



If You're Happy...

Junior LES

① Broad areas of learning

➤ health and well-being	<input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities	<input type="checkbox"/>
➤ personal and career planning	<input checked="" type="checkbox"/>	➤ citizenship and community life	<input type="checkbox"/>
➤ media literacy	<input type="checkbox"/>		

Focus of development: Self-knowledge and awareness of his/her potential and how to fulfill it (sense of responsibility for his/her successes and failures)

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information	➤ To adopt effective work methods	➤ To construct his/her identity	➤ To communicate appropriately
➤ To solve problems	➤ To use information and communications technologies	➤ To cooperate with others	
➤ To exercise critical judgment			
➤ To use creativity			

③ ESL Competencies and key features


TO ACT ON UNDERSTANDING OF TEXTS	TO COMMUNICATE ORALLY IN ENGLISH
➤ Explores authentic texts orally	➤ Listens to messages
➤ Uses knowledge from texts	➤ Transmits simple messages
➤ Monitors own learning	➤ Monitors own learning

Suggested second LES for Elementary 1 **Description:** Students have started discovering strategies

that ensure success in the learning and evaluation situation “What’s this all about?” In this situation, students will rely on previous learning to go a bit further in the exploration of a song. They will take risks, speaking English only, and play a game with a partner where they will reuse the key elements of the song.

Cycle: One, Elementary 1 and 2

Duration: 4 periods

⑥	Cross-curricular competencies	ESL competencies
Evaluation Criteria 	<p>➤ Curiosity and openness regarding his/her surroundings At this early stage of learning English as a second language, reflecting on <i>Curiosity and openness regarding his/her surroundings</i> is optional.</p>	<p>Competency 1</p> <ul style="list-style-type: none"> • Evidence of understanding of texts • Use of learning strategies (for regulation only) <p>Competency 2</p> <ul style="list-style-type: none"> • Evidence of understanding of oral messages • Use of words and expressions to transmit oral messages • Use of strategies (for regulation only)
Evaluation means	<ul style="list-style-type: none"> • Teacher’s observation grids • Students’ reflection sheet 	

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

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

CONTEXTUAL LANGUAGE	
<u>Routines:</u> - Uses common inquiries and statements - Joins in during playful choral responses - Responds to instructions - Uses cheers	→ → → →
<u>Repertoire of words and short expressions:</u> - Expresses personal and immediate needs - Uses expressions during pair work - Uses expressions containing action words (e.g. stomp your feet)	→ → →
<u>Language related to songs, rhymes and stories:</u> - Builds personal repertoire of words and short expressions when joining in to perform songs	→
<u>Key elements</u> - Orally identifies actions	→
STRATEGIES	
A. Compensatory strategies • Asking for help	→
B. Learning strategies • Self-monitoring • Self-evaluation • Directed attention	→






Suggested second LES for Elementary 1

<ul style="list-style-type: none"> • Inferencing • Use of prior knowledge • Physical response • Practice • Using resources <ul style="list-style-type: none"> -Makes use of human and material resources targeted for the task: • Risk-taking 	
Discovers CULTURAL ELEMENTS through:	
Songs: action songs	→
Authentic audio-models: audio productions	→

⑤	
Materials needed	<p>For the teacher:</p> <ul style="list-style-type: none"> - Teacher's Note - <i>If You're Happy</i>, the song on cassette or CD (Wee-Sing—Children Songs and Finger Plays, track 50) - <i>A scrapbook for modelling</i> - Teacher Tools 1a and 1b: flashcards with key elements from song - Teacher Tools 2a and 2b: large size (11" X 17") reflection sheet for modelling - Teacher Tool 3: large labels - Teacher Tool 4: large reproduction of the pictograms found on the reflection sheets (pages a - g) - Teacher Tool 5: small flashcards. One set for each pair of students <p>For the student:</p> <ul style="list-style-type: none"> - Student Handout 1: lyrics - Student Handout 2: reflection sheets (choose the appropriate handout —a to j— according to month of presentation) - Student Handout 3: labels - Student Handout 4a or 4b: sheet with illustrations of the key elements (flashcard)

⑤ CLASSROOM ACTIVITY

STEP 1: PREPARING THE TASK

Role of the students	Role of the teacher
<p>Step 1:</p> <ul style="list-style-type: none"> Listen to and look at the teacher.  <ul style="list-style-type: none"> Look at and listen to the teacher and observe the flashcard presented. Repeat the word HAPPY and try to make links between the word and the picture.  <ul style="list-style-type: none"> Raise their hand, if they are happy. <ul style="list-style-type: none"> Answer “Clap your hands” for the action and “If You’re Happy” for the title of the song.  <ul style="list-style-type: none"> Direct attention. Try to decode what is being said.  	<p>Step 1:</p> <ul style="list-style-type: none"> Asks students to look at and listen to him/her. Shows the students the reflection sheet pictogram “Concentrating looking and listening to the teacher.” Demonstrates this by touching his/her eyes and ears. Shows the HAPPY flashcard from Teacher Tool 1a or 1b to the students, smiles and says “I’m happy.” Asks students to repeat <i>HAPPY</i>. Asks students to raise their hand if they are happy. Tells students that there is an English song called If You’re Happy. Shows his/her smile as he/she repeats the title. Claps his/her hands. Asks students to name the action. Puts up the corresponding flashcard from Teacher Tool 1a or 1b and asks students in which song they learned that expression. Puts up the other action flashcards from Teacher Tool 1a or 1b on the board (see “Note to teachers”). Mimes the actions as he/she puts up the flashcards. Plays the song. Points to the different actions illustrated on the flashcards as the song is being played.

Step 2:

- Take out their reflection sheet.
- Complete the date on the next line of their reflection sheet.



- Direct attention to the modelling.



- Raise their hand if they feel they have been a SUPER listener. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



Step 2:

- Posts the model reflection sheet on the blackboard. Asks students to take out their own reflection sheet.
- Writes the date on the model reflection sheet and asks students to complete the date on the next line of their reflection sheet.

Look at this picture. Oh! I was supposed to LOOK at and LISTEN to the teacher. Did I LOOK at the teacher? Did I LISTEN to the teacher? Hum! Yes. OK, I will colour a little smiley. (The teacher colours a smiley on his/her model reflection sheet.) Good for me!

- Asks,

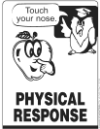
And you? Did you LOOK at me? (touching his/her eyes) Who LOOKED at me? Did you LISTEN to me? (touching his/her ears) Who LISTENED to me? Who has been a SUPER listener?

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished?* Looks at the students who have raised their hand and encourages them to say *I'm finished*. Asks *Who's not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

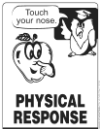
Suggested second LES for Elementary 1

Step 3:

- Move to the appropriate area in the classroom.
- Imitate the teacher's actions and pay attention to the corresponding words.



- Listen to the song and do the appropriate actions.



Step 3:

- Asks students to come to the centre, or to an open space in the classroom.
- Names the actions in the song and asks students to do the appropriate gestures with him/her.
- Plays the song a few times and asks students to do the actions at the appropriate moment.

Step 4:

- Go back to their seat.
- Direct attention to the modelling.



- Raise their hand if they feel they have done the actions. Colour a smiley, if deserved.



- Ask for help, if needed.



Step 4:

- Asks students to go back to their seats.
- Reflects aloud, using Teacher Tool 4c, along with Teacher Tool 2a or 2b. Says:

Did I DO the ACTIONS? Did I clap my hands? Yes. Did I stomp my feet? Yes! Did I shout "Hurray!"? Yes! Did I ...? Good job! I will colour another smiley (The teacher colours a smiley on his/her model reflection sheet.)
- Asks,
And you? Did you do the actions? Who DID the actions? Who clapped his/her hands?
- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

Suggested second LES for Elementary 1

- Participate by saying *I'm finished* or *I'm not finished*.



- Asks *Who's finished?* Looks at the students who have raised their hand and encourages them to say *I'm finished*. Asks *Who's not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

Step 5:

- Stand up by their seat, do the actions and try to sing along.



Step 5:

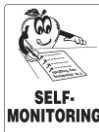
- Asks students to stand up by their seats. Plays the song again and asks students to do the actions and try to join in, singing the song.

Step 6:

- Sit down. Direct attention to the modelling.



- Raise their hand if they feel they have joined in. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



Step 6:

- Asks students to sit down. Reflects aloud, using Teacher Tool 4e, along with Teacher Tool 2a or 2b. Says:

Did I SING? Did I JOIN IN for parts of the song? Did I SAY some of the words? (Sings the song, voluntarily hesitating now and then and skipping some of the words). *Yes, I did! I SANG parts of the song. Good for me! I will colour another smiley.* (The teacher colours a smiley on his/her model reflection sheet.)

- Asks,
And you? Did you SING the words? Who SANG the words? Who joined in? Who said some words of the song?
- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished?* Looks at the students who have raised their hand and encourages them to say *I'm finished*. Asks *Who's not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

Step 7:

- Direct attention to the modelling.



- Put glue on the four corners and in the centre of the lyric sheet. Count with the teacher as they are putting glue on their sheet. Glue their sheet in their scrapbook.
- Answer teacher by saying *I'm finished* or *I'm not finished*.



Step 7:

- Takes out Student Handout 1 (lyrics sheet) and his/her scrapbook. Shows students how to glue the lyrics sheet in the scrapbook. Puts glue on the four corners and in the centre of the sheet. Counts out loud as this is being demonstrated.
- Glues the sheet in his/her scrapbook.
- Hands out the lyric sheets, Student Handout 1. Reminds students to put glue only on the four corners and in the centre of the sheet. Counts with students as they are doing this.
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

Step 8:

- Direct attention to the modelling.



- Raise their hand if they feel they have followed the teacher's instructions carefully. Colour a smiley, if deserved.



- Ask for help, if needed.



Step 8:

- Reflects aloud, using Teacher Tool 4d, along with Teacher Tool 2a or 2b. Says:

Now, did I PUT glue on the four corners and in the centre of the sheet? Did I GLUE the sheet in my scrapbook in the right place?

- Asks,
Now, did you PUT glue on the four corners and in the centre of the sheet? Did you GLUE the sheet in your scrapbook in the right place?
- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

Step 9:

- Direct attention to the modelling.



- Self-evaluate their progress during the period.



- Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.

- Ask for help, if needed.



End of first period

Step 9:

- Models the self-evaluation at the end of the period with the help of Teacher Tool 4g and Teacher Tool 2a or 2b. Says:






How did I do today? Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes... Ok, How did I PARTICIPATE? Did I do the GESTURES during the song? Yes.... Did I SING the WORDS of the song? Yes... OK. Now, did I SPEAK English? Did I say "I'm finished"? Not perfect, but I did well! A BIG SMILEY FOR ME!

- Has students self-evaluate themselves.

How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? Did you do the GESTURES during the song? Did you SING the words of the song? Now, did you SPEAK English? Did you say "I'm finished."? Do YOU deserve a BIG SMILEY?

- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour the BIG SMILEY.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

End of first period

Role of the students	Role of the teacher
<p>Second period: Step 1</p> <ul style="list-style-type: none"> Direct attention.  <ul style="list-style-type: none"> Name the song. Name the actions illustrated on the flashcards.  <ul style="list-style-type: none"> Take out their scrapbook Open their scrapbook on the reflection sheet page. 	<p>Second period: Step 1</p> <ul style="list-style-type: none"> Shows students his/her model reflection sheet and reminds students that they have to LOOK at and LISTEN to the teacher. Asks the students if they remember the name of the song they sang last period. May use Teacher Tool 1b to help students name the song. Activates prior knowledge of key elements in the song. Puts up another flashcard from Teacher Tool 1b and asks students if they remember what it is. Does the same with the other flashcards. Asks students to take out their scrapbook. Shows the reflection sheet in his/her scrapbook and asks students to open their scrapbook on the reflection sheet page.
<p>Step 2:</p> <ul style="list-style-type: none"> Complete the date on the next line of their reflection sheet. Direct attention to the modelling.  <ul style="list-style-type: none"> Raise their hand if they feel they have participated and have named the actions on the flashcards. Colour a smiley, if deserved.  	<p>Step 2:</p> <ul style="list-style-type: none"> Uses the model reflection sheet. Writes the date and asks students to complete the date on the next line of their reflection sheet. Reflects aloud, using Teacher Tool 4f, along with Teacher Tool 2a or 2b. Says: <ul style="list-style-type: none"> <i>Did I SPEAK English? Did I PARTICIPATE?</i> <i>Did I NAME the actions on the flashcards?</i> <i>Oh, yes I did. I will colour a little smiley.</i> Asks, <ul style="list-style-type: none"> <i>Did you SPEAK English? Did you PARTICIPATE? Did you NAME the actions on the flashcards? Who participated? Who NAMED the actions on the flashcards?</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.

Suggested second LES for Elementary 1

- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

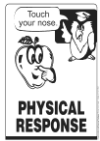
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

Step 3:

- Go to appropriate area in the classroom.
- Direct attention to what they hear and to the appropriate resources.



- Listen to the song and do the appropriate actions.



Step 3:

- Asks students to come to the centre of the classroom.
- Plays the song and asks students to pay attention to what they hear. Points to the different flashcards as the song is playing.
- Plays the song again and asks students to do the actions at the appropriate time.

Step 4:

- Go back to their seat.
- Direct attention to the modelling.



- Raise their hand if they feel they have listened to the song. Colour a smiley, if deserved.



- Raise their hand if they feel they have done the actions. Colour a smiley, if deserved.



- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.











Step 4:

- Asks students to go back to their seats.
- Reflects aloud, using Teacher Tool 4b, along with Teacher Tool 2a or 2b. Says,

Did I LISTEN to the song? Did I concentrate? Did I LISTEN to the song very well? Yes, I did. I will colour a little smiley.
- Asks,

Did you LISTEN to the song? Did you concentrate? Who LISTENED to the song very well?
- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Guides students' reflection, using Teacher Tool 4c, along with Teacher Tool 2a or 2b. Asks,

Did you DO the actions? Who clapped his/her hands? Who stomped his/her feet?
- Checks raised hands to see if he/she agrees. Congratulates students: *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

<p>Step 5:</p> <ul style="list-style-type: none"> Try to sing along and do the actions. Use the resources displayed as needed. <div data-bbox="121 268 219 399">  <p>PRACTICE</p> </div> <div data-bbox="292 268 384 394">  <p>USING RESOURCES</p> </div>	<p>Step 5:</p> <ul style="list-style-type: none"> Plays the song again, once or twice, and asks students to try to sing along and do the actions.
<p>Step 6:</p> <ul style="list-style-type: none"> Raise their hand if they feel they have done the actions. Colour a smiley, if deserved. <div data-bbox="121 588 219 714">  <p>SELF-MONITORING</p> </div> <div data-bbox="500 588 639 714">  </div> <ul style="list-style-type: none"> Raise their hand if they feel they sang the song. Colour a smiley, if deserved. <div data-bbox="121 1066 219 1192">  <p>SELF-MONITORING</p> </div> <div data-bbox="467 1075 597 1192">  </div> <ul style="list-style-type: none"> Ask for help, if needed. <div data-bbox="121 1486 219 1612">  <p>ASKING FOR HELP OR CLARIFICATION</p> </div> <ul style="list-style-type: none"> Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>. <div data-bbox="121 1711 219 1837">  <p>RISK TAKING</p> </div>	<p>Step 6:</p> <ul style="list-style-type: none"> Guides students' reflection, using Teacher Tool 4c, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you DO the actions during the song? Who DID the actions?</i> (touching the picture of the students moving). <i>Who clapped his /her hands? Etc.</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Guides students' reflection, using Teacher Tool 4e, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you SING the words? Who SANG some of the words?</i> (imitates students joining in: voluntarily hesitating here and there and skipping some of the lyrics) <i>Who joined in? Who SANG some words of the song?</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.

Step 7

- Direct attention to the modelling.



- Self-evaluate their progress during the period.



- Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.
- Ask for help, if needed.



End of second period

Step 7

- Models the self-evaluation at the end of the period with the help of Teacher Tool 4g and Teacher Tool 2a or 2b. Says:

How did I do today? Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes... Ok, how did I PARTICIPATE? Did I DO the GESTURES during the song? Yes... Did I SING the WORDS of the song? Yes... Ok. Now, did I SPEAK English? Did I say I'm finished? Did I NAME the flashcards? Let's see CLAP YOUR HANDS? STOMP YOUR FEET? Yes... I did well! Not perfect, but I did well! A BIG SMILEY FOR ME!

- Has students self-evaluate themselves.

How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you DO the GESTURES during the song? Did you SING the words of the song? Now, did you SPEAK English? Did you say I'm finished? Did you NAME the flashcards, CLAP YOUR HANDS, STOMP YOUR FEET? Etc. Do you deserve a BIG SMILEY?

- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour the BIG SMILEY.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

End of second period

<p>Third period: Step 1</p> <ul style="list-style-type: none"> Do the actions and perform the song, trying to sing as much of the lyrics as possible. Use resources displayed as needed. <div data-bbox="121 338 220 468"> </div> <div data-bbox="261 338 360 468"> </div> <div data-bbox="407 338 506 468"> </div>	<p>Third period: Step 1</p> <ul style="list-style-type: none"> Puts the flashcards from Teacher Tool 1a or 1b on display. Plays the song, two or three times, asking students to do the actions and to try to perform the song: to sing as much of the lyrics as they can.
<p>Step 2</p> <ul style="list-style-type: none"> Raise their hand if they feel they have done the actions. Colour a smiley, if deserved. <div data-bbox="142 657 240 783"> </div> <div data-bbox="522 657 665 783"> </div> <ul style="list-style-type: none"> Direct attention to the modelling. <div data-bbox="155 982 243 1096"> </div> <ul style="list-style-type: none"> Raise their hand if they feel they sang a lot of the lyrics. Colour a smiley, if deserved. <div data-bbox="142 1388 240 1514"> </div> <div data-bbox="574 1388 701 1514"> </div> <ul style="list-style-type: none"> Ask for help, if needed. <div data-bbox="121 1604 220 1734"> </div> <ul style="list-style-type: none"> Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>. <div data-bbox="121 1814 220 1944"> </div>	<p>Step 2</p> <ul style="list-style-type: none"> Guides students' reflection, using Teacher Tool 4c, along with Teacher Tool 2a or 2b. Asks, <p><i>Did you DO the actions? Who DID the actions? Who clapped his/her hands? Etc.</i></p> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Reflects aloud, using Teacher Tool 4e, along with Teacher Tool 2a or 2b. Says, <p><i>Did I SING the song? Did I sing MOST of the lyrics? (Sings a section of the song, singing most of the lyrics). Wow! Good for me! (The teacher colours a smiley on his/her model reflection sheet.)</i></p> Asks, <p><i>Did you SING the song? Did you sing A LOT of the lyrics? Who sang MOST of the lyrics?</i></p> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problem to say <i>Problem</i>. Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.

Step 3

- Direct attention to the modelling. Participate in identifying the actions in the songs. Respond Yes, *that's correct!* or No, *that's not correct.*



Step 3

- Uses Teacher Tool 3 (large labels), and asks students to look at the flashcards from Teacher Tool 1b. Takes the first label and asks, *Where's "clap your hands"?* Asks students to point to the flashcard. If students have difficulty, mimes the action and/or points to the picture in his/her scrapbook.
- Puts blue gum on the label and asks a student to put the label on the flashcard.
- Asks the students *Is this the correct picture for (name of flashcard)? Is it correct?* Encourages students to answer together. Yes, *that's correct.* No, *that's not correct.*
- Continues in the same manner for the other labels and flashcards.

Step 4

- Raise their hand if they feel they spoke English. Colour a smiley, if deserved.



Step 4

- Guides students' reflection, using Teacher Tool 4f, along with Teacher Tool 2a or 2b. Asks,
Did you PARTICIPATE? Did you SPEAK English? WHO said "That's correct."? WHO said "That's not correct."?
- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.

Step 5






- Put Student Handout 4 on the desk.
- Direct attention to the modelling, and then glue their sheet in their scrapbook.








Step 5

- Distributes Student Handout 4a or 4b. (see "Note to teachers")
- Uses his/her scrapbook to show students which page to use to glue Handout 4. Models again how to glue the sheet, putting glue on the four corners and in the centre of the sheet. Counts out loud as this is being demonstrated.

Suggested second LES for Elementary 1

<ul style="list-style-type: none"> Raise their hand if they feel they have followed the teacher's instructions carefully. Colour a little smiley, if deserved.   <ul style="list-style-type: none"> Ask for help, if needed. 	<ul style="list-style-type: none"> Guides students' reflection, using Teacher Tool 4d, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you LOOK at the teacher gluing the sheets in his/her scrapbook? Did you LISTEN to the teacher's instructions? Did you GLUE your sheet in your scrapbook in the right place?</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Walks around in the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.
<p>Step 6</p> <ul style="list-style-type: none"> Direct attention to the modelling.  <ul style="list-style-type: none"> Select the appropriate label, cut it out and paste it. Direct attention to the modelling.  <ul style="list-style-type: none"> Select the appropriate label, cut it and paste it. Select the appropriate labels, cut them out and paste them. 	<p>Step 6</p> <ul style="list-style-type: none"> Distributes Student Handout 3 and demonstrates how to select the label that matches "clap your hands" on the Student Handout 4a or 4b. Cuts it out and glues it on the handout in his/her scrapbook. Asks students to do the same. Demonstrates how to select the label that matches "happy." Goes back to Student Handout 3, selects, cuts and pastes the appropriate label in his/her scrapbook. Asks students to do the same. Continues in the same manner with the other flashcards.

<p>Step 7</p> <ul style="list-style-type: none"> Raise their hand if they feel they have watched the teacher carefully. Colour a little smiley, if deserved.   <ul style="list-style-type: none"> Raise their hand if they feel they have cut and glued the labels in their scrapbook following teacher's instructions. Colour a little smiley, if deserved.   <ul style="list-style-type: none"> Ask for help, if needed. 	<p>Step 7</p> <ul style="list-style-type: none"> Guides students' reflection, using Teacher Tool 4a, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you LOOK at the teacher CUTTING out the labels and GLUING them in his/her scrapbook? Who LOOKED at the teacher CUTTING out the labels and GLUING them in his/her scrapbook?</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Guides students' reflection, using Teacher Tool 4d, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you CUT OUT the labels and GLUE them in the right place in your scrapbook?</i> Checks raised hand to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.
<p>Step 8</p> <ul style="list-style-type: none"> Trace the letters or the labels or colour the pictures when they have finished. 	<p>Step 8</p> <ul style="list-style-type: none"> Asks students who have finished to trace the letters of the labels or to colour the pictures. <p>(Tracing can be done with suggestions from the homeroom teacher as to when to start and how to trace.)</p>

Step 9

- Direct attention to the modelling.



- Self-evaluate their progress during the period.



- Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.

- Ask for help, if needed.



End of third period

Step 9

- Models the self-evaluation at the end of the period with the help of Teacher Tool 4g and Teacher Tool 2a or 2b. Says:

How did I do today? Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes..., How did I PARTICIPATE? Did I DO the GESTURES during the song? Yes... Did I SING the WORDS of the song? Yes... OK. Now, did I speak English? Did I SAY "I'm finished."? Did I SAY "That's correct."? Did I SAY "That's not correct."? Yes... I did well! Not perfect, but I did well! A BIG SMILEY FOR ME!





- Has students self-evaluate themselves.

How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you DO the GESTURES during the song? Did you SING the WORDS of the song? Now, did you SPEAK English? Did you SAY "I'm finished."? Did you SAY "That's correct."? Did you SAY "That's not correct."? Do YOU deserve a BIG SMILEY?









- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour the BIG SMILEY.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

End of third period




STEP 3: ASSIMILATION-TRANSFER OF LEARNING

Role of the students	Role of the teacher
<p>Fourth period: Step 1</p> <ul style="list-style-type: none"> Direct attention.  <ul style="list-style-type: none"> Name the song. Name the actions illustrated on the flashcards.  <ul style="list-style-type: none"> Take out their scrapbook. Open their scrapbook on the reflection sheet page. 	<p>Fourth period: Step 1</p> <ul style="list-style-type: none"> Tells students that they have to pay attention, LOOK and LISTEN. Demonstrates this by touching his/her eyes and ears. Asks students if they remember the name of the song they sang last period. May use the flashcard “happy” from Teacher Tool 1b to help students name the song. Activates prior knowledge of the key elements in the song. Puts up another flashcard from Teacher Tool 1b and asks students if they remember what it is. Does the same with the other flashcards. Asks students to take out their scrapbook. Shows the reflection sheet in his/her scrapbook and asks students to open their scrapbook on the reflection sheet page.
<p>Step 2</p> <ul style="list-style-type: none"> Complete the date on the next line of their reflection sheet. Raise their hand if they feel they have participated and they have named the actions on the flashcards. Colour a smiley, if deserved.  	<p>Step 2</p> <ul style="list-style-type: none"> Uses the model reflection sheet. Writes the date and asks students to complete the date on the next line of their reflection sheet. Guides students' reflection on the prior knowledge activity in Step 1, using Teacher Tool 4f, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you SPEAK English? Did you PARTICIPATE? Did you NAME the actions on the flashcards? Who participated? Who NAMED the actions on the flashcards?</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a small smiley.

Suggested second LES for Elementary 1

<ul style="list-style-type: none"> Ask for help, if needed.  <ul style="list-style-type: none"> Responds to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<ul style="list-style-type: none"> Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.
<p>Step 3</p> <ul style="list-style-type: none"> Do the actions and perform the song, trying to sing as much of the lyrics as possible. Use resources displayed, as needed.  	<p>Step 3</p> <ul style="list-style-type: none"> Plays the song, once or twice, asking students to perform the song, to do the actions and to sing as much of the lyrics as they can.
<p>Step 4</p> <ul style="list-style-type: none"> Raise their hand if they feel they have done the actions. Colour a smiley, if deserved.   <ul style="list-style-type: none"> Raise their hand if they feel they sang a lot of the lyrics. Colour a smiley, if deserved.  	<p>Step 4</p> <ul style="list-style-type: none"> Guides students' reflection, using Teacher Tool 4c, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you DO the actions during the song? Who DID the actions? Who clapped his/her hands? Etc.</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. Guides students' reflection, using Teacher Tool 4e, along with Teacher Tool 2a or 2b. Asks, <ul style="list-style-type: none"> <i>Did you SING the song? Did you sing A LOT of the lyrics? Who sang MOST of the lyrics?</i> Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.

Suggested second LES for Elementary 1

<ul style="list-style-type: none"> Ask for help, if needed.  <ul style="list-style-type: none"> Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<ul style="list-style-type: none"> Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problem to say <i>Problem</i>. Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.
<p>Step 5</p> <ul style="list-style-type: none"> Direct attention. 	<p>Step 5</p> <ul style="list-style-type: none"> Tells students that they have to pay attention, to LOOK and LISTEN. Demonstrate this by touching his/her eyes and ears. Tells the students that they will play a game called "Which picture is missing?" with a partner. Models the game by putting a set of small flashcards, Teacher Tool 5, on a desk. Closes his/her eyes and asks a student to take one card away (this could be a student who is bilingual or a student who has already had some exposure to English) and to say <i>OK</i>. Opens his/her eyes and guesses which card is missing. Says, for example, <i>Shout "Hurray!"</i> Asks his/her partner to say <i>That's correct</i> or <i>That's not correct</i>. After the correct card has been guessed, tells his/her partner <i>OK, now, it's MY turn</i>. Removes one card and asks his/her partner to guess which picture is missing. Tells his/her partner <i>OK, now, it's YOUR turn</i>. Models one more turn with a student as a partner, if necessary. Verifies that students understand. <i>Do you understand the game? No problem? Good!</i>

Step 6

- Raise their hand if they feel they have been a SUPER listener. Colour a smiley, if deserved.



- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



Step 6

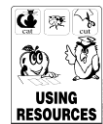
- Guides students' reflection, using Teacher Tool 4a, along with Teacher Tool 2a or 2b. Asks,

*Did you LOOK at me? (touching his/her eyes)
Who LOOKED at me? Did you LISTEN to me? (touching his/her ears) Who LISTENED to me?
Who has been a SUPER listener?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a small smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Ask them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

Step 7

- Form groups of two.
- Place the cards on the desk.
- One student says *MY turn*. The other student closes his/her eyes. The first student takes one card away and says *OK*. The second student opens his/her eyes and tries to guess which card is missing saying, for example, *Stomp your feet*. Depending on the guess, the first student responds *That's correct* or *That's not correct*.



Step 7

- Pairs students.
- Gives a set of small flashcards to each group.
- Tells students to play one turn and to look at the posted flashcards, if needed. Encourages students to say *MY turn* before beginning their turn.

Step 8

- Raise their hand if they feel they have spoken in English. Colour a little smiley, if deserved.



- Ask help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



Step 9

- Change roles. Play again.

Step 8

- Guides students' reflection, using Teacher Tool 4f, along with Teacher Tool 2a or 2b. Asks,

Did you speak English during the game? Did you name the missing cards in English? For example, did you say: "Stomp your feet"? Did you say: "Shout Hurray!" Who said "That's correct."? Who said: "That's not correct."? Who said "MY turn."? Who said "YOUR turn."?

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problem to say *Problem*.
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

Step 9

- Tells students to change roles, encourages them to say *YOUR turn* and play again.
- Walks around and makes sure everyone understands, participates and speaks English.
- Has students play the game several times, changing roles, using *MY turn* and *YOUR turn*.

Step 10

- Raise their hand if they feel they have spoken in English. Colour a little smiley, if deserved.



- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



Step 10

- Guides students' reflection, using Teacher Tool 4f, along with Teacher Tool 2a or 2b. Asks,

Did you speak English during the game? Did you name the missing cards in English? For example, did you say: "Stomp your feet."? Did you say "Shout Hurray!"? Who said "That's correct."? Who said: "That's not correct."? Who said "MY turn."? Who said "YOUR turn."?

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

Step 11

- Self-evaluate their progress during the period.



- Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.



Step 11

- Guides students' self-evaluation at the end of the period with the help of Teacher Tool 4g and Teacher Tool 2a or 2b. Says:

How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you participate? Did you SING the WORDS of the song? Did you DO the GESTURES during the song? OK, now did you SPEAK English? Did you say "I'm finished.", "That's correct."? Did you say "That's not correct."? Did you say "MY turn."? Did you say "YOUR turn."? Do you deserve a BIG SMILEY?

- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour the BIG SMILEY.

Suggested second LES for Elementary 1

<ul style="list-style-type: none"> • Ask for help, if needed.  <p>ASKING FOR HELP OR CLARIFICATION</p> <ul style="list-style-type: none"> • Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>.  <p>RISK TAKING</p> <p>End of fourth period</p>	<ul style="list-style-type: none"> • Walks around the classroom to help students fill in their reflection sheet. Encourage them to say <i>Problem</i>. • Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>. <p>End of fourth period</p>
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Transfer of learning in similar context

- Use of directed attention, physical response, risk-taking, practice and other strategies in the next LES where a song or rhyme is introduced.
- Use of words and expressions from song in another LES.

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




Template by Marilyn Lassire, Commission scolaire des Affluents and Anne Millette, Commission scolaire de Sorel-Tracy.

Important note for teachers: The Cycle One program states that as facilitators, teachers, "introduce students to the use of strategies by asking them to imitate specific actions while engaging in activities and tasks."

Observation Grid

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

 Class List	Evidence of understanding of texts • Use of words and expressions from texts along with appropriate actions to perform songs	Use of learning strategies (for regulation)				CCC: To construct his/her identity • To react to the events in the song
		directed attention	physical response	practice	using resources	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Observation Grid


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of oral messages <ul style="list-style-type: none"> Reaction to messages using verbal or nonverbal responses 	Use of words and expressions to transmit oral messages <ul style="list-style-type: none"> Initiation of exchanges and responses to others using or combining single 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.					