



LET'S GO FOR A RIDE

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: Familiarity with the world of work, social roles, and trades and occupations.

Occupations related to their immediate community

Cross-curricular competencies




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

ESL Competencies and key features

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

Description:	STUDENTS ARE FACED WITH A NEW CHALLENGE: LEARNING A NEW SONG, "THE WHEELS ON THE BUS." THEY RELY AS MEMBERS OF A COMMUNITY, ON THEIR PRIOR KNOWLEDGE OF THE SUBJECT BUT ALSO ON THEIR FAMILIARITY WITH CLASSROOM ROUTINES AND AVAILABILITY OF RESOURCES TO EXPAND THEIR HORIZONS AND TAKE UP THE CHALLENGE.
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Cycle One:	Elementary 1	Duration: 4 periods
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Evaluation criteria 	Cross-curricular competencies	ESL competencies
	Curiosity and openness regarding his/her surroundings	Competency 1 <ul style="list-style-type: none"> Evidence of understanding of texts Use of learning strategies (for regulation only) Competency 2 <ul style="list-style-type: none"> Evidence of understanding of oral messages Use of words and expressions to transmit oral messages Use of strategies (for regulation only)
Evaluation means	 Teacher's observation grids  Students' reflection sheets	

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

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






CONTEXTUAL LANGUAGE	
<u>Routines:</u> <ul style="list-style-type: none"> Uses common inquiries and statements Joins in during playful choral responses Responds to instructions 	→ → →
<u>Repertoire of words and short expressions:</u> <ul style="list-style-type: none"> Expresses personal and immediate needs Uses expressions during pair work Uses expressions containing action words (e.g. go round and round) 	→ → →
<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 characters, actions, objects	→
STRATEGIES	
A. Compensatory strategies <ul style="list-style-type: none"> Asking for help Gesture 	→
B. Learning strategies <ul style="list-style-type: none"> Self-monitoring Self-evaluation Directed attention Inferencing Use of prior knowledge Physical response Practice Using resources: Makes use of human and material resources targeted for the task: Risk-taking 	→








Discovers CULTURAL ELEMENTS through:	
<u>Songs:</u> sing-alongs	→
<u>Authentic audio-models:</u> audio productions	→

Materials needed	<p>For the Teacher:</p> <ul style="list-style-type: none"> • Song “Wheels on the Bus” on cassette or CD (Kidzup: Country Tot CD, orig date 1997, • CDU part # 1214637, producer Sari Dajani) • Model scrapbook • Teacher Tool 1a and 1b: flashcards of the song • Teacher Tool 2a and 2b: large size (11 X 17) reflection sheet for modelling • Teacher Tool 3: a set of labels the same as Student Handout 3 which the teacher will trace beforehand • Teacher Tool 4: large reproduction of reflection sheet pictograms • Teacher Tools 5a, 5b and 5c: dominos for the fourth period, versions 5a, 5b and 5c <p>For the Student:</p> <ul style="list-style-type: none"> • Student Handout 1: lyrics • Student Handout 2: reflection sheet • Student Handout 3: labels • Student Handouts 4a and 4b: sheets with illustrations of the key elements (flashcards)
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CLASSROOM ACTIVITY






STEP 1: PREPARING THE TASK


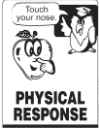






Role of the students	Role of the teacher
<p>First period:</p> <p>Step 1:</p> <ul style="list-style-type: none"> • Sit facing the teacher. • Listen to and look at the teacher. Try to decode what is being said.  <ul style="list-style-type: none"> • Listen to and look at the teacher and the resources being presented.   <ul style="list-style-type: none"> • Listen to the song and direct attention to the teacher pointing at the different  	<p>First period:</p> <p>Step 1:</p> <ul style="list-style-type: none"> • Asks students to sit down in front of him/her. • Tells students they have to pay attention. Uses the flashcards “concentrating, looking at and listening to the teacher” (Teacher Tool 4a). Points to his/her eyes and ears. • Shows the flashcards of the song The Wheels on the Bus, one by one (Teacher Tool 1a or 1b). Explains the actions using gestures. <p><i>The wheels on the bus go round and round</i> (makes a rolling gesture with arms)</p> <p><i>The horn on the bus goes beep beep beep</i> (makes the gesture of using the horn on a steering wheel)</p> <p><i>The wipers on the bus go swish swish swish</i> (makes the gestures of wipers)</p> <p><i>The money on the bus goes clink clink clink</i> (makes the gesture of dropping money in a ticket box)</p> <p><i>The doors on the bus go open and shut</i> (make a sliding doors gesture with her arms, like a peek-a-boo)</p> <p><i>The baby on the bus goes wah wah wah</i> (mimes a baby crying)</p> <p><i>The mommy on the bus says I love you</i> (makes the shape of a heart with two fingers)</p> <p><i>The daddy on the bus says love you too</i> (makes the shape of a heart with two fingers and points to him or herself)</p> <ul style="list-style-type: none"> • Plays the song and points to the flashcards as the song is being played.









<p>Step 2:</p> <ul style="list-style-type: none"> Go back to their seat. Observe the teacher's modelling and write their name on their reflection sheet. If not already done.  <ul style="list-style-type: none"> Complete the date on the proper line of their reflection sheet. Reflect on their attention and whether they have been a SUPER listener or not.  	<p>Step 2:</p> <ul style="list-style-type: none"> Asks students to go back to their seats. Hands out students' reflection sheet (Student Handout 2) if the students need a new one. Writes his/her name on the model reflection sheet (Teacher Tool 2a or 2b) and asks students to write their name on the sheet. (If already done in a previous class, go to next step). Writes the date on his/her model reflection sheet and asks students to do the same on their reflection sheet. Helps students reflect on their attention during the first part of the class. N.B. Every time the students self-monitor or self-evaluate, the teacher asks them to think if they deserve a smiley and, to raise their hand accordingly. The teacher checks raised hands to see if he/she agrees with the students' assessment.
<p>Step 3:</p> <ul style="list-style-type: none"> Move to the appropriate area in the classroom. Imitate the actions the teacher does and pay attention to the corresponding words. 	<p>Step 3:</p> <ul style="list-style-type: none"> Asks students to come to the center or to an open space in the class. Says the actions in the song and makes the appropriate gestures when needed in the song. Asks students to imitate the gestures.
<p>Step 4:</p> <ul style="list-style-type: none"> Reflect on whether they have done the actions or not.  	<p>Step 4:</p> <ul style="list-style-type: none"> Helps students reflect on whether they did the actions or not using Teacher Tool 4c along with Teacher Tool 2a or 2b.
<p>Step 5:</p> <ul style="list-style-type: none"> Stand up by their seat. Try to join in singing the song and in doing the actions. 	<p>Step 5:</p> <ul style="list-style-type: none"> Asks students to stand up by their seats. Plays the song again and asks students to do the actions and to try to join in, singing the song.







<p>Step 6:</p> <ul style="list-style-type: none"> Sit down. Reflect on whether or not they tried to sing the song and did the appropriate gestures. <div data-bbox="131 296 230 426" data-label="Image"> </div> <div data-bbox="456 296 597 420" data-label="Image"> </div> <div data-bbox="656 296 792 420" data-label="Image"> </div>	<p>Step 6:</p> <ul style="list-style-type: none"> Helps students reflect on whether they tried to sing the song or not using Teacher Tool 4e along with Teacher Tool 2a or 2b. Helps students reflect on whether or not they did the gestures using Teacher Tool 4c along with Teacher Tool 2a or 2b.
<p>Step 7:</p> <ul style="list-style-type: none"> Glue the lyrics in their scrapbook. 	<p>Step 7:</p> <ul style="list-style-type: none"> Asks students to take out their scrapbook. Hands out the lyric sheets (Student Handout 1). Reminds students to put glue on the four corners only and in the centre of the sheet.
<p>Step 8:</p> <ul style="list-style-type: none"> Self-evaluate their progress during the period. Colour the BIG SMILEY, if deserved. <div data-bbox="131 814 230 938" data-label="Image"> </div> <div data-bbox="683 846 779 938" data-label="Image"> </div>	<p>Step 8:</p> <ul style="list-style-type: none"> Helps students self-evaluate by asking, <i>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"? Do YOU deserve a BIG SMILEY?</i>
<ul style="list-style-type: none"> Ask for help, if needed. <div data-bbox="107 1131 209 1255" data-label="Image"> </div> <p>End of first period</p>	<ul style="list-style-type: none"> Walks around the classroom to help students fill in their reflection sheet. <p>End of first period</p>

STEP 2: CARRYING OUT THE TASK







Role of the students	Role of the teacher
<p>Step 1:</p> <ul style="list-style-type: none"> Direct attention.  <ul style="list-style-type: none"> Name the title of the song. Name actions or do the sounds of the song. Make gestures or mimes to compensate for a lack of words.  	<p>Step 1:</p> <ul style="list-style-type: none"> Reminds students that they have to pay attention and to use English while they participate. Takes out the “concentrating” flashcard (Teacher Tool 4a). Asks the group if they remember the title of the song they sang last period. Hums the song to help the students remember it. Asks the group to name the actions or sounds they remember from the song. When students name the actions, the teacher puts the corresponding flashcards on the board. He/she encourages students to use gestures or mimes for lack of words instead of using French words.
<p>Step 2:</p> <ul style="list-style-type: none"> Open their scrapbook to the reflection sheet. Write the date on the appropriate line. Reflect on whether or not they participated in naming the actions and making the sounds of the song.  	<p>Step 2:</p> <ul style="list-style-type: none"> Asks the group to open their scrapbook to the reflection page (Student Handout 2). Takes out his/her own to model reflection sheet (Teacher Tool 2a or 2b). Writes the date and asks the students to do the same. Helps students reflect. Guides them in their reflection on whether or not they have participated in naming the actions or doing the sounds of the song. Uses Teacher Tool 4f along with Teacher tool 2a or 2b.

<p>Step 3:</p> <ul style="list-style-type: none"> Listen to the song. Look at the flashcards and the teacher.  <ul style="list-style-type: none"> Line up their chair following the teacher's instructions. Sit on their chair. Listen to the song, make the appropriate sounds and do the appropriate actions. 	<p>Step 3:</p> <ul style="list-style-type: none"> Tells students they will listen to the song. While the song is being played, the teacher points to the appropriate flashcards of the song and does the gestures. Asks students to line up their chairs to imitate the inside of a bus. Asks students to sit on their chairs as if they were sitting in a bus. Places his/her chair facing the students. It becomes the driver's seat. Sits on it. (Facing the students will allow students to imitate the teacher as he/she does the gestures.) Plays the song and encourages students to make the appropriate sounds and do the appropriate actions as the song is being played.
<p>Step 4:</p> <ul style="list-style-type: none"> Reflect on whether they listened to the song carefully or not. Colour a smiley, if deserved.   <ul style="list-style-type: none"> Reflect on whether they did the actions and made the sounds or not. Colour a smiley, if deserved.  	<p>Step 4:</p> <ul style="list-style-type: none"> Helps students fill in their reflection sheet using Teacher Tools 4b and 4c along with Teacher Tool 2a or 2b.
<p>Step 5:</p> <ul style="list-style-type: none"> Try to sing along, make the sounds and do the actions. Use the flashcards displayed, as needed.  	<p>Step 5:</p> <ul style="list-style-type: none"> Plays the song again and asks students to try to sing along, make the sounds and do the actions.

<p>Step 6:</p> <ul style="list-style-type: none"> Reflect on whether or not they did the actions and made the sounds. Colour a smiley, if deserved.   <ul style="list-style-type: none"> Reflect on whether or not they joined in singing the song while it is being played. Colour a smiley, if deserved.  	<p>Step 6:</p> <ul style="list-style-type: none"> Helps students fill in their reflection sheet using Teacher Tools 4c and 4e along with Teacher Tool 2a or 2b.
<p>Step 7:</p> <ul style="list-style-type: none"> Direct attention to the modelling. Participate in identifying the flashcards illustrating the key elements (actions) of the song in the song.  	<p>Step 7:</p> <p>N. B. Prior to this step, the teacher must have cut and traced the labels from Teacher Tool 3. He/she has glued Student Handout 4a or 4b in his/her own scrapbook.</p> <ul style="list-style-type: none"> Puts his/her scrapbook on the board so students can see it well. Uses a set of cut labels. Takes a label and asks "Where is the bus?" Asks the group to point to the picture of the bus in the teacher's scrapbook. Asks the class Is this the correct picture for (name of flashcard)? Is it correct? Encourages students to answer together Yes, that's correct! or No, that's not correct! Asks a student to put glue on the label and paste it under the right picture in his/her scrapbook.
<p>Step 8:</p> <ul style="list-style-type: none"> Reflect on whether or not they spoke English. Colour a smiley, if deserved.  	<p>Step 8:</p> <ul style="list-style-type: none"> Helps students fill in their reflection sheet using Teacher Tool 4f along with Teacher Tool 2a or 2b.

<p>Step 9:</p> <ul style="list-style-type: none"> Put the handout on their desk. Direct attention to the modelling, and then glue their sheet in their scrapbook. 	<p>Step 9:</p> <ul style="list-style-type: none"> Distributes Student Handout 4a or 4b. Uses his/her scrapbook to show students where to glue the handout and how to glue it.
<p>Step 10:</p> <ul style="list-style-type: none"> Reflect on whether or not they have followed the instructions to glue their sheet in their scrapbook.  	<p>Step 10:</p> <ul style="list-style-type: none"> Helps students fill in their reflection sheet using Teacher Tool 4d along with Teacher Tool 2a or 2b.
<p>Step 11:</p> <ul style="list-style-type: none"> Self-evaluate their progress during the period. Colour the BIG SMILEY, if deserved.   <ul style="list-style-type: none"> Ask for help, if needed.  <p>End of second period</p>	<p>Step 11:</p> <ul style="list-style-type: none"> Helps students self-evaluate by asking, <ul style="list-style-type: none"> <i>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 "That's correct"? Did you NAME the flashcards, BUS, BABY? Did you FOLLOW the instructions to GLUE the handout? Do YOU deserve a BIG SMILEY?</i> Helps students fill in their reflection sheet. <p>End of second period</p>








<p>Third period: Step 1:</p> <ul style="list-style-type: none"> Try to perform the song (sing along, do the actions and make the sounds). Use flashcards displayed, as needed. <div data-bbox="126 430 228 562" data-label="Image"> </div> <div data-bbox="245 430 347 562" data-label="Image"> </div> <div data-bbox="363 430 466 562" data-label="Image"> </div>	<p>Third period: Step 1:</p> <ul style="list-style-type: none"> Places flashcards on the board. Plays the song and asks the group to perform the song (sing along, do the actions and make the sounds).
<p>Step 2:</p> <ul style="list-style-type: none"> Open their scrapbook to their reflection sheet. Write the date on the proper line on their reflection sheet following the teacher's instructions. Reflect on whether or not they listened to the song and whether or not they did the actions and made the sounds. Colour a smiley, if deserved. <div data-bbox="126 1056 228 1188" data-label="Image"> </div> <div data-bbox="597 1056 737 1188" data-label="Image"> </div> <ul style="list-style-type: none"> Reflect on whether or not they sang the song. Colour a smiley, if deserved. <div data-bbox="126 1262 228 1394" data-label="Image"> </div> <div data-bbox="597 1262 737 1394" data-label="Image"> </div>	<p>Step 2:</p> <ul style="list-style-type: none"> Asks students to open their scrapbook to the reflection sheet. Takes out his/her model of the reflection sheet and writes the date. Asks students to write the date on the proper line. Helps students fill in their reflection sheet using Teacher Tools 4c and 4e along with Teacher Tool 2a or 2b.
<p>Step 3:</p> <ul style="list-style-type: none"> Open their scrapbooks to the right page. Direct attention to the teacher's modelling. <div data-bbox="126 1745 228 1864" data-label="Image"> </div>	<p>Step 3:</p> <ul style="list-style-type: none"> Asks students to open their scrapbook to the page they pasted towards the end of the last period. Uses his/her scrapbook as a model. Takes out the sheet with the labels to be traced (Student Handout 3). Reminds students how to trace and cut the labels. Shows his/her scrapbook to help students understand better.

<p>Step 4:</p> <ul style="list-style-type: none"> Reflect on whether or not they looked at and listened to the teacher. Colour a smiley, if deserved.  	<p>Step 4:</p> <ul style="list-style-type: none"> Helps students fill in their reflection sheet using Teacher Tool 4a along with Teacher Tool 2a or 2b.
<p>Step 5:</p> <ul style="list-style-type: none"> Reflect on whether or not they looked at and listened to the teacher. Colour a smiley, if deserved.  <ul style="list-style-type: none"> Trace, cut and glue the labels.  <p>(Winding Down Moment)</p> <ul style="list-style-type: none"> Listen to the song being played in the background. Sing the song if they feel like it. 	<p>Step 5:</p> <ul style="list-style-type: none"> Hands out the labels, Student Handout 3, to the students and asks them to trace, cut and glue as modelled in his/her scrapbook. Gives students time to do the task. Plays the song in the background. Helps students who have problems.
<p>Step 6:</p> <ul style="list-style-type: none"> Colour the pictures when they have finished. 	<p>Step 6:</p> <ul style="list-style-type: none"> Asks students who have finished, to colour the pictures.
<p>Step 7:</p> <ul style="list-style-type: none"> Reflect on whether or not they traced, cut and glued the labels in their scrapbook as expected. Colour a smiley, if deserved.  	<p>Step 7:</p> <ul style="list-style-type: none"> Helps students fill in their reflection sheet using Teacher Tool 4d along with Teacher Tool 2a or 2b.






<p>Step 8:</p> <ul style="list-style-type: none"> Self-evaluate their progress during the period. Colour the BIG SMILEY, if deserved. <div data-bbox="134 289 233 417" data-label="Image"> </div> <div data-bbox="587 294 708 409" data-label="Image"> </div> <ul style="list-style-type: none"> Ask for help, if needed. <div data-bbox="125 688 219 814" data-label="Image"> </div> <p>End of period</p>	<p>Step 8:</p> <ul style="list-style-type: none"> Helps students self-evaluate by asking. <p><i>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 make the SOUNDS? Did you SING the WORDS of the song? Now. Did you SPEAK English? Did you say "I'm finished"? Did you TRACE, CUT and GLUE your labels? Do YOU deserve a BIG SMILEY?</i></p> <ul style="list-style-type: none"> Walks around the classroom to help students fill in their reflection sheet. <p>End of period</p>
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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"> Try to perform the song (sing along, do the actions, make the sounds). Use the flashcards displayed, as needed. <div data-bbox="134 1407 233 1535" data-label="Image"> </div> <div data-bbox="250 1407 349 1535" data-label="Image"> </div> <div data-bbox="371 1407 469 1535" data-label="Image"> </div>	<p>Fourth period: Step 1:</p> <ul style="list-style-type: none"> Puts Teacher Tool 1a or 1b flashcards on display. Plays the song, once or twice, and asks the group to perform the song (sing along, do the actions, make the sounds).

<p>Step 2:</p> <ul style="list-style-type: none"> Reflect on whether or not they did the actions and made the sounds. Colour a smiley, if deserved.   <ul style="list-style-type: none"> Reflect on whether or not they sang the song. Colour a smiley, if deserved.  	<p>Step 2:</p> <ul style="list-style-type: none"> Guides students' reflection on whether or not they did the actions and made the sounds, using Teacher Tool 4c along with Teacher Tool 2a or 2b. Guides students' reflection on whether or not they sang the song, using Teacher Tool 4e along with Teacher Tool 2a or 2b.
<p>Step 3:</p> <ul style="list-style-type: none"> Direct attention and participate in the modelling. 	<p>Step 3:</p> <p>N. B. Prior to this step, teacher must have prepared the dominos (Teacher tool 5a, 5b or 5c) Teacher tool 5a uses the following key elements: mommy, daddy, baby, bus, money and door Teacher tool 5b uses the following key elements: mommy, daddy, baby, bus, wheels and town. Teacher tool 5c uses the following key elements: money, bus, wheels, town, horn and wipers</p>
<ul style="list-style-type: none"> Respond to the teacher's questions, participating in identifying the dominos and deciding if there is a match or not.  	<ul style="list-style-type: none"> Tells the students that they will play a game called Dominos with a partner. Asks them to pay attention and participate. Models how to play the game with a volunteer. <ol style="list-style-type: none"> Shuffles the dominos and places them face down. Picks up four dominos and gives four to his/her partner. <i>Four cards for me, four cards for you.</i> Places the rest of the cards in a pile, face down.

	<p>4. Starts the game by placing a first domino in the center of the game face up. <i>My turn, Look! Father and mother</i> (points to the illustrations on her domino). <i>You? Do you have a mother or a father? Yes!</i> (Encourages partner to place a match to the domino on the table). <i>No? Problem! Pick a card in the pile</i> (models that partner has to pick a card in the pile).</p> <p>5. Teacher continues the game. <i>My turn! Oh no, no father or mother for me. I'll take a card in the pile. Now it's your turn. Good luck.</i></p> <p>6. Continues the game until one player gets rid of all of his/her dominos.</p> <p>7. Repeats the game with a new volunteer student.</p>
<p>Step 4:</p> <ul style="list-style-type: none"> Reflect on whether or not they looked at and listened to the teacher modelling. Colour a smiley, if deserved. <div data-bbox="121 978 217 1115" data-label="Image"> </div> <div data-bbox="477 978 636 1108" data-label="Image"> </div>	<p>Step 4:</p> <p>Guides students' reflection on whether or not they looked at and listened to the teacher modelling, using Teacher Tool 4a along with Teacher Tool 2a or 2b.</p>
<p>Step 5:</p> <ul style="list-style-type: none"> Pair up with their assigned partner. Place the cards face down and pick 4 cards each. Play the game with their partner, speaking English only. Refer to the flashcards if needed. <div data-bbox="537 1512 631 1633" data-label="Image"> </div>	<p>Step 5:</p> <ul style="list-style-type: none"> Pairs students. Gives them a set of shuffled cards (Teacher Tool 5). Tells students to play the game with their partner speaking English only. Encourages students to use the flashcards when they have a problem.

<p>Step 6:</p> <ul style="list-style-type: none"> • Change partner. • Play the game with their new partner, speaking English only. • Refer to the posted flashcards, if needed. 	<p>Step 6:</p> <ul style="list-style-type: none"> • Asks students to change partner. • Tells students to play the game with their new partner, speaking English only, and to look at the posted flashcards, if needed.
<p>Step 7:</p> <ul style="list-style-type: none"> • Raise their hand if they spoke English during the game. Colour a smiley, if deserved.  	<p>Step 7:</p> <ul style="list-style-type: none"> • Guides students' reflection on whether or not they spoke English during the game, using Teacher Tool 4f along with Teacher Tool 2a or 2b.
<p>Step 8:</p> <ul style="list-style-type: none"> • Self-evaluate their progress during the period. Colour the BIG SMILEY, if deserved.  	<p>Step 8:</p> <ul style="list-style-type: none"> • Help students self-evaluate by asking. <p><i>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? Did you make the SOUNDS? OK, now did you SPEAK English? Did you SAY "My turn"? Did you SAY "A mother"? Did you SAY "A father"? Did you SAY "A bus"? Do you deserve a BIG SMILEY?</i></p> <ul style="list-style-type: none"> • Walks around the classroom and help students fill in their reflection sheet.

Transfer of learning in similar context

- Use of self-monitoring in the next LES.
- Use of Use of directed attention, physical response, risk-taking, gesture, practice and other strategies in the next LES where a song or rhyme is introduced.

Analysis of what took place

Please write your notes here: questions, solutions modifications, links with next pedagogical planning




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


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 <ul style="list-style-type: none"> 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 facts and events by performing 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 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.					