-taking 	
Discovers CULTURAL ELEMENTS through:	
Stories	→

Evaluation

ESL Targeted Evaluation Criteria/Explanations	Elementary	
	1	2
C1: To Act on Understanding of Texts (60%)		
1. Evidence of understanding of texts <ul style="list-style-type: none"> • Use of words and expressions from recurrent passages in order to join in during storytelling • Use of words and expressions from recurrent passages for retelling • Use of words and expressions from texts and provided resources to create a personalized version of the story 	X X	X X X
2. Use of learning strategies Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks	X	X
C2: To Communicate Orally in English (40%)		
1. Evidence of understanding of oral messages <ul style="list-style-type: none"> • Reaction to messages using verbal or nonverbal responses 	X	X
2. Use of words and expressions to transmit oral messages <ul style="list-style-type: none"> • Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions 	X	X
3. Use of strategies <ul style="list-style-type: none"> • Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks 	X	X
CCC Evaluation Criteria: Curiosity and openness regarding his/her environment		

Materials needed: Elementary 1 and 2

For the teacher

- The story book *That Bad, Bad Cat* by Claire Masurel (ISBN 0-448-42622-6)
- A stuffed cat and a broken object
- Competency posters for Cycle 1: *Demonstrating understanding* and *Using English* : <http://eslinsight.qc.ca/>: Resources, Handbooks, Act on Understanding, EvalFLASHCARDSyear2
- Strategy posters: *Directed Attention, Predicting, Risk taking, Asking for help, Using resources, Resourcing, Self-monitoring, Self-evaluation* <http://eslinsight.qc.ca/>: Resources, Handbooks, Strategies posters (Cycle One) and Strategies Posters (Cycle Two and Three)
- Appendix 1: Flashcards of the key elements
- Appendix 2: Headings (actions and objects)
- Appendix 6: Instructions to play the Memory Game
- Appendix 7a and b: Memory Game cards
- Appendix 8: Headings to build up resources
- Appendix 9: Teacher's version of the story
- C1 Observation Grid
- C2 Observation Grid

For the students - both levels

- Appendix 3: Graphic organizer
- Self-monitoring sheet

Elementary 1

For the student

- Appendix 4: Small cards – illustrations
- Appendix 10a: Story organizer
- Appendix 11: Template for creating a personalized version of the story

Elementary 2

For the student

- Appendix 5: Small cards – list of words
- Appendix 10b: Story organizer
- Appendix 12: Pictures to create student's story (grade 1)