

Learning and Evaluation Situation

Who Can Guide My Sleigh Tonight?

Combined Elementary 2 and 3 ESL Class

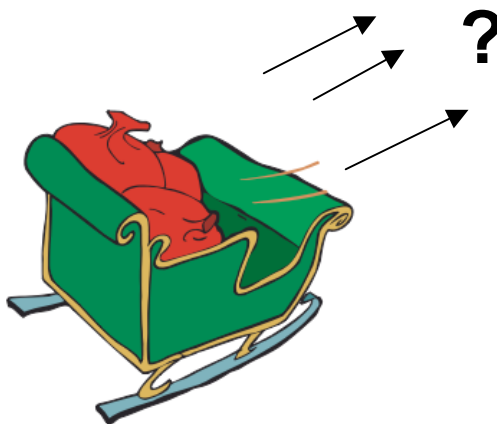
Teacher's Guide – Booklet B

The Three Steps of the Classroom Activity

Step 1: Preparing the task

Step 2: Carrying out the task

Step 3: Reflecting on what has been learned







Bird's Eye View of the LES

Elementary 2	Elementary 3
Constructing meaning of the original text* (approximately 1-2 periods)	
Activities 1-2-3-4-5 Setting the tone (activating prior knowledge of means of transportation) Predicting Presenting the key elements of the actions of the story First reading of the story (verifying predictions) Winding down moment (labelling the key elements – animals)	
Activity 6 Second reading of the story (finding the mouse in each illustration)	
Demonstrating understanding of the original text* (approximately 3 periods)	
Activities 7-8-9 Demonstrating understanding (recalling the animals in the story) Third reading of the story (joining in - physical response with flashcards of key elements) Winding down moment (labelling the key elements - actions)	
Activities 10-11 Complementary related activity (playing bingo) Cooperation (practising the key elements together)	
Activities 12-13 Focus on form activities (<i>can</i> and <i>can't</i>) Cooperation (practising <i>can</i> and <i>can't</i>)	
Creating a personalized version of the original text (Elementary 2)* Creating a personalized product (Elementary 3)* (approximately 4-5 periods)	
Activity 14 Presenting and deconstructing the teacher's model of the personalized version using the comic strip builder	Activity 15 Presenting and deconstructing the teacher's model of a personalized product using the comic strip builder
Activity 16 Building class resources to create final products	
Activity 17 Modelling how to fill in the class comic strip builder	
Activity 18 Creating final products (cooperating to fill in personal comic strip builders)	
Activity 19 Winding down moment (crossword puzzle – animals)	Activity 19 Modelling how to use the C3 Checklist and Draft
Activity 20 Participating in the modelling of the class version of the template	Activity 20 Writing their draft copy using the C3 Checklist and Draft and completed comic strip builder
Activity 21 Filling in their personal templates to create personalized versions	Activity 21 Modelling how to use the C3 Checklist to revise the draft Revising their draft copies
Activity 22 Winding down moment (crossword puzzle – actions)	Activity 22 Modelling how to complete the template Filling in their templates to create personalized products
Activity 23 Practising and sharing the comic strips (final products) with peers	
Reflecting on the learning	
Participating in a class reflection on what was learned and how Completing the self-evaluation handout	

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

STEP 1: PREPARING THE TASK AND CONSTRUCTING MEANING

Role of the teacher	Students in action
<p>Activity 1: Setting the tone (activating prior knowledge of means of transportation)</p> <ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Use of prior knowledge</i>, <i>Asking for help or clarification</i> and the competency poster <i>Using English</i>. • Posts and points to the following functional language poster: 14 – <i>How do you say . . . ?</i> 	<ul style="list-style-type: none"> • Observe the posters and prepare to activate their prior knowledge and to use English. 
<ul style="list-style-type: none"> • Starts the class by helping students activate their prior knowledge of means of transportation/vehicles. • Explains to students that using what they know will help them prepare for the story. • Writes the words <i>transportation</i> and <i>vehicle</i> on the board. • Brainstorms types of vehicles with students: <ul style="list-style-type: none"> - <i>Can you name some vehicles?</i> • Guides students in naming vehicles pulled by animals by asking questions such as: <ul style="list-style-type: none"> - <i>In the story "Cinderella," what vehicle does Cinderella use to go to the ball?</i> • Puts up flashcard (TT4a), points to its label and reads it: <i>a carriage</i>. • Asks students to repeat the words in English. • Repeats the procedure by asking more questions such as: <ul style="list-style-type: none"> - <i>In the story "Shrek," when Shrek and Fiona get married, what vehicle do they take?</i> - <i>In the story "The Little Mermaid," what is the vehicle used in the sea?</i> - <i>When Santa Claus delivers toys, what vehicle does he use?</i> - <i>What vehicle do the Inuit use to travel that is pulled by animals?</i> - <i>What vehicle did farmers use that was pulled by animals?</i> • Invites students to use the functional language poster when they do not know a word in English. • Provides English words when students do not know them. • Puts up the flashcards of the different means of transportation as students answer: <ul style="list-style-type: none"> - <i>a carriage: Cinderella's pumpkin</i> (TT4a) - <i>a carriage: Shrek's garlic bud</i> (TT4b) - <i>a sled: Inuit dogsled</i> (TT4c) - <i>a sleigh: Santa's sleigh</i> (TT4d) - <i>a carriage: Ariel's seashell</i> (TT4e) - <i>a cart: a farmer's cart</i> (TT4f) 	<ul style="list-style-type: none"> • Activate their prior knowledge of means of transportation/vehicles. • Answer the teacher's question on the left: <ul style="list-style-type: none"> - <i>Bicycle, car, train, taxi, bus...</i> • Activate their prior knowledge to answer the teacher's question on the left: <ul style="list-style-type: none"> - <i>a carriage: Cinderella's pumpkin</i> • Observe the flashcard of Cinderella's pumpkin to link the word to the picture. • Repeat the words: <i>a carriage</i>. • Take risks in answering the teacher's questions on the left: <ul style="list-style-type: none"> - <i>a carriage: Shrek's garlic bud</i> - <i>a carriage: Ariel's seashell</i> - <i>a sleigh: Santa's sleigh</i> - <i>a sled: Inuit dogsled</i> - <i>a cart: a farmer's cart</i> • Use the expression <i>How do you say . . . ?</i> when they do not know a word. • Observe each flashcard, say the words in English and link the words to the means of transportation. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> • Puts up the animal flashcards on the board: <ul style="list-style-type: none"> - <i>oxen</i> (TT4g) 	<ul style="list-style-type: none"> • Observe the flashcards of the animals and activate prior knowledge.

<ul style="list-style-type: none"> - <i>horses</i> (TT4h) - <i>huskies</i> (TT4i) - <i>seahorses</i> (TT4j) - <i>reindeer</i> (TT4k) - <i>mice</i> (TT4l) <ul style="list-style-type: none"> Names each one and has students repeat. Invites students to associate them with the flashcards showing means of transportation. 	<ul style="list-style-type: none"> Listen to the teacher and repeat the names of the animals. Associate the animals with the flashcards showing means of transportation: <ul style="list-style-type: none"> - <i>mice and Cinderella's carriage</i> - <i>oxen and the farmer's cart</i> - <i>horses and Shrek's garlic bud carriage</i> - <i>huskies and the Inuit dogsled</i> - <i>sea horses and Ariel's seashell carriage</i> - <i>reindeer and Santa Claus' sleigh</i>
<ul style="list-style-type: none"> Makes funny/bizarre associations with one means of transportation and one animal. For example: <ul style="list-style-type: none"> - <i>A carriage (Cinderella's pumpkin) and the oxen.</i> Adds an <u>action</u> and an <u>adjective</u>, and describes the combination. For example: <ul style="list-style-type: none"> - <i>Cinderella's carriage and oxen. Oxen are too <u>rough</u> to <u>pull</u> a princess' carriage.</i> Mimes the action to help students understand. Has fun creating other illogical combinations: <ul style="list-style-type: none"> - <i>Ariel's seashell and horses. Horses can't <u>swim</u>.</i> - <i>A farmer's cart and mice. Mice are too <u>small</u> to <u>pull</u> a cart.</i> - <i>Etc.</i> 	<ul style="list-style-type: none"> Observe the teacher's funny combinations of a means of transportation and animals. Listen to the teacher's description of the combinations and understand what is bizarre or funny about them. Observe the flashcards and the teacher miming the actions. React to the funny combinations and participate in other creations.
<ul style="list-style-type: none"> Distributes SH1, <i>I reflect on my learning</i>, to all students. Asks students to write their name, group and grade level and to go to Activity 1. Posts and points to the strategy poster <i>Self-monitoring</i>. Guides students in reflecting on their use of the strategy <i>Use of prior knowledge</i>, use of English and, for Elementary 3 students only, use of the functional language <i>How do you say . . . ? (asking for help or clarification)</i>. Asks questions such as: <ul style="list-style-type: none"> - Did you share your ideas (e.g. <i>vehicles, animals</i>)? - Did you answer my questions? - Did you repeat the words that I said? - Did you try to speak English? - Did you ask for help? - Did you look at the functional language poster? (Elementary 3 students only) 	<ul style="list-style-type: none"> Write their name, group and grade level on their handout SH1. Observe the poster. Reflect on their use of the strategy <i>Use of prior knowledge</i>, use of English and, for Elementary 3 students only, use of the functional language during the activity. Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown, according to self-reflection. 

Activity 2: Predicting



- Prepares TT1a and TT1b beforehand for recording his/her observations of students' strategy use (*predicting, directed attention*) for **feedback** purposes.
- Posts and points to the strategy posters *Directed attention* and *Asking for help or clarification*, the competency poster *Using English* and the functional language poster:
14 – *How do you say . . . ?*
- Asks students to concentrate, look at and listen to the teacher.
- Reminds them to speak English.
- Posts the following flashcards:
 - a sleigh (TT4d)
 - Santa Claus (TT6k)
 - a mouse (TT6l)
 - smart dolphins (TT5a)
- Draws students' attention to these four key elements as he/she names them.
- Asks students to repeat the key elements.
- Posts and points to the strategy poster *Predicting*.
- Explains to or reminds students that predicting is guessing what will happen in a story and that this is a good strategy to help comprehension.

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



- Observe the flashcards.



- Repeat the key elements after the teacher.
- Observe the strategy poster and prepare to predict what will happen, using English.



- Shows students the front book cover and reads the title, *Who Will Guide My Sleigh Tonight?*
- Mimes the action of guiding a sleigh.
- Introduces the author and the illustrator: Jerry Pallotta and David Biedrzycki.
- Asks students questions about the front cover to prepare them for the storytelling. For example:
 - *Who do you see?*
 - *What else do you see?*
 - *What is Santa wearing?*
 - *What is the mouse wearing?*
 - *Where is Santa Claus?*
 - *What is Santa doing?*
 - *Who is guiding the sleigh?*
 - *Can smart dolphins guide a sleigh?*
 - *Is this logical? Funny? Bizarre?*
- Encourages students to speak English and to use the expression *How do you say . . . ?*
- Provides the English words to students when they do not know them and asks students to repeat the


- Observe the front cover and notice the title of the story.
- Understand the action of guiding a sleigh.
- Become aware of the author and the illustrator of the beautiful pictures.
- Answer the questions on the left with the following:
 - *Santa Claus*
 - *Smart dolphins, a mouse, a crab, a sleigh, the moon . . .*
 - *Goggles, diving gear, oxygen tanks, a snorkel . . .*
 - *A scuba diving outfit*
 - *In the sea*
 - *Riding his sleigh*
 - *Smart dolphins*
 - *Yes/no*
 - *No, funny/bizarre.*
- Use the expression *How do you say . . . ?* when they want to learn how to say a word in English.
- Repeat the words in English.




<p>words.</p> <ul style="list-style-type: none"> Shows students the back cover of the book and points to the illustration. Asks questions such as: <ul style="list-style-type: none"> <i>Look at Santa Claus. Who is around him?</i> <i>Can you point to the mouse?</i> <i>Can you point to the dolphin?</i> Has students name the animals they see on the back cover. Reminds Elementary 3 students to use the functional language poster: <i>14 – How do you say . . . ?</i> Provides the English words to students when they do not know the names of the animals. Posts and points to the flashcards of the animals as the students name them: <ul style="list-style-type: none"> <i>smart dolphins</i> (TT5a) <i>rough tigers</i> (TT5b) <i>mice</i> (TT4l) <i>penguins</i> (TT5c) <i>giraffes</i> (TT5d) <i>smelly skunks</i> (TT5e) <i>kangaroos</i> (TT5f) <i>slow turtles</i> (TT5g) <i>fast cheetahs</i> (TT5h) <i>snakes</i> (TT5i) <i>rhinoceroses</i> (TT5j) <i>bunnies</i> (TT5k) <i>monkeys</i> (TT5l) <i>reindeer</i> (TT4k) <i>butterflies</i> (TT5m) 	<ul style="list-style-type: none"> Observe the back cover of the book and participate. Answer the questions on the left: <ul style="list-style-type: none"> <i>Animals</i> Point to the mouse. Point to the dolphin. Name the animals they see on the back cover: <ul style="list-style-type: none"> <i>Dolphins, mice, penguins, snakes. . .</i> Use the expression <i>How do you say . . . ?</i> to find out how to say the name of the animal in English. Repeat the names of the animals in English. Observe the flashcards of the animals as they are identified.
<ul style="list-style-type: none"> Shows the illustration on the front cover and asks students to compare it with the illustration on the back cover. Reads the title once more. Presents the following functional language poster: <i>6 – What do you think?</i> Asks students to use the pictures on the front and back covers to predict the content of the story. <p>For example:</p> <ul style="list-style-type: none"> <i>Who do you think will guide the sleigh?</i> <i>Tigers or monkeys?</i> <i>Mice or skunks?</i> <i>Smart dolphins or reindeer?</i> <i>Giraffes or snakes?</i> <i>Etc.</i> 	<ul style="list-style-type: none"> Observe the illustration on the front cover and compare it to the illustration on the back cover. Recall the title, <i>Who Will Guide My Sleigh Tonight?</i> Observe the poster. <div data-bbox="893 1375 1128 1501" data-label="Image"> <p>The poster is a small rectangular card with a black border. At the top, it says '6 What do you think?'. Below that, it says 'Do you agree?'. To the right of the text is a cartoon character of a person with a large head, wearing a hat and holding a sign that says 'YES'.</p> </div> <ul style="list-style-type: none"> Use the clues on the front and back covers to predict the content of the story. Answer the questions on the left by predicting which animal they think will guide the sleigh: <ul style="list-style-type: none"> <i>Tigers, monkeys in trees</i> <i>Not skunks, not mice, small</i> <i>Reindeer for Santa's sleigh</i> <i>No giraffes, no snakes</i> <i>Etc.</i>



<ul style="list-style-type: none"> Encourages students to use the expression <i>How do you say . . . ?</i> when they do not know the English word. Provides the English words to students when they do not know them. Creates funny combinations with students' answers and comments on their predictions: <i>Can tigers guide Santa's sleigh? They are strong but they are dangerous.</i> Records students' predictions on the board or on a chart for further use. <p></p> <ul style="list-style-type: none"> Uses TT1a and TT1b to record observations of students' strategy use (<i>predicting, directed attention</i>) for feedback purposes. 	<ul style="list-style-type: none"> Take risks and use the posted functional language <i>How do you say . . . ?</i>, if needed. Repeat the words in English. Recall funny combinations of different animals pulling Santa's sleigh and listen to the teacher's comments on their predictions. Observe their predictions on the board or chart. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i> and go to Activity 2. Guides students in reflecting on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, use of English, and for Elementary 3 students only, use of the functional language <i>How do you say . . . ? (asking for help or clarification)</i>. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you use the illustrations to predict what would happen? Did you answer my questions? Did you share your ideas with the class? Did you repeat the words? Did you ask for help, as needed? Did you look at the functional language poster? (Elementary 3 students only) 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 2. Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, use of English and, for Elementary 3 students only, use of the functional language during the activity. Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown, according to self-reflection. 


STEP 2: CARRYING OUT THE TASK

PART A: CONSTRUCTING MEANING AND DEMONSTRATING UNDERSTANDING

Role of the teacher	Students in action
<p>Activity 3: Presenting the key elements of the actions in the story</p> <ul style="list-style-type: none"> Posts and points to the strategy poster <i>Directed attention</i>. Reminds students to concentrate, look at and listen to the teacher. Asks students to look at some of the actions the animals will do in the story. Presents, randomly, the flashcards showing the 	<ul style="list-style-type: none"> Observe the poster and prepare to pay attention. Look at the flashcards illustrating the things 

<p>actions:</p> <ul style="list-style-type: none"> - <i>play</i> (TT6a) - <i>lift</i> (TT6b) - <i>flip and flop</i> (TT6c) - <i>swim</i> (TT6d) - <i>get stuck</i> (TT6e) - <i>hop</i> (TT6f) - <i>like</i> (TT6g) - <i>smash through</i> (TT6h) - <i>try</i> (TT6i) - <i>guide</i> (TT6j) <ul style="list-style-type: none"> • Points to one picture at a time, names the key element and models the action. • Has students repeat each key element and mime the action. • Reviews the actions by naming each one and inviting a student to come up and identify the corresponding flashcard. <p>Alternative:</p> <ul style="list-style-type: none"> - Uses the PPT slides (TT4m) of the labelled key elements and has students repeat the words. - Presents the key elements with the PPT slides (TT4n) of pictures without labels and elicits the vocabulary words from students. 	<p>the animals will do in the story.</p> <ul style="list-style-type: none"> • Observe the teacher presenting the actions. <ul style="list-style-type: none"> • Repeat the name of each key element and mime the associated action. • Come up one at a time and touch the corresponding flashcard, naming and miming the action.
<p>Activity 4: First reading of the story (verifying predictions)</p> <p></p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>directed attention, predicting</i>) for feedback purposes. • Prepares students for a story time routine. • Posts and points to the strategy posters <i>Directed attention</i> and <i>Predicting</i>. • Reminds students to concentrate, look at and listen to the teacher. <ul style="list-style-type: none"> • Tells students to listen to the story. <ul style="list-style-type: none"> • Asks students: <ul style="list-style-type: none"> - <i>Did you like the story?</i> - <i>What is your favourite animal in the story?</i> - <i>What part was funny?</i> - <i>Etc.</i> • Has students look at the flashcards of the animals to help them recall their names. <p>Verifying predictions</p> <ul style="list-style-type: none"> • Points to the strategy poster <i>Predicting</i>. • Recalls students' predictions by referring to the board or chart paper. 	<ul style="list-style-type: none"> • Get ready for the story time routine. • Observe the posters. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Pay attention to the story and look at the pictures. • Answer the teacher's questions on the left. <ul style="list-style-type: none"> - <i>Yes/no</i> - <i>The monkeys, the mouse</i> - <i>The rhinoceroses smashed through a house.</i> - <i>Etc.</i> • Use the posted flashcards to participate. <ul style="list-style-type: none"> • Observe the poster. • Look at the board or chart paper to recall their predictions. • Verify whether or not their predictions are

<ul style="list-style-type: none"> • Reads one prediction at a time and asks students: <i>The mice guide the sleigh. Is this prediction true or false?</i> • Verifies each prediction by referring to the illustrations in the book when possible. <p><i>✍</i></p> <ul style="list-style-type: none"> • Uses TT1a and TT1b to record observations of students' strategy use (<i>directed attention, predicting</i>) for feedback purposes. 	<p>right.</p> <ul style="list-style-type: none"> • Answer: Yes/true or No/false.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i> and go to Activity 4. • Guides students in reflecting on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you try to predict what would happen in the story? - Did you try to speak English? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 4. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the reindeer by drawing a smile or a frown, according to self-reflection. 
<p>Activity 5: Winding down moment (labelling the key elements - animals)</p> <p><i>✍</i></p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>using resources</i>) for feedback purposes. • Posts and points to the flashcards of the key elements (TT5a to TT5m, TT4k, TT4l) OR uses multimedia slides of pictures with labels (TT4m). • Distributes SH2 to all students. • Has them write their name and group. • Posts and points to the strategy poster <i>Using resources</i>. • Asks students what resources can help them label the pictures on their handouts. • Models the instructions: <ul style="list-style-type: none"> - uses a copy of SH2 and looks at the first illustration - observes the posted flashcards and chooses the appropriate one - copies the words "smart dolphins" under the first picture on his/her own handout OR cuts and pastes it to SH2 • Has students label the picture of the smart dolphins on their SH2. • Has students individually complete the rest of the handout. 	<ul style="list-style-type: none"> • Observe the flashcards of the key elements of the animals in the story. • Write their name and group on handout SH2. • Observe the strategy poster. • Name the resources that can help them label the pictures of the key elements: <i>the posted flashcards</i>. • Observe the modelling. • Copy the words "smart dolphins" under the appropriate picture OR cut and paste it to SH2. 

<ul style="list-style-type: none"> Reminds them to use the flashcards as resources to label their pictures. Circulates and helps out, as needed. Shows the answer key (TT7) for students' verification. Reads each key element and has students repeat them. Has students notice the pronunciation of the final "s" of plural nouns. Asks them to highlight or underline the final "s" for each animal. Draws students' attention to words that have an irregular plural form. Collects OR asks students to put away their handout SH2. Uses TT1a and TT1b to record observations of students' strategy use (<i>using resources</i>) for feedback purposes. 	<ul style="list-style-type: none"> Use the flashcards as resources to label the remaining pictures on their own. Ask for help, if needed. Verify their answers with the help of the teacher's answer key (TT7). Listen to the teacher and repeat the names of the animals, accentuating the final "s." Notice the pronunciation of the final "s" of plural nouns. Highlight or underline the final "s" for each animal. Notice the irregular plural forms of words such as oxen, mice and reindeer. Hand in OR put away their completed handout SH2.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 5. Guides them in their reflection on their use of the strategy <i>Using resources</i>, as needed. Asks questions such as: <ul style="list-style-type: none"> Did you use resources? Did you refer to the posted flashcards? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 5. Reflect on their use of the strategy <i>Using resources</i> during the activity. Answer the teacher's questions orally. Complete the face of the reindeer by drawing a smile or a frown according to self-reflection. 

Activity 6: Second reading of the story
(finding the mouse in each illustration)

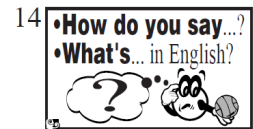


- Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (*directed attention, use of prior knowledge*) and their ability to demonstrate understanding (*identifying key elements*) for **feedback** purposes.
- Posts and points to the strategy posters *Directed attention* and *Use of prior knowledge* and the competency poster *Demonstrating understanding*.
- Reminds students to concentrate, look at and listen to the teacher.
- Asks students to activate their prior knowledge of the animals in the story and to name them.
- Reminds students to use the expression *How do you say . . . ?* when they do not remember the name of the animals in English.
- Places the flashcards (TT5a to TT5m, TT4k, TT4l) on the board as they are named.
- Encourages students to speak English.

- Observe the posters and pay attention to the teacher.



- Recall and name the animals in the story.
- Use the expression *How do you say . . . ?* when they do not remember the name of the animals in English.



- Posts and points to the flashcards of the animals that students were unable to find on their own.
- Says the names of the animals and asks students to repeat the names.
- Points out that some of these animals have an adjective in front of their name to describe a quality.
- Mimes the action that corresponds to the adjective. For example: *rough tigers*.
- Asks students to mime the action as they name the animals with their adjectives.




- Repeat the names of the animals in English.
- Notice that some animals have an adjective that describes them. For example, the tigers are rough (TT5b).
- Observe the modelling of the adjective.
- Mime the actions as they name the animals.






- Posts and points to the flashcards of the following actions:
 - *try* (TT6i)
 - *guide* (TT6j)
- Asks students to mime these actions.
- Writes on the board: PROBLEM.
- Elicits from students the problem that needs to be solved in the story.
- Helps students remember that Santa needs a team of animals to guide his sleigh.
- Posts these flashcards to make an equation on the board:
 - *try* (TT6i) + *tigers* (TT5b) = *guide* (TT6j)?
- Points to each poster in order and says the sentence from the story, *I tried tigers*.
- Asks students:
 - *Can tigers guide a sleigh?*
- Repeats with the following animals:
 - *try* + *mice* (TT4l) = *guide?*


- Observe the flashcards of the two actions.
- Mime these actions.
- Observe the teacher.
- Recall the problem in the story: *Santa is looking for a team of animals to guide his sleigh.*




- Observe the representation of the problem and listen to the teacher.



- Answer accordingly to solve the problem:
 - *No, rough tigers*
- Observe the equation to solve the problems:
 - *No, small/little*


<ul style="list-style-type: none"> - try + rhinoceroses (TT5j) = guide? - try + monkeys (TT5l) = guide? - try + reindeer (TT4k) = guide? 	<ul style="list-style-type: none"> - No, big - No, funny, two legs - Yes, they can do it all.
<ul style="list-style-type: none"> • Gets students ready for the story time routine. • Tells the story a second time and explores the pages by asking questions such as: <ul style="list-style-type: none"> - There's a mouse on each page. Can you find the mouse on the inside cover page? Point to it. - Where is the mouse on this page? - Which animals does Santa try on this page? - Can they guide the sleigh? Yes? No? - No? What is the problem? - Who can guide the sleigh? - What animal will Santa try next year? • Uses TT1a and TT1b to record observations of students' strategy use (<i>directed attention</i>, <i>use of prior knowledge</i>) and their ability to demonstrate understanding (<i>identifying key elements</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Prepare to listen to the story a second time. • Follow along and participate by answering the questions or pointing to the mouse. <ul style="list-style-type: none"> - Point to the mouse and say, yes. • The mouse is on the ladder. • Tigers • No • Fast cheetahs • Reindeer can do it all. • Butterflies
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 6. • Guides students in reflecting on their use of the strategy <i>Directed attention</i> and <i>Use of prior knowledge</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you look at the story book? - Did you listen to the story? - Did you think of what you know? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 6. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Use of prior knowledge</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the reindeer by drawing a smile or a frown, according to self-reflection. 
<p>Activity 7: Demonstrating understanding (recalling the animals in the story)</p> <p>☞</p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>directed attention</i>) and their ability to demonstrate understanding (<i>identifying key elements</i>) for feedback purposes. • Posts and points to the strategy poster <i>Directed attention</i> and the competency poster <i>Demonstrating understanding</i>. • Reminds students to concentrate, look at and listen to the teacher. • Presents the activity using SH3. • Explains that students will cross out the animals that are not in the story. • Models with no. 1. • Reads the names of the three animals and says out 	  <ul style="list-style-type: none"> • Observe the posters and pay attention to the teacher. • Observe the teacher's modelling of the activity.






<p>loud:</p> <ul style="list-style-type: none"> - Are monkeys in the story? Yes? No? - Are birds in the story? Yes? No? - Are mice in the story? Yes? No? • Crosses out the picture of the birds. • Makes sure that the students understand. • Distributes SH3 to all students. • Asks them to write their name and group. • Has students complete the handout. • Circulates and helps out, as needed, taking notes on students' understanding of the story. • Gives the students sufficient time to complete the activity. • Shows the answer key (TT8) for students' verification. • Asks students which animals pull the sleigh at the end of the story. • Has them circle the picture of the reindeer. • Collects OR asks students to put away their handout SH3.  • Uses TT1a and TT1b to record observations of students' use of the strategy (<i>directed attention</i>) and their ability to demonstrate their understanding (<i>identifying key elements</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Answers the teacher's questions on the left. <ul style="list-style-type: none"> - Yes - No - Yes • Write their name and their group on SH3. • Cross out the pictures of the animals that are not in the story and circle the animal that finally pulls the sleigh. • Ask for help, if needed. • Verify and correct their answers using the answer key (TT8). • Answer: <i>Reindeer, they can do it all.</i> • Find and circle the picture of the reindeer. • Hand in OR put away their completed handout SH3.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 7. • Guides students in reflecting on their use of the strategy <i>Directed attention</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you complete the handout? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 7. • Reflect on their use of the strategy <i>Directed attention</i> during the activity. • Answer the teacher's questions orally. • Complete the face of the reindeer by drawing a smile or a frown, according to self-reflection. 
<p>Activity 8: Third reading of the story (joining in)</p> <p></p> <ul style="list-style-type: none"> • Prepares TT1a beforehand for recording observations of Elementary 2 students' strategy use (<i>directed attention</i>) and their ability to demonstrate understanding (<i>joining in</i>) for feedback purposes. • Posts and points to the strategy poster <i>Directed attention</i> and the competency poster <i>Demonstrating understanding</i>. • Reminds students to concentrate, look at and listen to the teacher. 	  <ul style="list-style-type: none"> • Observe the posters and pay attention to the teacher.

<ul style="list-style-type: none"> • Prepares the class for story time. • Distributes, randomly, to each student one flashcard of the following key elements from the story: <ul style="list-style-type: none"> - Animals: TT4k and TT4l, TT5a-TT5m - Actions: TT6a-TT6j • Informs students that he or she will tell the story a third time. • Explains that when students hear the name of the animal OR action on their flashcard, they will stand up, show their flashcard and mime the animal OR the action. • Starts reading the story. • Guides students in showing their flashcard at the appropriate moment: <ul style="list-style-type: none"> - reads the sentences: <i>I tried tigers. They played too rough.</i> - invites the student with the flashcard of the action “try” to stand up and mime the action - invites the student with the flashcard “rough tigers” to stand up and mime “rough tigers” • Guides students a second time when he/she reads the next sentence with an animal: <i>I tried mice. They couldn’t even lift the straps.</i> • Invites the three students who have the flashcards of the mice and the actions “try” and “lift” to stand up, show their flashcards and mime the animals “mice” or the actions “try” and “lift.” • Guides students a third time with the next sentence, <i>The penguins flapped and flapped. Oops, they flipped and flopped!</i> • Invites the two students who have the flashcards of the penguins and the action “flip and flop” to stand up, show their flashcards and mime the action “flip and flop.” • Finishes reading the story in the same manner.  • Uses TT1a to record observations of Elementary 2 students’ strategy use (<i>directed attention</i>) and their ability to demonstrate their understanding (<i>joining in</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Get ready for story time. • Receive a flashcard of a key element. • Listen to the teacher’s explanations. • Observe the teacher’s modelling. • Follow along as the teacher reads. • Listen to the sentences. • Stand up, show the appropriate flashcard and mime the animal/action at their turn. • Observe the student miming the action “try.” • Observe the student miming “rough tigers.” • Say the name of the animals, <i>rough tigers</i>. • Observe whether the students standing up show the appropriate flashcards. • Listen to the sentence. • Stand up, show the appropriate flashcard and mime the animal/action at their turn. • Observe the two students miming “try” and “lift.” • Observe the student miming “mice.” • Say the name of the animals, <i>mice</i>. • Observe whether the students standing up show the appropriate flashcards. • Listen to the sentence. • Stand up, show the appropriate flashcard and mime the animal/action at their turn. • Observe the students miming “flip and flop.” • Observe the student miming “penguins.” • Say the name of the animals, <i>penguins</i>. • Observe whether the students standing up show the appropriate flashcards.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 8.


<p>and go to Activity 8.</p> <ul style="list-style-type: none"> Guides students in reflecting on their use of the strategy <i>Directed attention</i>. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you show your flashcard at the right time? Did you mime the animal or action at the right time? Did you observe your classmates? 	<ul style="list-style-type: none"> Reflect on their use of the strategy <i>Directed attention</i> during the activity. Answer the teacher's questions orally. Complete the face of the reindeer by drawing a smile or a frown according to self-reflection. 
<p>Activity 9: Winding down moment (labelling the key elements - actions)</p>  <ul style="list-style-type: none"> Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>using resources</i>) for feedback purposes. Posts and points to the flashcards of the key elements: actions, (TT6a to TT6j) and the main characters (TT6k and TT6l) OR uses the provided multimedia presentation (TT4m) of pictures with labels. Distributes SH4 to all students. Has them write their name and group. Posts and points to the strategy poster <i>Using resources</i>. Asks students which resources can help them label the pictures of the key elements on their handouts. Models the instructions: <ul style="list-style-type: none"> uses a copy of SH4 and looks at the first illustration observes the posted flashcards and chooses the appropriate one copies the word "play" under the corresponding picture on his/her own handout OR cuts and pastes it to SH4 Has students label the picture of the action "play" on their SH4. Has students quietly complete the rest of the handout. Reminds them to use the flashcards as resources to label their pictures. Circulates and helps out, as needed. Shows the answer key (TT9) for students' verification. Collects OR asks students to put away their handout SH4. 	<ul style="list-style-type: none"> Observe the posters of the key elements of the animals in the story. Write their name and group on their handout SH4. Observe the strategy poster. Name the resources that can help them label the pictures of the key elements: <i>the posted flashcards</i>. Observe the modelling. Copy the word "play" under the appropriate picture OR cut and paste it to SH4. Use the flashcards as resources to label the remaining key elements quietly. Ask for help, if needed. Verify their answers with the help of the teacher's answer key (TT9). Hand in OR put away their completed handout SH4. 

 <ul style="list-style-type: none"> • Uses TT1a and TT1b to record observations of students' strategy use (<i>using resources</i>) for feedback purposes. 	
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 9. • Guides them in their reflection on their use of the strategy <i>Using resources</i>, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Did you use the flashcards? Thumbs up if yes, thumbs down if <i>no</i>. - Did you use other resources (e.g. <i>teacher, peers</i>)? Thumbs up if yes, thumbs down if <i>no</i>. 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 9. • Reflect on their use of the strategy <i>Using resources</i> during the activity. • Answer the teacher's questions orally. • Complete the face of the reindeer by drawing a smile or a frown according to self-reflection. 
<p>Activity 10: Complementary related activity (playing bingo)</p> <ul style="list-style-type: none"> • Prepares: <ul style="list-style-type: none"> - a copy of the teacher's bingo card (TT10) - a copy of the master calling card (TT11) - an envelope - 30 bingo pictures (SH5b) - a copy of the blank bingo card (SH5a) and the bingo pictures (SH5b) to model making a bingo card - enough copies of the blank bingo cards, bingo pictures and envelopes for each student OR one pre-made bingo card per student - scissors, glue and marker/pencil 	
<ul style="list-style-type: none"> • Tells the students they are going to play bingo. • Models how to prepare a bingo card: <ul style="list-style-type: none"> - cuts out the 30 bingo pictures to prepare a bingo card (SH5b) - chooses 24 bingo pictures - glues some of these 24 bingo pictures randomly on the blank card (SH5a) - writes his/her name on the back of his/her completed bingo card (SH5a) - posts a pre-made completed bingo card as a model • Distributes a copy of the blank bingo card (SH5a) and the 30 bingo pictures (SH5b) to all students. • Has each student write their name on the back of their card. • Asks students to take out their scissors, glue and pencils. • Tells students to choose 24 bingo pictures to cut and paste on their blank bingo cards. • Allows time for students to make their own bingo 	<ul style="list-style-type: none"> • Listen to the teacher. • Observe the teacher modelling how to make a bingo card. • Write their name on the back of their bingo card (SH5a). • Take out their scissors, glue and pencils. • Make their own bingo cards by choosing 24 pictures out of the 30 available.

<p>cards.</p> <ul style="list-style-type: none"> • Circulates and helps out, as needed. <p>Variation:</p> <ul style="list-style-type: none"> • Makes a class set of bingo cards and provides each student with a pre-made bingo card. <p>Note: As students prepare their bingo cards, the teacher could play Christmas songs or other previously learned songs to expose students to authentic cultural products.</p>	<ul style="list-style-type: none"> • Ask for help, if needed.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Using resources</i>. • Posts the flashcards of the following key elements: <ul style="list-style-type: none"> - TT4d (a sleigh) - TT4g-TT4l (animals) - TT5a-TT5m (animals) - TT6a-TT6j (actions) • Asks students which resource can help them play the game. • Points to the targeted flashcards. <p>Alternative</p> <ul style="list-style-type: none"> • Uses the multimedia presentation (TT4m) of pictures with labels or the answer keys TT7 and TT9. <p>Playing bingo</p> <ul style="list-style-type: none"> • Models playing the bingo game with: <ul style="list-style-type: none"> - the 30 cut-up bingo pictures from the envelope (SH5b) - the teacher's completed bingo card (TT10) - a pencil or marker - the master calling card (TT11) to place the cut-up bingo pictures as they are drawn from the envelope • Calls out the words OR invites a volunteer student to be the bingo caller and: <ul style="list-style-type: none"> - pick a bingo picture from the envelope - call out the bingo word - verify the word with the posted flashcards - place the bingo picture on the master calling card (TT11) • Uses a pencil or marker to make a small check mark on the corresponding picture on the teacher's completed bingo card (TT10). • Asks students to do the same on their bingo card if they have the picture. • Has the class play bingo while the volunteer student continues calling out the words. • Circulates and helps out, as needed. • Instructs students to call out "bingo!" once they 	<ul style="list-style-type: none"> • Observe the strategy poster.  <ul style="list-style-type: none"> • Name the resources to play bingo: <ul style="list-style-type: none"> - the posted flashcards - their completed SH2 and SH4 • Observe the flashcards. • Observe the modelling of the game. • Listen to the word called out and check if they have the illustration of it on their bingo sheet. • Refer to the resources, if needed. • Use their pencil to place a small check mark on the corresponding square of their own bingo card, if they have the picture. • Ask for help, if needed. • Call out "bingo!" when they have one.

<p>complete an entire horizontal or vertical line on their card.</p> <ul style="list-style-type: none"> Asks students to stand up and say the winning words on his/her card. Has the bingo caller verify the winning card. Asks students to follow along. Has students play multiple rounds of bingo, asking a different volunteer to be the bingo caller at each round. Collects the bingo cards at the end of the class for future games. 	<ul style="list-style-type: none"> Stand up and say the winning words from their bingo card out loud. Refer to the resources, as needed. Follow along. Repeat the game. Hand in their bingo cards to the teacher for future games.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 10. Guides students in reflecting on the strategy <i>Using resources</i>. Asks questions such as: <ul style="list-style-type: none"> Did you use the flashcards? Did you check with a classmate? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 10. Reflect on their use of the strategy <i>Using resources</i> during the activity. Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown according to self-reflection. 
<p>Activity 11: Cooperation (practising the key elements together)</p>  <ul style="list-style-type: none"> Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>cooperation, using resources</i>) and their ability to communicate/interact orally in English, for feedback purposes. Posts the strategy posters <i>Directed attention</i> and <i>Cooperation</i> and the competency poster <i>Using English</i>. Points to the strategy poster <i>Directed attention</i>. Reminds students to concentrate, look at and listen to the teacher. Points to the strategy poster <i>Cooperation</i> and reads the name of the strategy. Explains that the three characters on the poster are working together to complete the handout. Asks students to describe what the characters are doing. Tells students cooperation is working together, as a team, to complete a task. Has students activate their prior knowledge of the problem in the story. Reminds them that Santa is looking for a team of animals and that a good team cooperates together. 	   <ul style="list-style-type: none"> Look at the posters and prepare to pay attention. Answer: <ul style="list-style-type: none"> The first one is pointing to the handout and making a suggestion. The second one is writing. The third one is agreeing. Recall the problem in the story: <i>Who will Guide My Sleigh Tonight?</i> Listen to the teacher explaining what cooperation is.

<ul style="list-style-type: none"> • Informs students that they will form teams to practise the strategy <i>Cooperation</i>. 	
<p>N.B. This activity is done with the whole class but only Elementary 3 students are expected to use language conventions (<i>final “s” of plural nouns</i>).</p> <ul style="list-style-type: none"> • Posts and points to the flashcards of the following key elements: <ul style="list-style-type: none"> - TT4d (a sleigh) - TT4g-TT4l (animals) - TT5a-TT5m (animals) - TT6a-TT6l (actions) • Tells students they will practise the strategy <i>Cooperation</i> by: <ul style="list-style-type: none"> - working together, as a team, to complete the handout/task - looking at and listening to their partner - taking turns to name the key elements from the flashcards, pronouncing the final “s” of plural nouns, when necessary - reminding each other to use the targeted contextual/functional language on the posters as resources 	<ul style="list-style-type: none"> • Observe the flashcards. • Listen to the teacher’s explanations.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Using resources</i> and the competency poster <i>Using English</i>. • Pairs up students according to grade level, if possible. • Informs pairs of students that they will use their bingo card to practise the strategy <i>Cooperation</i> (naming the key elements from the story together). • Posts and points to the functional language poster for Elementary 3 students: 18 - <i>It’s my turn. It’s your turn.</i> • Posts and points to the contextual language poster for Elementary 2 students: <i>My turn. Your turn.</i> (TT24). 	<ul style="list-style-type: none"> • Observe the posters and focus on the teacher’s explanations. <div data-bbox="1201 976 1315 1102" data-label="Image"> </div> <div data-bbox="1372 976 1485 1102" data-label="Image"> </div> <ul style="list-style-type: none"> • Pair up according to grade level. • Observe the functional language poster Elementary 3 students need for the activity: <div data-bbox="909 1386 1153 1522" data-label="Image"> <p>18</p> </div> <ul style="list-style-type: none"> • Notice that Elementary 2 students use the contextual language poster: <div data-bbox="1039 1638 1299 1785" data-label="Image"> </div>

<ul style="list-style-type: none"> Writes the following functional language on the board: <i>What's this?</i> Posts the teacher's completed bingo card. Models the activity with a volunteer student using functional language: <ul style="list-style-type: none"> Teacher: Points to an illustration on the bingo card and says: <i>What's this?</i> Student: Pronounces the corresponding word/expression (e.g. <i>rough tigers</i>). Teacher: <i>Good job! It's your turn now.</i> Student: Points to another illustration on the bingo card and says: <i>What's this?</i> Teacher: Pronounces the corresponding word/expression (e.g. <i>seahorses</i>). Student: Yes. <i>Your turn.</i> Draws students' attention to the pronunciation of the final "s" of plural nouns. 	<ul style="list-style-type: none"> Observe the modelling. Pay attention to the pronunciation of the final "s" of plural nouns.
<ul style="list-style-type: none"> Distributes the bingo cards to students. Has students cooperate with a partner to complete the task. Circulates and monitors students' cooperation, as well as their pronunciation of the key elements and use of targeted functional language, as needed. Observes students cooperating and using English to practise the key elements. Provides corrective feedback on students' pronunciation of the words and the final "s" of plural nouns, as needed. Uses TT2a and TT2b to record observations of students' strategy use (<i>cooperation, using resources</i>) and their ability to communicate/interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> Receive their bingo cards. Practise the strategy <i>Cooperation</i> by: <ul style="list-style-type: none"> working together, as a team, to complete the handout/task looking at and listening to their partner taking turns to name the key elements from the flashcards, pronouncing the final "s" of plural nouns, if needed reminding each other to use the targeted contextual/functional language on the posters as resources Adjust their pronunciation according to the teacher's corrective feedback. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 11. Guides students in reflecting on their use of the strategy <i>Cooperation</i>, use of English and use of the contextual/functional language for <i>Taking turns</i>. Asks questions such as: <ul style="list-style-type: none"> Did you try to speak English? Did you use the language posters? Did you cooperate with your partner? Did you take turns? Did you look at and listen to your partner? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 11. Reflect on their use of the strategy <i>Cooperation</i>, use of English and of the targeted contextual/functional language during the activity. Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown according to self-reflection. 

Activity 12: Focus on form activities (can and can't)

N.B. This activity is done with the whole class but only **Elementary 3** students are expected to use the functional language (*can* and *can't*).

- Posts and points to the strategy poster *Directed attention*.
- Reminds students to concentrate, look at and listen to the teacher.
- Posts the functional language poster:
40 – *I can... I can't...*
- Draws students' attention to the illustrations on the poster.

- Explains the concept of capability by miming the first action:
 - *I can rollerblade.*
- Has students mime the action.
- Explains the concept of incapability by miming the second action:
 - *I can't rollerblade.*
- Has students mime the action.

- Posts the flashcards of the actions from the story:
 - *play* (TT6a)
 - *lift* (TT6b)
 - *flip and flop* (TT6c)
 - *swim* (TT6d)
 - *get stuck* (TT6e)
 - *hop* (TT6f)
 - *like* (TT6g)
 - *smash through* (TT6h)
 - *try* (TT6i)
 - *guide* (TT6j)
- Points to an action and to the functional language poster, *I can . . . I can't . . .*, and tells students:
 - *I can swim.*
- Mimes the action, *I can swim.*
- Invites students to mime the action.
- Repeats the procedure with the other actions.
- Points to an action and to the functional language poster, *I can . . . I can't . . .*, and tells students:
 - *I can't swim.*
- Mimes the action, *I can't swim.*
- Invites students to mime the action.
- Repeats the procedure with the other actions.








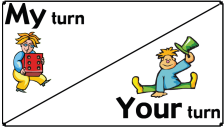

- Observe the poster and prepare to pay attention.
- Look at the functional language needed for the activity:




- Observe the miming of the action: *I can rollerblade.*
- Mime the action: *I can rollerblade.*
- Observe the miming of the action: *I can't rollerblade.*
- Mime the action: *I can't rollerblade.*





- Recall the actions from the story.
- Become aware of the concepts of *can* and *can't*.
- Observe the teacher's modelling.
- Mime the action: *I can swim.*
- Mime all the actions with *I can*.
- Observe the teacher's modelling.
- Mime the action: *I can't swim.*
- Mime all the actions with *I can't*.


<p>Winding down moment</p> <ul style="list-style-type: none"> • Distributes SH6 to Elementary 2 students (circle words). • Distributes SH7 to Elementary 3 students (write words). • Has students write their name and group. <p>Elementary 2</p> <ul style="list-style-type: none"> • Models the instructions: <ul style="list-style-type: none"> - uses a copy of SH6 and looks at row no. 1 - uses the pictures to read the sentence: "Snakes can/can't smash through ice." - reflects and says, "Snakes can't smash through ice." - circles the word "can't" on his/her own handout • Has Elementary 2 students circle the word "can't" on their SH6. • Has Elementary 2 students quietly complete the rest of the handout. <p>Elementary 3</p> <ul style="list-style-type: none"> • Models the instructions: <ul style="list-style-type: none"> - uses a copy of SH7 and looks at row no. 1 - uses the pictures to read the sentence: "Snakes can/can't smash through ice." - reflects and says, "Snakes can't smash through ice." - writes the expression "can't" on his/her own handout • Has Elementary 3 students write the word "can't" on their SH7. • Has Elementary 3 students quietly complete the rest of the handout. • Circulates and helps out, as needed. • Shows the answer keys (TT12a and TT12b) for students' verification. • Provides additional explanations, as needed. • Asks students to put away their handout SH6/SH7. 	<ul style="list-style-type: none"> • Write their name and group on SH6 or SH7. <p>Elementary 2</p> <ul style="list-style-type: none"> • Observe the modelling. <ul style="list-style-type: none"> • Circle the word "can't" on their SH6. • Complete SH6 quietly. <p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the modelling. <ul style="list-style-type: none"> • Copy the word "can't" on their SH7. • Complete SH7 quietly. • Ask for help, if needed. • Verify their answers with the provided answer keys (TT12a and TT12b). • Put away their completed handout SH6/SH7.
<p>Extra activity (labelling)</p> <ul style="list-style-type: none"> • Prepares copies of SH12 for students who finish early. • Posts flashcards TT4a-TT4l as resources for students to complete SH12. • Shows the answer key (TT21) for students' verification. 	<p>Extra activity (labelling)</p> <ul style="list-style-type: none"> • Complete the extra activity SH12 quietly, using the posted flashcards as resources. • Verify their answers with the provided answer key (TT21).
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 12. • Guides students in reflecting on their use of the strategy <i>Directed attention</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 12. • Reflect on their use of the strategy <i>Directed attention</i> during the activity. • Answer the teacher's questions orally. • Complete the face of the reindeer by drawing a smile or a frown according to self- 




<ul style="list-style-type: none"> - Did you complete the handout? - Did you correct your handout? 	<p>reflection.</p>
<p>Activity 13: Cooperation (practising <i>can</i> and <i>can't</i>)</p> <p></p> <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>cooperation</i>) and their ability to communicate/interact orally in English for feedback purposes. • Posts and points to the strategy poster <i>Cooperation</i> and the competency poster <i>Using English</i>. • Informs students that they will now work in pairs to practise speaking English using the strategy <i>Cooperation</i>. • Posts and points to the functional language poster for Elementary 3 students: 18 – <i>It's my turn. It's your turn.</i> • Posts and points to the contextual language poster for Elementary 2 students: <i>My turn. Your turn.</i> (TT24) • Posts the functional language poster for Elementary 3 students: 30 – <i>Well done! Way to go! We're the best! Great work!</i> • Goes over each expression and explains to students that these are words of encouragement to help teams function successfully. • Says one expression at a time and asks students to repeat them. • Elicits from students other ways of encouraging their partners. • Writes these expressions on the board for Elementary 2 and Elementary 3 students. 	<div data-bbox="1105 226 1338 363">   </div> <ul style="list-style-type: none"> • Observe the posters and prepare to focus on the teacher's explanations. • Become aware that they will speak English and cooperate during the activity. • Recall the expressions: 18   • Observe the functional language poster needed for the activity: 30  • Repeat each expression of encouragement. • Provide words of encouragement they know: <i>Yes! Good! Good answer! Right on! Super! High five.</i>
<ul style="list-style-type: none"> • Pairs up students according to grade level whenever possible. • Uses the answer key (TT12) for modelling. • Models the activity with volunteer students: <ul style="list-style-type: none"> - Student A: Looks at the first row and uses the pictures to read the sentence: <i>Snakes can't smash through ice.</i> - Student B: Encourages his or her partner by saying: <i>Yes. Good. (Elementary 2) Way to go! Great work! (Elementary 3)</i> - Student A: Continues by saying: <i>Your turn. (Elementary 2) It's your turn. (Elementary 3)</i> - Student B: Looks at the second row and uses the pictures to read the sentence: <i>Penguins can</i> 	<ul style="list-style-type: none"> • Get into pairs according to grade level. • Observe the modelling. • Elementary 2 students use the contextual language: <i>My turn. Your turn.</i> • Elementary 3 students use the functional language: <i>It's my turn. It's your turn.</i>

<p><i>flip and flop.</i></p> <ul style="list-style-type: none"> - Student A: Encourages his or her partner by saying: <i>Yes. Good. (Elementary 2) Way to go! Super! (Elementary 3)</i> - Student B: Continues by saying: <i>Your turn. (Elementary 2) It's your turn. (Elementary 3)</i> 	
<ul style="list-style-type: none"> • Draws students' attention to the pronunciation of the final "s" of plural nouns. • Has pairs use their copies of SH6 and SH7 to cooperate with a partner to complete the task. • Circulates and monitors students' use of targeted functional language, pronunciation of targeted key elements and understanding of English word order with <i>can</i> and <i>can't</i>, as needed. • Provides corrective feedback on the pronunciation of the words and the final "s" of plural nouns, as needed. • Observes students cooperating and using English to practise learning the key elements. • Asks students to put away their handout SH6/SH7. <p><i>~</i></p> <ul style="list-style-type: none"> • Uses TT2a and TT2b to record observations of students' strategy use (<i>cooperation</i>) and their ability to communicate/interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> • Practise the strategy <i>Cooperation</i> by: <ul style="list-style-type: none"> - working together, as a team, to complete the task using SH6 and SH7 - looking at and listening to their partner - taking turns to practise using <i>can</i> and <i>can't</i> - remind each other to pronounce the final "s" of plural nouns, if necessary - using words of encouragement to promote teamwork by referring to the functional language poster (Elementary 3) • Put away their handout SH6/SH7. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 13. • Guides students in reflecting on their use of the strategy <i>Cooperation</i>, use of English and use of the contextual/functional language for <i>Taking turns</i> and <i>Encouraging partners</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you take turns? - Did you encourage your partner? - Did you use the language on the posters? - Did you cooperate? - Did you look at your partner? - Did you listen to your partner? - Did you try to speak English? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 13. • Reflect on their use of the strategy <i>Cooperation</i>, use of English and use of the targeted contextual/functional language during the activity. • Answer the teacher's questions orally. • Complete the faces of the reindeer by drawing a smile or a frown according to self-reflection. 

STEP 2: CARRYING OUT THE TASK
PART B: CREATING THE FINAL PRODUCTS

Role of the teacher	Students in action
<p>Activity 14: Presenting and deconstructing the teacher's model of the personalized version using the comic strip builder (Elementary 2)</p> <p></p> <ul style="list-style-type: none"> • Prepares TT2a beforehand for recording observations of Elementary 2 students' strategy use (<i>risk-taking</i>) for feedback purposes. • Prepares ahead of time an enlarged copy of the teacher model, TT13. • Posts and points to the strategy posters <i>Directed attention</i> and <i>Risk-taking</i>. • Reminds students to concentrate, look at and listen to the teacher. • Informs Elementary 2 students they will create a comic strip for their personalized version of the story. • Shows all students the teacher's model (TT13) of the comic strip. • Reads the teacher's model of the Elementary 2 comic strip (personalized version) to the class. • Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> - <i>What animals do I try in my version?</i> - <i>What are the problems with the animals I try?</i> - <i>What animals do I choose to guide my sleigh in the end?</i> - <i>What animals will I try next year?</i> 	<div data-bbox="1161 394 1393 541">  </div> <ul style="list-style-type: none"> • Observe the posters. • Listen to the teacher's model of the comic strip (personalized version) for Elementary 2. • Use English to answer the teacher's questions on the left: <ul style="list-style-type: none"> - <i>Cats, dogs, dragons</i> - <i>Cats are too small. Dogs are too excited. Dragons are too hot.</i> - <i>Horses</i> - <i>Dragonflies</i>
<ul style="list-style-type: none"> • Posts an enlarged copy of the comic strip builder (TT14) to write on. • Informs students that the blue/bold/shaded parts are for Elementary 3 students only. • Deconstructs the teacher's model with the whole class to demonstrate how to imagine a new version. • Completes each section of the comic strip builder with the help of the students (refer to TT15, as needed). <p></p> <ul style="list-style-type: none"> • Uses TT2a to record observations of Elementary 2 students' strategy use (<i>risk-taking</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Observe the comic strip builder (TT14). • Notice that the blue/bold/shaded parts are for Elementary 3 students only. • Participate in the deconstruction of the teacher's comic strip by giving the missing information to fill in the blanks.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 14. 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 14. <div data-bbox="1421 1705 1518 1831">  </div>

<ul style="list-style-type: none"> • Guides students in reflecting on their use of the strategies <i>Directed attention</i> and <i>Risk-taking</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you try to answer the questions? - Did you take risks to share your ideas? 	<ul style="list-style-type: none"> • Reflect on their use of the strategies <i>Directed attention</i> and <i>Risk-taking</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the reindeer by drawing a smile or a frown according to self-reflection.
<p>Activity 15: Presenting and deconstructing the teacher's model of the personalized product using the comic strip builder (Elementary 3)</p> <p></p> <ul style="list-style-type: none"> • Prepares TT2b beforehand for recording observations of Elementary 3 students' strategy use (<i>risk-taking</i>) for feedback purposes. • Prepares ahead of time an enlarged copy of the teacher model, TT16. • Posts and points to the strategy posters <i>Directed attention</i> and <i>Risk-taking</i>. • Reminds students to concentrate, look at and listen to the teacher. • Informs Elementary 3 students they will create a different comic strip that demonstrates their understanding of the characteristics of a given environment when choosing the right animal to guide a sleigh. • Shows all students the teacher's model of the personalized product of the story (TT16). • Reads the teacher's model of the Elementary 3 comic strip to the class. • Asks students to compare the original story with his/her version using the following questions: <ul style="list-style-type: none"> - <i>What is the first animal I try in my version?</i> - <i>Can cats guide my sleigh? Yes? No?</i> - <i>No? What is the problem?</i> - <i>What is the next animal I try?</i> - <i>Can dogs guide my sleigh? Yes? No?</i> - <i>No? What is the problem?</i> - <i>What is the next animal I try?</i> - <i>Can dragons guide my sleigh? Yes? No?</i> - <i>No? What is the problem?</i> - <i>What animals do I choose to guide my sleigh?</i> - <i>Can horses guide my sleigh? Yes? No?</i> - <i>What animals will I try next year?</i> 	<ul style="list-style-type: none"> • Observe the posters. <div data-bbox="1209 567 1445 709" data-label="Image"> </div> • Observe the teacher's model (TT16). • Listen to the teacher read his/her version of a personalized product for Elementary 3. • Use English to answer the teacher's questions on the left: <ul style="list-style-type: none"> - <i>Cats</i> - <i>No, they can't guide the sleigh.</i> - <i>They are too small.</i> - <i>Dogs</i> - <i>No, they can't guide the sleigh.</i> - <i>They are too excited.</i> - <i>Dragons</i> - <i>No, they can't guide the sleigh.</i> - <i>Dragons smash through castles.</i> - <i>Horses</i> - <i>Yes, they are strong and they like to run.</i> - <i>Seahorses</i>
<ul style="list-style-type: none"> • Posts the completed enlarged copy of the comic strip builder used for Elementary 2 (TT14). • Informs students that the comic strip builder is the same for both levels. • Reminds students that the blue/bold/shaded parts are for Elementary 3 students only. • Deconstructs the teacher's model with the whole class to demonstrate how to imagine a new story. 	<ul style="list-style-type: none"> • Notice that the comic strip builder is the same for both levels. • Notice that only Elementary 3 students fill in the blue/bold/shaded parts. • Participate in the deconstruction of the teacher's comic strip for Elementary 3 by

<ul style="list-style-type: none"> • Draws students' attention to the completed sections that are the same for both levels. • Completes the sections pertaining to Elementary 3 (refer to TT15, as needed). <p><i>✍</i></p> <ul style="list-style-type: none"> • Uses TT2b to record observations of Elementary 3 students' strategy use (<i>risk-taking</i>) for feedback purposes. 	<p>giving the information that is missing to fill in the blanks.</p> <ul style="list-style-type: none"> • Observe the teacher's modelling.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 15. • Guides students in reflecting on their use of the strategies <i>Directed attention</i> and <i>Risk-taking</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you try to answer the questions? - Did you take risks to share your ideas? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 15. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Risk-taking</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the reindeer by drawing a smile or a frown according to self-reflection. 
<p>Activity 16: Building the class resources to create final products</p> <p><i>✍</i></p> <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>risk-taking</i>) for feedback purposes. • Tells students it is now time to build the class resources. • Posts and points to the strategy posters <i>Risk-taking</i> and <i>Asking for help or clarification</i> as well as the competency poster <i>Using English</i>. • Posts and points to the following functional language poster for Elementary 3 students: 14 - <i>How do you say . . . ?</i> • Writes contextual language on the board for Elementary 2 students: <i>Problem! Help!</i> • Encourages students to take risks in speaking English and to use the flashcards and the expression <i>How do you say . . . ?</i> when they need help to say a word in English. 	<ul style="list-style-type: none"> • Focus on the teacher's explanations. • Observe the posters to prepare to take risks speaking English.  <p>14</p>  <ul style="list-style-type: none"> • Observe the language on the board.
<ul style="list-style-type: none"> • Places the flashcards of the three headings (TT17 and TT18) to create three columns on the board OR on chart paper. 	<ul style="list-style-type: none"> • Observe the headings: <ul style="list-style-type: none"> - animals - adjectives - actions (Elementary 3) • Prepare to build the class resources together.


Animals 	Adjectives 	Actions : (Elementary 3) 
tigers mice penguins dolphins giraffes skunks kangaroos turtles cheetahs snakes rhinoceroses bunnies monkeys reindeer butterflies	rough -- -- smart -- smelly -- too slow too fast -- -- -- -- -- --	played rough can't lift flipped and flopped swim/ took Santa for a swim got stuck -- hopped -- -- -- smashed through a house -- -- can do it all --
cats dogs dragons horses dragonflies	small excited hot strong --	-- -- smashed through a castle like to run, can do it all --
oxen huskies seahorses	tiny heavy large weak big tall short cute funny etc.	ate grass zigzagged play guide etc.


- Points to the **Animals** heading.
- Asks the students:
 - *What animals did Santa try in the story book?*
 - *Which animals did I try in my comic strips?*
 - *What other animals do you know?*
 - *Which animals will Santa try next year in the story book?*
 - *Which animals will I try next year in my stories?*
- Writes the names of the animals in the plural form.


- Points to the **Adjectives** heading.
- Points to the animals in the **Animals** heading and asks students to name the adjectives that describe the animals in the original story.
- Writes the adjectives in the second column next to the animals they describe in the first column.
- Repeats the procedure with the animals from the teacher's comic strip.

- Observe the **Animals** heading.
- Answer the teacher's questions on the left to name the animals Santa tried in the original story:
 - *Tigers, mice, penguins, dolphins, etc.*
- Name the animals in the teacher's versions:
 - *Cats, dogs, dragons, etc.*
- Activate their prior knowledge on animals not already named:
 - *Oxen, huskies, etc.*
- Name the animals that will be tried next year:
 - *Butterflies*
 - *Dragonflies*
- Notice that the animals' names are written in the plural form.

- Observe the **Adjectives** heading.
- Observe the **Animals** heading to name the adjectives that describe the animals from the original story:
 - *Rough (tigers)*
 - *Smelly (skunks)*
 - *Slow (turtles)*
 - *Fast (cheetahs)*
 - *Funny (monkeys)*
- Name the adjectives they remember from the teacher's comic strip:
 - *Small (cats)*

<ul style="list-style-type: none"> Elicits from students other possible adjectives: <ul style="list-style-type: none"> <i>What other problems can animals have?</i> Uses opposites to help students name adjectives. For example: <ul style="list-style-type: none"> <i>big/small</i> <i>quiet/excited</i> <i>tall/short</i> Encourages students to take risks in speaking English and using the functional language poster. Writes the adjectives in the second column. 	<ul style="list-style-type: none"> <i>Excited (dogs)</i> <i>Hot (dragons)</i> Name other adjectives that could describe an animal: <ul style="list-style-type: none"> <i>little, tiny</i> <i>heavy</i> <i>tall, short</i> <i>large, etc.</i> Use the expression <i>How do you say . . . ?</i> when they do not know a word in English.
<p>Building class resources – Actions (Elementary 3)</p> <ul style="list-style-type: none"> Points to the Actions heading. Informs students that the Actions heading is only for the Elementary 3 students but that the whole class will contribute to building the resources. Reminds students that some animals can't guide the sleigh because of their actions. Points to the animals under the Animals heading and asks students to complete the sentence: <ul style="list-style-type: none"> <i>The tigers can't guide a sleigh. They . . .</i> <i>The kangaroos can't guide a sleigh. They . . .</i> <i>The rhinoceroses can't guide a sleigh. They . . .</i> <i>The giraffes can't guide a sleigh. They . . .</i> Writes the answers in the Actions column. Repeats with the animals from the teacher's comic strip: <ul style="list-style-type: none"> <i>The cats can't guide a sleigh. They . . .</i> <i>The dogs can't guide a sleigh. They . . .</i> <i>The dragons can't guide a sleigh. They . . .</i> Elicits from students other possible actions: <ul style="list-style-type: none"> <i>What other problems can animals have?</i> Encourages students to take risks in speaking English and using functional language. Writes students' suggestions under the Actions heading in the past tense. Uses TT2a and TT2b beforehand to record observations of students' strategy use (<i>risk-taking</i>) for feedback purposes. 	<ul style="list-style-type: none"> Observe the last heading, Actions. Prepare to provide suggestions for Elementary 3 students. Recall the animals' problems in the story: <ul style="list-style-type: none"> <i>played rough</i> <i>hopped</i> <i>smashed through a house</i> <i>got stuck</i> Recall the problems in the teacher's comic strip: <ul style="list-style-type: none"> <i>Are too small</i> <i>Are too excited</i> <i>Smashed through a castle</i> Name other possible actions: <ul style="list-style-type: none"> <i>Huskies zigzagged</i> <i>Oxen ate grass.</i> Use the expression <i>How do you say . . . ?</i> when they don't know a word in English. Notice that the actions are written in the past tense. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 16. Guides students in reflecting on their use of the strategy <i>Risk-taking</i>, use of English and, for Elementary 3 students only, use of the targeted functional language <i>How do you say . . . ? (asking</i> 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 16. Reflect on their use of the strategy <i>Risk-taking</i>, use of English and, for Elementary 3 students only, use of the targeted functional language during the activity. 

<p><i>for help or clarification).</i></p> <ul style="list-style-type: none"> Asks questions such as: <ul style="list-style-type: none"> Did you ask for help? Did you take risks? Did you share your ideas? Did you try to speak English? Did you use the functional language posters? (Elementary 3 students only) 	<ul style="list-style-type: none"> Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown according to self-reflection.
<p>Activity 17: Modelling how to fill in the class comic strip builder</p> <p></p> <ul style="list-style-type: none"> Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>risk-taking, using resources</i>) for feedback purposes. Posts and points to the strategy posters <i>Risk-taking</i> and <i>Using resources</i> and the competency poster <i>Using English</i>. Informs students that they are now all going to participate in creating the class comic strip builder. Tells students that this comic strip builder is a planning tool that will help them create their own comic strip. Reminds students that it is very important to concentrate, look at and listen to the teacher. Uses an enlarged copy of the blank comic strip builder (TT14) to model how to create the class comic strip builder. Elicits from students the resources that can help them plan the class comic strips. 	<div data-bbox="950 493 1364 661" data-label="Image"> </div> <ul style="list-style-type: none"> Observe the posters. Name the resources they need: <ul style="list-style-type: none"> <i>the class resources</i> <i>the flashcards</i>
<ul style="list-style-type: none"> Writes his/her name and the group as the friend's name since they are working together on TT14. Points to the word "animals" on the comic strip builder (TT14) and then points to the same word on the class resources. Asks students to select three animals from the class resources that can't guide a sleigh. Writes the students' most popular suggestions on the enlarged comic strip builder. Points to the word "adjectives" on the comic strip builder (TT14) and then points to the same word in the class resources. Asks students to select one adjective from the class resources for each animal to indicate that they can't guide a sleigh. Writes the students' most popular suggestions for adjectives on the enlarged comic strip builder. 	<ul style="list-style-type: none"> Observe the teacher's modelling. Observe the word "animals" on the comic strip builder. Look at the class resources and participate by selecting three animals that can't guide a sleigh. Observe the word "adjectives" on the comic strip builder. Look at the class resources and participate by selecting adjectives to describe why the animals can't guide a sleigh.
<ul style="list-style-type: none"> Points to the word "actions" on the comic strip builder (TT14) and then points to the same word on the class resources. Explains that the blue/bold/shaded sections are for 	<ul style="list-style-type: none"> Observe the word "actions" on the comic strip builder. Notice the difference between the

<p>Elementary 3 students only and that they will use an action with the third animal instead of an adjective.</p> <ul style="list-style-type: none"> Asks Elementary 3 students to look at the actions on the class resources. Helps students select an action for the third team of animals by saying: <ul style="list-style-type: none"> <i>The animals in no. 3 can't guide a sleigh. They...</i> Writes the students' most popular suggestion on the enlarged comic strip builder in action no. 3. 	<p>expectations for Elementary 2 and those for Elementary 3.</p> <ul style="list-style-type: none"> Look at the class resources and participate by selecting an action that describes why the third animal can't guide a sleigh. Observe no. 3 on the comic strip builder.
<ul style="list-style-type: none"> Points to no. 4 on the comic strip builder and asks students to select an animal from the class resources that can guide the sleigh. Writes the students' most popular suggestion on the enlarged comic strip builder. Points to the words "adjective" AND "action" on the comic strip builder. Reminds students that the shaded part is for Elementary 3 students only. Asks Elementary 3 students to select one adjective and one action from the class resources to indicate that the selected animals can guide a sleigh. Writes the students' most popular suggestion on the enlarged comic strip builder. 	<ul style="list-style-type: none"> Observe no. 4 on the comic strip builder. Look at the class resources and participate by selecting an animal that can guide a sleigh. Observe the words "adjective" AND "action" on the comic strip builder. Remember that this shaded part is for Elementary 3 students only. Look at the class resources and select an adjective and an action that indicate that the selected animals can guide a sleigh.
<ul style="list-style-type: none"> Points to the words "animals - try next year," no. 5, on the comic strip builder and asks students to select an animal from the class resources/flashcards that they might try next year. Writes the students' most popular suggestion on the enlarged comic strip builder. Uses TT2a and TT2b to record observations of students' strategy use (<i>risk-taking, using resources</i>) for feedback purposes. 	<ul style="list-style-type: none"> Observe the words "animals - try next year," no. 5, on the comic strip builder. Look at the class resources/flashcards and participate by selecting an animal they might try next year to guide the sleigh.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 17. Guides students in reflecting on their use of the strategies <i>Risk-taking</i> and <i>Using resources</i> and on their use of English. Asks questions such as: <ul style="list-style-type: none"> Did you try to speak English? Did you try to answer the questions? Did you try to participate? Did you use resources (e.g. <i>flashcards, class resources</i>)? Did you suggest any animals to guide the sleigh? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 17. Reflect on their use of the strategies <i>Risk-taking</i> and <i>Using resources</i> and on their use of English during this activity. Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown according to their reflection. 

Activity 18: Creating final products (cooperating to fill in personal comic strip builders)

N.B. Although students work together to plan their comic strip, they deliver a final product individually, so they can each take one home.



- Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (*using resources, cooperation*) and their ability to communicate/interact orally in English for **feedback** purposes.
- Informs students that they are now going to work in pairs and plan their individual comic strip.
- Pairs up students by grade level.
- Distributes a comic strip builder (SH8) per student.
- Asks students to write their name and the name of their friend.
- Posts and points to the strategy posters *Using resources* and *Cooperation* and the competency poster *Using English*.

- Pair up according to grade level.
- Write their name and friend's name on SH8.
- Observe the poster and prepare to focus on the teacher's explanations.



- Informs students that they will now work in pairs to continue practising the strategy, *Cooperation*.
- Posts and points to the functional language poster with expressions to encourage partners for **Elementary 3** students:
30 – *Well done! Way to go! We're the best! Great work!*

- Listen to the teacher's explanations.
- Pay attention to the functional language they can use during pair work to encourage partners:



- Goes over each expression and reminds students that these are expressions to help teams function successfully.
- Elicits from students other ways of encouraging partners for and writes the words on the board for **Elementary 2** students: *Yes! Good. Super!*

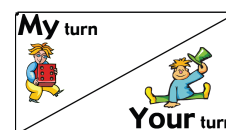
- Recall different ways they know of encouraging partners: *Super! Yes! Etc.*

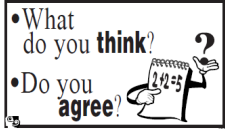


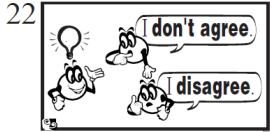

- Reminds students to speak English and to refer to the class resources and flashcards along with the class model of the comic strip builder.



- Prepare to use the class resources and to speak English only in order to complete their comic strip builders.

- Posts and points to the contextual language poster for **Elementary 2**: *My turn. Your turn.* (TT24)
- Posts and points to the functional language poster for **Elementary 3**:
18 – *It's my turn. It's your turn.*




- Recall the expressions from the posters:




<ul style="list-style-type: none"> Posts and points to the functional language posters for Elementary 3: <ul style="list-style-type: none"> 6 - <i>Do you agree?</i> 20 - <i>I agree.</i> 21 - <i>I'm not sure.</i> 22 - <i>I don't agree.</i> Goes over the functional language with the class. 	<ul style="list-style-type: none"> Recall the functional language they can use: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>6</p> </div> <div style="text-align: center;">  <p>20</p> </div> <div style="text-align: center;">  <p>21</p> </div> <div style="text-align: center;">  <p>22</p> </div> </div>
<ul style="list-style-type: none"> Asks pairs to fill out their individual comic strip builder (SH8), using English only and encouraging peers. Circulates and helps out, as needed. Uses TT2a and TT2b to record observations of students' strategy use (<i>using resources, cooperation</i>) and their ability to communicate/interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> Complete their individual comic strip builder (SH8) in pairs, using English only and encouraging peers. Ask for help, if needed. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 18. Guides students in reflecting on their use of the strategies <i>Using resources</i> and <i>Cooperation</i>, use of English and use of the contextual/functional language for <i>Taking turns</i> and <i>Encouraging partners</i>. Asks questions such as: <ul style="list-style-type: none"> Did you use resources (e.g. <i>flashcards, comic strip builders</i>)? Did you use the language on the posters? Did you try to speak English? Did you take turns? Did you use English to agree/disagree with your partner? Did you encourage your partner? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 18. Reflect on their use of the strategies <i>Using resources</i> and <i>Cooperation</i>, use of English and use of the contextual/functional language during the activity. Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown, according to their reflection. <div style="text-align: right;">  </div>
<p>Activity 19: Elementary 2:</p> <ul style="list-style-type: none"> - Winding down moment (crossword puzzle animals) <p>Elementary 3:</p> <ul style="list-style-type: none"> - Modelling how to use the C3 Checklist and Draft <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>N.B. Elementary 2 students work quietly while Elementary 3 students go over the C3 Checklist and participate in the creation of a class draft copy with the teacher.</p> </div> <ul style="list-style-type: none"> Posts and points to the flashcards of the animals 	




<p>TT5a-TT5m and the strategy poster <i>Using resources</i>.</p> <ul style="list-style-type: none"> Explains that Elementary 2 students will do a winding down activity (crossword puzzle on animals), while Elementary 3 continue working on their comic strip. Shows a copy of SH13. Explains that in a crossword puzzle, some words are written across and some are down. Models doing the crossword puzzle with no. 2 across (→): <ul style="list-style-type: none"> Looks at the picture of the reindeer. Finds the corresponding flashcard. Writes the word “reindeer” in no. 2 across (→). Has students notice that the animals are written in the plural form. Elicits from students which resources can help them to complete the handout. <p>Elementary 2</p> <ul style="list-style-type: none"> Distributes SH13 to Elementary 2 students. Asks students to write their name and group on SH13. Has them complete the crossword puzzle on animals quietly. 	<ul style="list-style-type: none"> Observe the flashcards and the strategy poster.  <p>USING RESOURCES</p> <ul style="list-style-type: none"> Look at the images on the crossword puzzle and remember the animals from the story. Pay attention to the teacher’s explanations. Observe the modelling of how to complete a crossword puzzle. <ul style="list-style-type: none"> Notice that the animals are written in the plural form. Name the resources: <ul style="list-style-type: none"> <i>The posted flashcards</i> <p>Elementary 2</p> <ul style="list-style-type: none"> Write their name and group on SH13. Complete the crossword puzzle on animals quietly.
<p>Elementary 3</p> <ul style="list-style-type: none"> Posts and points to the strategy poster <i>Directed attention</i>. Tells Elementary 3 students to concentrate, to look at and listen to the teacher. Posts the completed comic strip builder (TT15). Posts enlarged copies of the C3 Checklist (TT19) and Draft (TT20) side by side on the board to plan the draft copy of the personalized product. <div style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p>N.B. Writes these instructions on the board. Informs students that they need to include the following:</p> <ul style="list-style-type: none"> my name as the author of my comic strip three animals that can’t guide my sleigh and explain why one animal that can guide my sleigh and explain why a new animal to guide my sleigh next year appropriate adjectives and actions “The End!” in the last box of my comic strip a capital letter at the beginning and a period at the end of each sentence plural form for the animals the correct spelling of words taken from class resources </div>	<p>Elementary 3</p> <ul style="list-style-type: none"> Observe the poster.  <p>DIRECTED ATTENTION</p> <ul style="list-style-type: none"> Pay attention to the teacher’s explanations. Focus on the comic strip builder (TT15), the C3 Checklist (TT19) and the Draft (TT20) handouts.


<ul style="list-style-type: none"> • Draws students' attention to the C3 Checklist (TT19). • Tells them that this checklist is a tool that shows a procedure for writing. • Points to Step 1, <i>I prepare to write</i>. • Models how to use the checklist with the class tools. • Reads and briefly explains the logo and the sentences in Step 1, <i>I prepare to write</i>, on the enlarged copy of the C3 Checklist (TT19). • Checks off each box as the modelling is completed: <ul style="list-style-type: none"> - <i>The first thing to do is to think of the <u>instructions</u>. What do I have to do? I have to write a comic strip about an animal that can guide a sleigh. Let me look at the instructions on the board:</i> <ul style="list-style-type: none"> ○ <i>I have to write my name as the author of my comic strip.</i> ○ <i>I have to choose three animals that can't guide my sleigh and say why.</i> ○ <i>Then, I have to choose an animal that can guide my sleigh and say why.</i> ○ <i>I have to choose a new animal to guide my sleigh next year.</i> ○ <i>I have to write "The End!" in the last box of my comic strip.</i> ○ <i>I have to use appropriate adjectives and actions.</i> ○ <i>I have to use a capital letter at the beginning and a period at the end of my sentences.</i> ○ <i>I have to use the plural form for the animals.</i> ○ <i>I have to use the correct spelling.</i> - <i>I put a check mark in the first box.</i> - <i>Then, I think of the <u>resources</u> I need. What are my resources? The class resources and the flashcards. I put a check mark in the box.</i> - <i>I take out my completed <u>comic strip builder</u> (SH8). I put a check mark in the box.</i> - <i>I look at the <u>teacher's model</u> (TT16). I put a check mark in the box.</i> 	<ul style="list-style-type: none"> • Pay attention to the teacher's modelling of Step 1 of the checklist: <i>I prepare to write</i>.
<p>Writing the draft copy of the class comic strip</p> <ul style="list-style-type: none"> • Informs students they are now ready to write the draft copy of the class comic strip. • Posts and points to the strategy poster <i>Directed attention</i>. • Reminds students to concentrate, look at and listen to the teacher's explanations. • Reads and briefly explains the logo and the sentences in Step 2, <i>I write a draft</i>, on the enlarged copy of the C3 Checklist (TT19). • Checks off each box as the modelling is completed: <ul style="list-style-type: none"> - <i>Okay, so now I use my <u>comic strip builder</u> to</i> 	<div data-bbox="1255 1493 1349 1614" data-label="Image"> </div> <ul style="list-style-type: none"> • Observe the poster. • Observe the teacher's modelling of how to use the writing checklist to write a draft copy. • Pay attention to the teacher's modelling of Step 2 of the checklist: <i>I write a draft</i>.

<p>write my draft. I put a check mark in the box.</p> <ul style="list-style-type: none"> - I also use the <u>class resources</u>. I put a check mark in the box. - I also use the <u>model</u> (teacher's comic strip). I put a check mark in the box. - I <u>write my text</u>. I put a check mark in the box. - Finally, I <u>ask for help</u>, if needed. I put a check mark in the box. <ul style="list-style-type: none"> • Uses the completed class comic strip builder (TT14) to model how to write the class draft copy (TT20) with students. • Refers to the teacher's model (TT16) to provide students with examples of short English sentences. 	<ul style="list-style-type: none"> • Refer to the completed class comic strip builder (TT14) and the teacher's model (TT16) to partake in creating the draft copy of the class comic strip (TT20).
<p>Activity 20: Elementary 2:</p> <ul style="list-style-type: none"> - Participating in the modelling of the class version of the template <p>Elementary 3:</p> <ul style="list-style-type: none"> - Writing their draft copy using the C3 Checklist and Draft and completed comic strip builder <p>N.B. Elementary 3 students write their draft copies quietly, while Elementary 2 students participate in the modelling of how to write a class personalized version with the teacher.</p> <p>Elementary 3</p> <ul style="list-style-type: none"> • Draws students' attention to the strategy poster <i>Resourcing</i>. • Distributes a copy of SH9 to all Elementary 3 students. • Has students write their name, group and the date. • Asks them to read Step 1 and check off the items. • Asks students to use their personal completed comic strip builder (SH8) to individually write their draft copy on the right side of SH9. • Reminds them to follow Step 2 and check off the items. 	 <p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the strategy poster and think of the resources they need to write their draft copy. • Write their name, group and the date on their SH9. • Check off the items in Step 1 of their C3 Checklist as they complete them. • Use their completed comic strip builder (SH8) to individually write their draft copy (SH9). • Check off the items in Step 2 of their C3 checklist as they go along.
<p>Elementary 2</p> <ul style="list-style-type: none"> • Makes an enlarged copy of the blank comic strip template (SH10). • Uses the completed class comic strip builder (TT14) they did together to write a class personalized version of <i>Who Will Guide My Sleigh Tonight?</i> • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>. • Reminds Elementary 2 students that they will each create a comic strip as their personalized version. • Tells them that it is very important to concentrate, look at and listen to the teacher. 	<ul style="list-style-type: none"> • Focus on the teacher's explanations. • Observe the strategy posters.  

<ul style="list-style-type: none"> • Points to the blank comic strip template (SH10) and tells students they will create a class comic strip as model. • Starts with the first row of boxes. • Reads the title and writes the class group as the authors of the comic strip in the first box. • Reads the second box. • Has students look at the posted class comic strip builder (TT14) and say which animals they chose first. • Writes the names of the animals in the speech bubble in the third box. • Asks students to look at the comic strip builder (TT14) and name the adjective that describes the first animals that can't guide a sleigh. • Completes the speech bubble in the third box by writing the adjective. • Sketches a picture of the animals in the third box. • Reads the completed speech bubble in the third box. • Repeats the procedure for the fourth box. • Goes to the second row and repeats with the fifth box. 	<ul style="list-style-type: none"> • Observe the blank comic strip template (SH10). • Pay attention to the modelling. • Look at the posted class comic strip builder and name the first animals. • Look at the posted class comic strip builder and name the adjective that describes the first animals that can't guide a sleigh. • Notice that they will need to draw the animals they choose with their adjectives. • Observe that the picture matches the description. • Participate in creating the next boxes.
<ul style="list-style-type: none"> • Goes to the sixth box in the second row and reads the content of the speech bubble. • Has students look at the class comic strip builder and say which animals can guide a sleigh. • Completes the speech bubble with this information. • Sketches a picture of the animals in the box. • Reads the completed speech bubble in the sixth box. 	<ul style="list-style-type: none"> • Observe the modelling. • Look at the class comic strip builder and name the animals that can guide a sleigh. • Observe that the picture matches the description.
<ul style="list-style-type: none"> • Goes to the seventh box and reads the content of the thought bubble. • Has students look at the class comic strip builder and say which animals they will try next year. • Completes the speech bubble with this information. • Sketches a picture of the animals in the thought bubble. 	<ul style="list-style-type: none"> • Look at the class comic strip builder and name the animals they will try next year.
<ul style="list-style-type: none"> • Goes to the last box of the comic strip. • Has students look at the teacher's model and asks what's missing to complete the last box. • Writes the expression "The End!" in the last box. • Sketches a picture of the animals that guide the sleigh. 	<ul style="list-style-type: none"> • Observe the teacher's model and say, "The End!" • Observe that the picture matches the description.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has Elementary 2 students take out SH1, <i>I reflect on my learning</i>, and go to Activity 20. • Guides Elementary 2 students in their reflection on the use of the strategies <i>Directed Attention</i> and <i>Using resources</i>, as needed. 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 20. • Reflect on their use of the strategies <i>Directed Attention</i> and <i>Using resources</i> during the activity. 








<ul style="list-style-type: none"> Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did use any resources (e.g. <i>flashcards, comic strip builders, models</i>)? 	<ul style="list-style-type: none"> Answer the teacher's questions orally. Complete the faces of the reindeer by drawing a smile or a frown, according to self-reflection.
<p>Activity 21: Elementary 2:</p> <ul style="list-style-type: none"> Filling in their personal templates to create personalized versions <p>Elementary 3:</p> <ul style="list-style-type: none"> Modelling how to use the C3 Checklist to revise the draft Revising their draft copies <p>N.B. Elementary 2 students complete their template (SH10). Elementary 3 students go over Step 3 of the C3 Checklist and participate in the modelling of how to revise the class draft copy. Then, they revise their individual draft copy.</p> <p>Elementary 2</p> <ul style="list-style-type: none"> Posts and points to the teacher's model (TT13). Informs Elementary 2 students that they are going to fill in their template while Elementary 3 students revise their draft copy. Distributes a copy of SH10 to all Elementary 2 students. Has students write their name on their template (SH10). Has them take out their completed comic strip builder (SH8). Asks students to fill in their individual template. 	<p>Elementary 2</p> <ul style="list-style-type: none"> Observe the teacher's model. Observe the template. Listen to the instructions. <ul style="list-style-type: none"> Write their name on their template (SH10). Take out their completed comic strip builders (SH8). Complete their template individually by copying the words they chose for their comic strip builder on the appropriate lines of the template and drawing the corresponding pictures. Refer to the posted teacher's model (TT13) and the class model. Colour their drawings.
<p>Elementary 3</p> <ul style="list-style-type: none"> Posts and points to the strategy poster <i>Directed attention</i>. Reminds students to concentrate, look at and listen to the teacher's explanations. Reads and briefly explains the logo and the questions in Step 3, <i>I revise my comic strip</i>, on the enlarged copy of the C3 Checklist (TT19). Rereads the class draft copy on TT20. Checks off each box as the modelling is completed: <ul style="list-style-type: none"> <i>Did I write <u>my name</u> on my comic strip? Yes, I put a check mark in the box.</i> <i>Did I choose <u>three animals that can't</u> guide my sleigh, <u>one that can</u> and <u>one I will try next year</u>?</i> 	<p>Elementary 3</p> <ul style="list-style-type: none"> Observe the poster. <div data-bbox="1317 1430 1414 1549" data-label="Image"> </div> <ul style="list-style-type: none"> Pay attention to the teacher's modelling of Step 3 of the checklist: <i>I revise my comic strip</i>.

<p><i>Let me check. Yes, I put a check mark in the box.</i></p> <ul style="list-style-type: none"> - <i>Did I choose <u>appropriate adjectives and actions</u> to describe the animals? Let me see. Yes, I put a check mark in the box.</i> - <i>Did I write <u>"The End!"</u> in the last box of my comic strip? Yes, I put a check mark in the box.</i> - <i>Did I put a capital letter at the beginning and a period at the end of each sentence (<u>punctuation</u>)? I'll reread my sentences to make sure.</i> - <i>Did I put my animals in the <u>plural form</u>? Let's check.</i> - <i>Did I use resources to verify my <u>spelling</u>?</i> - <i>Okay, now I can put a check mark in the box.</i> <ul style="list-style-type: none"> • Answers questions students might have. 	<ul style="list-style-type: none"> • Asks questions, if needed.
<ul style="list-style-type: none"> • Has Elementary 3 students take out their C3 Checklist and Draft (SH9). • Posts and points to the strategy poster <i>Resourcing</i>. <ul style="list-style-type: none"> • Gives them time to revise their draft copy. • Reminds them to check off the boxes in Step 3 as they go along. • Circulates and helps out, as needed. 	<ul style="list-style-type: none"> • Take out their C3 Checklist and Draft (SH9). • Observe the poster.  <ul style="list-style-type: none"> • Use the resources to revise their draft copy. • Check off each box in Step 3 on the C3 Checklist as they complete their revision. • Ask for help, if needed.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has Elementary 3 students take out SH1, <i>I reflect on my learning</i>, and go to Activity 21. • Guides Elementary 3 students in reflecting on their use of the strategies <i>Directed attention</i> and <i>Resourcing</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Which resources did you use? Can you name them? (e.g. <i>flashcards, comic strip builder</i>) - Did you revise your draft? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 21. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Resourcing</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the reindeer by drawing a smile or a frown, according to self-reflection. 
<p>Activity 22: Elementary 2:</p> <ul style="list-style-type: none"> - Winding down moment (crossword puzzle - actions) <p>Elementary 3:</p> <ul style="list-style-type: none"> - Modelling how to complete the template - Filling in their templates to create personalized products <ul style="list-style-type: none"> • Posts and points to the flashcards of the actions TT6a-TT6j and the strategy poster <i>Using resources</i>. • Explains that Elementary 2 students will do a quiet 	<ul style="list-style-type: none"> • Observe the flashcards and poster. • Remember the actions from the story. • Pay attention to the teacher's explanations. 

<p>activity while Elementary 3 students will continue working on their comic strip.</p> <ul style="list-style-type: none"> • Uses a copy of SH14 to explain that in a crossword puzzle, some words are written across and some are down. • Models doing the crossword puzzle with no. 1 down: <ul style="list-style-type: none"> - Looks at the picture of the action “lift.” - Finds the corresponding flashcard. - Writes the words “lift” in no. 1 down (↓). • Elicits from students what resources can help them to complete the crossword puzzle. <p>Elementary 2</p> <ul style="list-style-type: none"> • Distributes SH14 to Elementary 2 students. • Asks students to write their name and group. • Has them complete the crossword puzzle quietly. 	<ul style="list-style-type: none"> • Observe the modelling of how to complete a crossword puzzle. • Name the resources: <ul style="list-style-type: none"> - <i>The posted flashcards</i> <p>Elementary 2</p> <ul style="list-style-type: none"> • Write their name and group on SH14. • Complete the crossword puzzle quietly.
<p>Elementary 3</p> <ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Directed attention</i>. • Reminds students to concentrate, look at and listen to the teacher’s explanations. • Goes back to the C3 Checklist (TT19) and points to Step 4, <i>I write my final text in my template</i>. • Models how to write the final text (comic strip) using the teacher’s model (TT16), an enlarged version of the template (SH11) and the draft copy of the class comic strip (TT20). • Distributes SH11 and tells Elementary 3 students that they will copy their draft onto the template. • Has students individually complete their template using their draft copy as a resource. • Circulates and helps out, as needed. 	<p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the poster.  <ul style="list-style-type: none"> • Pay attention to the teacher’s modelling of Step 4 of the checklist: <i>I write my final text in my template</i>. • Copy their revised draft copy onto their template (SH11). • Use the teacher’s model (TT13) as a resource. • Ask for help, if needed.
<ul style="list-style-type: none"> • Reads and briefly explains the logo and the questions in Step 4, <i>I write my final text in my template</i>, of the C3 Checklist and Draft with the class: <ul style="list-style-type: none"> - <i>Did I write <u>my name</u>? I put a check mark in the box.</i> - <i>Is my comic strip <u>about animals</u>? I put a check mark in the box.</i> - <i>Do my <u>drawings and text correspond</u>? I put a check mark in the box.</i> - <i>Is my text <u>easy to understand</u>? I put a check mark in the box.</i> • Makes the necessary adjustments. • Gives students time to revise the final copy of their comic strip (SH11) using Step 4 of their C3 Checklist and Draft (SH9). • Reminds Elementary 3 students to verify and check off the questions in the last section, <i>I write my final</i> 	<ul style="list-style-type: none"> • Observe the modelling of Step 4 of the C3 Checklist and Draft. • Revise the final copy of their comic strip (SH11) and check off the questions in Step 4 of their C3 Checklist and Draft (SH9).

<p><i>text in my template</i>, on their C3 Checklist.</p> <p>☞</p> <ul style="list-style-type: none"> Collects final products (SH10 for Elementary 2 and SH11 for Elementary 3) and comic strip builders (SH8). Collects C3 Checklist and Draft handouts (SH9 for Elementary 3 students only). Uses TT1a to provide feedback on the personalized versions of the story (Elementary 2). Uses TT1b and TT3 to provide feedback on the personalized products (Elementary 3). 	
<p>Activity 23: Practising and sharing comic strips (final products) with peers</p> <ul style="list-style-type: none"> Hands back final versions of comic strips to students. Has them practise and share their comic strips with peers in one of the following ways: <ul style="list-style-type: none"> Students participate in a Gallery Walk (final products are displayed and students circulate around the room to read each one). Students share their comic strips in small group rotations. Students share their comic strips with peers from another class. Students' final products are displayed in the school library or in the ESL classroom. 	<ul style="list-style-type: none"> Receive their comic strip. Practise and share their comic strip with peers.

STEP 3: REFLECTING ON WHAT HAS BEEN LEARNED

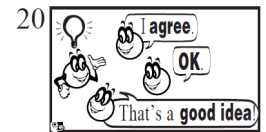
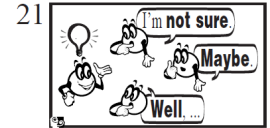
Role of the teacher	Students in action
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-evaluation</i>. Informs students that they are now going to reflect on their participation in the activities, their use of English for the entire learning and evaluation situation and their comic strip (final product). Has students take out their pencils, comic strips and SH1, <i>I reflect on my learning</i>, and go to the last section: <i>In the end, I am happy with ...</i> Uses a copy of SH1 to model self-evaluation with the class. 	<ul style="list-style-type: none"> Observe the strategy poster and prepare to self-evaluate their participation throughout the LES.  <ul style="list-style-type: none"> Take out their comic strips and SH1. Observe the modelling.
<p>Part 1: My participation in the activities</p> <ul style="list-style-type: none"> Posts and points to the strategy posters <i>Directed attention</i>, <i>Use of prior knowledge</i>, <i>Predicting</i>, <i>Using resources</i>, <i>Cooperation</i> and the competency poster <i>Demonstrating understanding</i>. Goes to the first part: My participation. Elicits from students the strategies they practised when doing the activities. For example: <ul style="list-style-type: none"> <i>Which strategies did we use to learn the key elements?</i> Invites students to come and point to the corresponding poster as they name the strategy. 	      <ul style="list-style-type: none"> Volunteer to point to the strategy posters as they name them (e.g. <i>directed attention</i>, <i>predicting</i>)

<ul style="list-style-type: none"> Asks students to recall some activities they did for <i>Directed attention, Use of prior knowledge, Predicting, Using resources, Cooperation.</i> Posts and points to the competency poster <i>Demonstrating understanding.</i> Asks students: <ul style="list-style-type: none"> <i>Which lines are repeated in the story?</i> <i>Which animals are in the story?</i> Points to the first part on the final self-evaluation section of the handout and uses a marker to model. Scaffolds the procedure by thinking aloud. For example: <i>Umm . . . I look at the faces of the reindeer in the section, My participation. I count the happy faces. I have 25. Wow!</i> 	<ul style="list-style-type: none"> Name some activities they did to practise the strategies: <ul style="list-style-type: none"> <i>Predicting which animals will guide the sleigh</i> <i>Directing my attention to the teacher when he/she is reading the story</i> <i>Using resources to complete the handouts</i> Observe the competency poster. Answer: <ul style="list-style-type: none"> <i>I tried . . . They were too . . .</i> <i>Reindeer, mice, tigers . . .</i> Observe the modelling and listen to the teacher.
<ul style="list-style-type: none"> Points to the three reindeer on the self-evaluation part. <i>Um. . . 25 happy faces. Do I circle the first reindeer, the second or the last one? I am very satisfied with my participation. I circle the first reindeer "Happy."</i> Helps students reflect on their participation in the activities by asking questions such as: <ul style="list-style-type: none"> <i>Did you draw happy faces on all your reindeer?</i> <i>Count them. Are you satisfied with your participation?</i> Has students observe and count the number of smiles and frowns on the reindeer of their section My participation and then self-evaluate their participation by circling the appropriate reindeer: "Happy," "So-so," "Oops." Circulates and helps out, as needed. 	<ul style="list-style-type: none"> Observe the modelling and listen to the teacher. Go to the first part of the handout, My participation. Reflect on their participation by looking at the happy faces on their SH1. Count the number of smiles on the reindeer in the two first columns on their handout SH1. Self-evaluate their participation by circling the appropriate reindeer: "Happy," "So-so," "Oops." Ask for help, if needed.

Part 2: My English

- Posts and points to the strategy posters *Risk-taking*, and *Asking for help or clarification*, the competency poster *Using English* and the functional language posters.
- Points to the second part of the handout **My English**.

- Observe the posters.
- Prepare to self-evaluate their use of English throughout the LES.
- Go to the second part of the handout, **My English**.



- Asks them to recall some activities during which they used the functional language on the posters.

- Name some activities they did and functional language they used:
 - *building the class resources: How do you say . . . ?*
 - *completing the comic strip builders together: Well done! Great work!*
 - *practising the key elements: Your turn. My turn. It's your turn. It's my turn.*

- Asks students which words and expressions they used during this LES. For example:
 - *What is the title of the book we read?*
 - *What are the English words we learned?*
 - *Say the lines you remember from the story.*
 - *What language did you practise with the actions from the story?*
 - *What language did you use to complete your comic strip builder?*

- Recall some language they learned by answering the teacher's questions on the left:
 - *Who Will Guide My Sleigh Tonight?*
 - *Tigers, reindeer, mice, sleigh, guide, etc.*
 - *I tried... but they were too...*
 - *Can flip and flop; can't lift, etc.*
 - *My turn. Your turn. The action is . . . How do you say . . . ? I can . . . I can't . . .*

- Models completing the section, **My English**, by scaffolding the procedure and circling a reindeer.
- Has students observe and count the number of smiles and frowns on the reindeer for the section: *My English*.

- Observe the modelling.

<ul style="list-style-type: none"> Points to the three reindeer on the self-evaluation part. <i>Um . . . six happy faces. Do I circle the first reindeer, the second or the last one? I am very satisfied with my English. I circle the first reindeer, "Happy."</i> Has them self-evaluate their use of English by circling the appropriate reindeer: "Happy," "So-so," "Oops." <ul style="list-style-type: none"> <i>Did you draw happy faces on all your reindeer?</i> <i>Count them. Are you satisfied with your English?</i> Circulates and helps out, as needed. 	<ul style="list-style-type: none"> Count the number of smiles on the reindeer in the last column of their SH1. Self-evaluate their use of English by circling the appropriate reindeer: "Happy," "So-so," "Oops." Ask for help, if needed.
<p>Part 3: My comic strip</p> <ul style="list-style-type: none"> Points to the last part of the self-evaluation section My comic strip. Asks students to look at their comic strip and to say whether they are happy with their work. 	<ul style="list-style-type: none"> Prepare to self-evaluate their overall satisfaction of their comic strip. Go to the third part of the self-evaluation section, My comic strip. Say whether they are happy with their comic strip.
<ul style="list-style-type: none"> Scaffolds by asking questions such as: <ul style="list-style-type: none"> <i>What are the resources that helped you write your comic strips?</i> <i>For Elementary 3, did you follow your C3 Checklist?</i> Tells students that he/she is very happy with the teacher's models (TT14 and TT16) of the comic strips. Circles the appropriate reindeer on the handout, "Happy." Invites students to circle the appropriate reindeer ("Happy," "So-so," "Oops") for the section: My comic strip. Circulates and helps out, as needed. Invites students to sign and date their SH1. 	<ul style="list-style-type: none"> Answer the questions on the left and share their answers with the class: <ul style="list-style-type: none"> <i>The flashcards, the models, the class resources, the comic strip builder, the C3 Checklist and Draft, etc.</i> <i>Yes. Four steps.</i> Observe the modelling. Self-evaluate their satisfaction with their comic strip by circling the appropriate reindeer: "Happy," "So-so," "Oops." Ask for help, if needed. Sign their name and copy the date on SH1.
<p>Informing parents</p> <ul style="list-style-type: none"> Collects SH1 and final products. Staples SH1, TT1a/TT1b, TT2a/TT2b and TT3 to the final products and sends the package home for parents' signature and comments on SH1. Asks students to return the signed documents in order to include them in students' portfolios. 	