

Name: _____ Date: _____



Checklist to Support Learning – Elementary 2

C1: To Act on Understanding of Texts

Who Can Guide My Sleigh Tonight?

Observable Elements		My Teacher's Feedback	
Evidence of understanding of texts		You got it! 😊	Oops! Next time you could...
Act 6 7	Identify the key elements (e.g. <i>recall animals from the story</i>).	___ Yes	___ Pay attention to your teacher's instructions. ___ Think of what you know about the story. ___ Use resources for support. ___ _____.
Act 8	I participate (join in) (e.g. <i>naming and miming animals and actions, showing flashcards</i>).	___ Yes	___ Pay attention to your teacher's instructions. ___ Use resources for support. ___ Imitate your classmates. ___ _____.
Strategy use		You got it! 😊	Oops! Next time you could...
Act 2 4	I predict which animals will guide Santa's sleigh.	___ Yes	___ Think of what you know. ___ Observe the book covers and illustrations. ___ Listen to your classmates' ideas. ___ Take a chance and share your ideas. ___ _____.
Act 5 9	I use resources to label the pictures (e.g. <i>flashcards, teacher, classmates</i>).	___ Yes	___ Look at the flashcards. ___ Look at your teacher or classmates. ___ Ask your teacher or classmates for help. ___ _____.
Act 2 4 6 7 8	I direct my attention.	___ Yes	___ Focus on your teacher's instructions. ___ Listen to your classmates. ___ Complete the task. ___ _____.
Act 6	I use my prior knowledge (e.g. <i>I think about the animals, problem and actions in the story</i>).	___ Yes	___ Think of what you know. ___ Ask for help or clarification. ___ Listen to your classmates. ___ Share your ideas with your classmates. ___ _____.

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My Comic Strip (Personalized Version)		
Observable Elements	My Teacher's Feedback	
Evidence of understanding of texts	You got it! 😊	Oops! Next time you could...
I include: - my name - three animals that can't guide the sleigh and reasons why - one animal that can guide the sleigh - one animal I will try next year	___ Yes	___ Refer to the instructions on the board. ___ Refer to the resources more. ___ Complete the planning tool. (e.g. <i>comic strip builder</i>) ___ Complete the template. (e.g. <i>comic strip</i>) ___ Ask your teacher or classmates for help. ___ _____
I choose words from the resources (e.g. <i>flashcards, class resources</i>) to create my own personalized version of the story. I don't copy one of the models.	___ Yes	___ Refer to the instructions on the board. ___ Use a variety of resources. ___ Complete the planning tool. (e.g. <i>comic strip builder</i>) ___ Ask your teacher or classmates for help. ___ _____
To cooperate with others (CCC8)	You got it! 😊	Oops! Next time you could...
I work with my classmates (e.g. <i>I look at and listen to my partner. I encourage my partner. We take turns. We practise together. We use our resources together.</i>)	___ Yes	___ Look at and listen to your classmates. ___ Encourage your classmates. ___ Take turns. ___ Practise with your classmates. ___ Refer to the resources more. ___ Ask your teacher or classmates for help. ___ _____