

Learning and Evaluation Situation

You Are What You Eat!

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 version of the text* (approximately 2 periods)			
Activities 1-2-3-4-5-6			
Setting the tone: having students activate prior knowledge of the life cycle of a butterfly, introducing the book and predicting content			
Vocabulary building of the key elements using flashcards			
First reading of the story: Verifying predictions and prior knowledge, recognizing key elements			
Winding down moment (labelling key elements of the story)			
Activity 7			
Second reading of the story: Joining in, saying, “On Monday, he ate . . . ”			
Introducing “good food or bad food”			
Winding down moment (labelling key elements of the story . . . cont.)			
Activity 8			
Complementary related activity to recall the key elements and the story			
Playing a board game in pairs to learn the key elements			
Demonstrating understanding of the original version of the text* (approximately 2 periods)			
Activity 9			
Third reading of the story: Joining in, saying, “On Monday, he ate . . . ”			
Describing the key elements using colours			
Activity 10			
Focus on form (final “s” on plural nouns and word order)			
Fourth reading of the story: Joining in, pronouncing the final “s” on plural nouns			
Activity 11			
Winding down moment (activity for word order: number + colour + singular/plural noun)			
Activity 12			
Story sequencing and retelling (using a story map and pictures – retelling in pairs)			
Creating a personalized version of the original text (Elementary 2)*			
Creating a personalized product (Elementary 3)* (approximately 3 periods)			
Activity 13		Activity 14	
Presenting and deconstructing the teacher’s model of a personalized version with the help of the story builder		Presenting and deconstructing the teacher’s model of a personalized product with the help of the story builder	
Activity 15			
Partaking in the building of the class resources to create final products			
Activities 16-17			
Modelling how to fill in the common parts of the story builder			
Filling in the common parts of the personal story builder			
Activity 18a		Activity 18a	
Winding down moment: Cutting the pages of the caterpillar-shaped book		Modelling how to use the C3 checklist to write the sentences of the butterfly-shaped book	
Activity 18b		Activity 18b	
Modelling how to complete the templates		Writing draft using the C3 checklist and completed story builder	
Activities 19-20		Activities 19-20	
Filling in the personal templates to create personalized versions		Filling in the personal templates to create personalized products	
Activity 21			
Practising and sharing their shape book with peers			
Reflecting on the learning			
Participating in a class reflection on what has been 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 (CONSTRUCTING MEANING)


Role of the teacher	Students in action
<p>Activity 1: Setting the tone</p> <ul style="list-style-type: none"> Hides the label, <i>a caterpillar</i>, on flashcard Teacher Tool 4b (TT4b). Posts the flashcard of the key element of the caterpillar with the hidden label. Points to the flashcard and asks students if they can name the picture. Listens to students' answers and provides the English word if students identify the picture in French. Shows the label and points to the picture, then reads its label: <i>a caterpillar</i>. Asks students to repeat the words. 	<ul style="list-style-type: none"> Look at the picture of the flashcard and observe the teacher presenting the key element. Activate their prior knowledge in order to identify the picture, <i>a caterpillar</i>. Observe and listen to the teacher. Say the words, <i>a caterpillar</i>.
<p>Activity 2: Preparing to understand the story <i>The Very Hungry Caterpillar</i></p> <p></p> <ul style="list-style-type: none"> Prepares TT1a and TT1b beforehand for recording his/her observations of students' strategy use (<i>use of prior knowledge</i>) for feedback purposes, using Student Handout 2 (SH2). Posts and points to the strategy poster <i>Directed attention</i> and to the competency poster <i>Using English</i>. Asks students to concentrate, look at and listen to the teacher. Reminds them to speak English. Puts up the flashcards of the key element <i>hungry</i> (TT4a) and of the following key elements (TT4n-TT4r): <ul style="list-style-type: none"> <i>one salami, two sausages</i> (TT4n) <i>one slice of watermelon, one slice of cheese</i> (TT4o) <i>one piece of cherry pie, one piece of cake</i> (TT4p) <i>one cupcake, one ice cream cone</i> (TT4q) <i>one pickle, one lollipop</i> (TT4r) Points to the flashcard TT4a <i>hungry</i>, rubs his/her stomach and says to students, <i>I'm hungry</i>. Pretends to eat one food item after the other: points to each picture; names the food item; rubs his/her stomach each time saying, <i>I'm hungry</i>, or <i>very hungry</i> or <i>still hungry</i>. Points to the flashcard and asks: <i>What do you eat when you are hungry?</i> Provides the English word for the food items said in French by the students. Tells students that he/she knows someone who is very hungry. Points to the flashcard of the caterpillar and says, 	<ul style="list-style-type: none"> Look at the posters and prepare to pay attention and speak English. <div data-bbox="1019 1079 1123 1199" data-label="Image"> </div> <ul style="list-style-type: none"> Observe the teacher demonstrating the meaning of the word <i>hungry</i>. Say what they eat when they are hungry; their answers will vary.






<p><i>this caterpillar is very, very hungry.</i></p> <ul style="list-style-type: none"> • Informs students that he/she wants to find out what the students know about caterpillars. 	
<p>The strategy <i>Use of Prior Knowledge</i></p> <p>Note: The strategy <i>Use of prior knowledge</i> will help students recall what they already know about caterpillars and whether or not their knowledge is accurate. This will help students prepare for the story.</p> <ul style="list-style-type: none"> • Posts the strategy poster <i>Use of Prior Knowledge</i>. • Distributes SH2 to all students. • Uses a copy of SH2 to guide students in practising the strategy <i>Use of Prior Knowledge</i>. • Has students write their names and grade levels. • Points to the strategy poster <i>Use of Prior Knowledge</i> on the handout. • Explains to students that using what they know will help them prepare for the story. • Has them look at the first life cycle and describe what they see. • Reminds them to speak English. • Guides students by rephrasing what they say: <i>A baby. The baby grows and he is a boy. Then he grows some more and becomes a teenager.</i> • Asks students to activate their prior knowledge in order to name the last stage of people growing. • Reads the label <i>an adult</i> in the last square. • Asks students to draw the picture of the boy as he becomes an adult. • Circulates and monitors, helping out where needed. 	<ul style="list-style-type: none"> • Direct their attention to the poster and prepare to activate their prior knowledge.  <ul style="list-style-type: none"> • Write their name and grade level on SH2. • Describe what they see. For example: - <i>A baby.</i>  <ul style="list-style-type: none"> • Recall that all babies become adults. • Draw the boy as an adult.
<ul style="list-style-type: none"> • Points to the strategy poster <i>Use of Prior Knowledge</i> on the handout and reminds students they will have to speak English. • Draws students' attention to the second life cycle and asks them to describe what they see. • Reminds them to speak English. • Guides students by rephrasing what they say: <i>An egg on a leaf. The egg becomes a caterpillar. The caterpillar grows and makes a cocoon.</i> • Draws students' attention to the question mark under the last box. • Asks students to individually activate their prior knowledge and think of what happens to a caterpillar when it becomes an adult. • Asks each student to draw what happens to a caterpillar when it becomes an adult. • Circulates and monitors, helping out where needed, 	<ul style="list-style-type: none"> • Direct their attention to the poster and prepare to activate their prior knowledge of caterpillars. • Describe what they see. For example: - <i>An egg.</i> • Activate their knowledge of what happens to a caterpillar when it becomes an adult. • Draw what they think happens to a caterpillar when it becomes an adult.


<p>without commenting on nor correcting inaccuracies in students' prior knowledge.</p>	
<ul style="list-style-type: none"> • Informs students that they will continue practising the strategy <i>Use of prior knowledge</i>. • Draws their attention to the bottom part of SH2. • Explains the activity and does the first number as an example. Reads the sentence: <ul style="list-style-type: none"> ◦ <i>A caterpillar is an insect.</i> • Asks the class: <ul style="list-style-type: none"> ◦ <i>Yes? No? Not sure?</i> • Seeks agreement and puts the (✓) in the <i>Yes</i> column. • Reads sentence no. 2, <i>A caterpillar eats leaves</i>, and mimes the action <i>eats</i>. • Draws students' attention to the little pictures of the leaves to help them understand the words. • Asks students to individually use what they know about caterpillars to check off the correct box. • Repeats the same procedure with sentences no. 3, 4 and 5. <p></p> <ul style="list-style-type: none"> • Collects SH2 for recording observations of students' practice of the strategy <i>Use of Prior Knowledge</i> using TT1a and TT1b for feedback purposes. The students' handouts are not corrected since students will verify their predictions in a subsequent activity. 	<ul style="list-style-type: none"> • Continue listening to the teacher's explanations. • Observe the modelling of sentence no. 1 and give their answer. • Put their check mark in the corresponding column on their handout. • Observe the modelling of sentence no. 2. • Answer individually by checking the column corresponding to their answer. • Complete sentences no. 3, 4 and 5 individually. • Hand in completed SH2 to the teacher.
<ul style="list-style-type: none"> • Distributes SH1, <i>I reflect on my learning</i>, to all students. • Asks the students to write down their name and grade level and to go to Activity 2. • Posts and points to the strategy poster <i>Self-monitoring</i>. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Use of prior knowledge</i> and on their use of English, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you name any foods? - Did you share your ideas? - Did you try to speak English? 	<ul style="list-style-type: none"> • Write their name and grade level on SH1. • Observe the poster. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Use of prior knowledge</i> and on their use of English while participating in the activity. • Answer the teacher's questions orally. • Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. <div data-bbox="1284 1545 1386 1675" data-label="Image"> </div>

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 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. • Posts flashcards of the key elements TT4a to TT4r in this sequence: <ul style="list-style-type: none"> - <i>hungry</i> (TT4a) - <i>a caterpillar</i> (TT4b) - <i>an egg</i> (TT4c) - <i>a green leaf</i> (TT4d) - <i>ate through</i> (TT4e) - <i>a cocoon</i> (TT4f) - <i>a butterfly</i> (TT4g) - <i>food</i> (TT4h) - <i>one apple</i> (TT4i) - <i>two pears</i> (TT4j) - <i>three plums</i> (TT4k) - <i>four strawberries</i> (TT4l) - <i>five oranges</i> (TT4m) - <i>one salami, two sausages</i> (TT4n) - <i>one slice of watermelon, one slice of cheese</i> (TT4o) - <i>one piece of cherry pie, one piece of cake</i> (TT4p) - <i>one cupcake, one ice cream cone</i> (TT4q) - <i>one pickle, one lollipop</i> (TT4r) • Informs students that these flashcards are the key elements of the story. 	<ul style="list-style-type: none"> • Look at the poster and prepare to pay attention. 
<ul style="list-style-type: none"> • Points to one picture at a time, saying the words or expressions and modelling the actions “hungry” and “ate through.” • Repeats by first pointing to the picture, then reading its label. • Focuses on pronouncing the final “s” of words in the plural. • Has students repeat each time, pronouncing each word/expression and miming the two actions. <p>Alternative:</p> <ul style="list-style-type: none"> - Presents the key elements with the PPT slides (TT4u) of pictures without labels and elicits the vocabulary words from students. - Uses the PPT slides (TT4v) of the labelled key elements and has students repeat the words. 	<ul style="list-style-type: none"> • Look at the pictures of the flashcards and observe the teacher presenting the key elements. • Listen to the teacher. • Repeat the names of each key element and mime actions: hungry and ate through. • Pronounce the final “s” on plural nouns.

<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 3. • Guides students in their reflection on their use of the strategy <i>Directed attention</i>, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you pronounce the final “s” of plural nouns? - Did you name some of the foods on the posters (i.e. flashcards)? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1. • 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 caterpillar by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 4: Using clues from the book to predict the content of the story</p>  <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students’ strategy use (<i>predicting</i>) for feedback purposes. • Shows students a short (2 min 54 sec) video of Eric Carle illustrating his book at: http://www.youtube.com/watch?v=fvRcCKP5v6Q • Posts the flashcards of the key elements TT4a-TT4r. • Points to the strategy poster <i>Directed attention</i> and the competency poster <i>Using English</i>. • Reminds students to concentrate, look at and listen to the teacher. • Encourages them to speak English. • Posts and points to the strategy poster <i>Predicting</i>. • Explains to or reminds students that predicting is guessing or imagining what will happen in a story and that this is a good strategy to help comprehension. • Prepares students for story time. • Tells students that he/she is going to tell them a story about a caterpillar who is very hungry. • Shows them the front cover, reads the title, <i>The Very Hungry Caterpillar</i>, and has them repeat the title. • Asks students questions about the book cover to prepare them for the story telling. For example: <ul style="list-style-type: none"> - <i>What is this animal?</i> - <i>Yes, a very hungry caterpillar (rubbing own stomach).</i> - <i>What colour is it? Blue or green?</i> - <i>Is the caterpillar big or small?</i> 	<ul style="list-style-type: none"> • View the video of Eric Carle illustrating his book. • Observe the posters and prepare to pay attention and speak English.   <ul style="list-style-type: none"> • Direct their attention to the poster and prepare to predict what the story is about.  <ul style="list-style-type: none"> • Look at the front cover of the book. • Say the title of the story, <i>The Very Hungry Caterpillar</i>. • Answer the questions on the left with: <ul style="list-style-type: none"> - <i>A caterpillar.</i> - <i>A very hungry caterpillar.</i> - <i>Green, blue, red, yellow, brown.</i> - <i>Big.</i>
<ul style="list-style-type: none"> • Reads the name <i>Eric Carle</i> and explains that the author is also the illustrator. 	<ul style="list-style-type: none"> • Listen to the teacher explain that the same person wrote the story and illustrated the book.

<ul style="list-style-type: none"> Shows students the back cover of the book and describes the illustration with the help of the students. For example: <ul style="list-style-type: none"> <i>Do you see the caterpillar? Where is it?</i> <i>Is the caterpillar big or small?</i> Points to the little hole in the leaf and explains that the caterpillar ate through the green leaf. Has students repeat: <i>ate through</i>. Points to the sun, eliciting answers. <ul style="list-style-type: none"> <i>What colour is the sun? Red or orange?</i> <i>What do you see in the sun? A happy face? A sad face?</i> Points to the square at the top right and asks: <ul style="list-style-type: none"> <i>Can you see the name of the author in the white square? Read with me.</i> <i>What is in the letter C?</i> <i>Big or small?</i> Points to words at the bottom left: <ul style="list-style-type: none"> <i>What is this? Read with me: Eric Carle.</i> Tells them that this book was first written in 1969 by Eric Carle. Draws students' attention to the copyright.  Uses TT1a and TT1b to record observations of students' strategy use (<i>predicting</i>) for feedback purposes. Points to the strategy poster <i>Predicting</i>. Reads the title, <i>The Very Hungry Caterpillar</i>. Asks students to use the clues on the front and back cover page and their prior knowledge of caterpillars to predict the content of the story. Reminds them to speak English. Records students' predictions on the board or on chart paper for further use. 	<ul style="list-style-type: none"> Observe the back cover of the book. Answer the questions on the left with: <ul style="list-style-type: none"> <i>On a green leaf.</i> <i>Small (tiny).</i> Follow along and look at the hole in the leaf. Repeat the expression <i>ate through</i>. Look at the sun and answer with: <ul style="list-style-type: none"> <i>Orange.</i> <i>A happy face. A smile.</i> Read with the teacher: <ul style="list-style-type: none"> <i>The world of Eric Carle.</i> Answer the questions with: <ul style="list-style-type: none"> <i>A caterpillar.</i> <i>A small (tiny) caterpillar.</i> Look at and read the name of the author: <i>Eric Carle</i>. Pay attention to the teacher's explanations that books have a publication date and a copyright. Look at the poster and prepare to predict the story. Use the clues from the front and back cover and draw on what they know about caterpillars to predict the content of the story. Use the words on the flashcards to speak English: <ul style="list-style-type: none"> <i>A very hungry caterpillar.</i> <i>Eats through leaves. Big leaves.</i> <i>He is a big caterpillar.</i> <i>He is an adult, a butterfly.</i> <i>Etc.</i>
<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 their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, and on their use of English, as needed. 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 to the caterpillar? Did you try to speak English? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1. Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> and on their use of English during the activity. Answer the teacher's questions orally. Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. <div data-bbox="1282 1730 1386 1860" data-label="Image"> </div>

Activity 5: First reading of the story



- Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (*predicting*) for **feedback** purposes.
- Posts and points to the strategy poster *Directed attention* and *Predicting*.
- Reminds students to concentrate and to look at and listen to the teacher.
- Reads the story to the students:
 - When reading what the caterpillar eats on the Monday, hides the food for the other days of the week and so on.
 - After reading what happens during a day, shows the hole in the food item to students, then turns the page and points to the caterpillar eating through the food and coming out of the hole. For example: *On Monday, he ate through one apple. But he was still hungry.*
- On the second-to-last page, he/she reads the last sentence *He pushed his way out and . . .* and asks students to predict what will happen to the caterpillar.
- Turns the page and reads the last part of the sentence: *he was a beautiful butterfly!*
- Asks the students to confirm their predictions.



- Uses TT1a and TT1b to record observations of students' strategy use (*predicting*) for **feedback** purposes.

Verifying predictions

- Points to the strategy poster *Predicting*, and the competency poster *Using English*.
- Encourages students to speak English.
- Has students review their predictions by referring to the board or the chart paper.
- Reads one prediction at a time and asks students: *Is this prediction correct? Yes? No?*
- Confirms each correct prediction by referring to the illustrations in the book, when possible.
- Verifies students' understanding of the story by pointing to the flashcards and has students identify the key elements of the story in order of appearance.
- Recalls briefly each event of the story as it is named.

- Observe strategy posters.



- Listen to and focus on the teacher reading the story.
- Predict what will happen to the caterpillar at the end of the story when prompted by the teacher. (e.g. *He becomes a butterfly*)

- Observe the posters.



- Verify their predictions. (e.g. *A butterfly! Yes!*)
- Focus on their predictions written on the chart and say if they were right or wrong: *Yes. No.*
- Activate their prior knowledge of the events of the story by identifying the key elements of the story in English in order of appearance.

<p>Verifying prior knowledge of caterpillars</p> <ul style="list-style-type: none"> • Returns SH2 to students. • Points to the strategy poster <i>Use of prior knowledge</i>. • Shows answers using Answer Key TT5. 	<ul style="list-style-type: none"> • Observe the strategy poster. <div data-bbox="954 289 1253 445" data-label="Image"> </div> <ul style="list-style-type: none"> • Review answers. • Look at the correction key to compare their prior knowledge of caterpillars with the content of the story. • Adjust their answers, if needed.
<ul style="list-style-type: none"> • Asks students to review their answers according to the content of the story. • Has them refer to the Answer Key to adjust their answers, if necessary. • Circulates and monitors, helping out where needed. 	<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 students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>, and on their use of English, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you predict the end of the story? - Was your prediction correct? - Did you try to speak English?



Activity 6: Winding-Down Moment



- Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (*using resources*) for **feedback** purposes.
- Posts flashcards of the key elements TT4a to TT4r in this sequence or uses the PPT slides provided (TT4v) of pictures with labels.
- Distributes SH3a to all students.
- Asks students to write their name and group on SH3a.
- Posts and points to the strategy poster *Using resources*.

- Asks students what resource can help them label the pictures on their handouts.

- Models first by reading the title, *The Very _____ Caterpillar*, and pointing to the picture.
- Uses the posted flashcard (TT4a) as a resource to label the missing key element in the title: *hungry*.
- Has students copy the word *hungry* in the title.

- Models by doing the first picture, using the posted flashcard (TT4b) as a resource to label the key element, *a caterpillar*.
- Has students label the picture of the caterpillar on their SH3a.
- Asks them to continue labelling the other pictures on their handouts in writing OR by cutting and gluing the words from the word bank.
- Circulates, helping out where needed.



- Uses TT1a and TT1b to record observations on students' strategy use (*using resources*) on SH3a for feedback purposes.
- Shows Answer Key TT6a for students' verification.

- Write their name and group on SH3a.
- Observe the strategy poster.



- Name the resource that can help them label the pictures of the key elements: *the posted flashcards*.
- Observe the modelling.

- Copy the word *hungry* on the line in the title, using the TT4a as a resource.
- Observe the modelling.

- Copy the words *a caterpillar* under the appropriate picture.
- Use the flashcards as resources to label the remaining key elements on their own in writing OR by cutting and gluing the words from the word bank.

- Verify and correct their answers on their own, using the Answer Key.

- Posts and points to the strategy poster *Self-monitoring*.
- Has students take out SH1, *I reflect on my learning*, and go to Activity 6.
- Guides students in their reflection on their use of the strategy *Using resources*, as needed.
- Asks questions such as:
 - Did you use resources?
 - Did you refer to the flashcards?

- Observe the poster.
- Take out SH1.
- Reflect on their use of the strategy *Using resources* during the activity.
- Answer the teacher's questions orally.
- Complete the face of the caterpillar by drawing a smile or a frown, according to their self-reflection.



Activity 7: Second reading: Joining in



- Prepares TT1a beforehand for recording observations of **Elementary 2** students' evidence of understanding (joining in) for **feedback** purposes.
- Posts and points to the strategy poster *Directed attention*, and the competency poster *Demonstrating understanding*.
- Reminds students to concentrate, look at and listen to the teacher.

- Goes to the following site and invites students to watch a short video of Eric Carle reading his story: http://www.eric-carle.com/ec_reads_vhc.html
- Reads the story to the students a second time.

- Invites students to join in the repetitive line.



- Uses TT1a to record observations of **Elementary 2** students' evidence of understanding (joining in) for **feedback** purposes.

- Observe the strategy poster *Directed attention* and the competency poster *Demonstrating understanding*.



- Watch Eric Carle read his story.
- Listen to the teacher read the story a second time and focus on the content and the key elements of the story.
- Join in by repeating: *but he was still hungry*.











- Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (*risk taking*) for **feedback** purposes.
- Posts and points to the strategy poster *Risk taking* and the competency poster *Using English*.
- Encourages students to take risks in speaking English.
- Posts the flashcards "good food for you" and "bad food for you" (TT4s and TT4t) along with the other flashcards of the key elements.
- Points to one key element and asks students if the food item is good or bad food for them. For example:
 - Points to the slice of watermelon and asks: *Is watermelon good food (pointing to TT4s) or bad food (pointing to TT4t) for you?*
- Points to the flashcard (TT4s) if the students answer "Good food for you."
- Points to the flashcard (TT4t) if the students answer "Bad food for you."
- Invites volunteer students to:
 - come up and point to a food item of their choice and name it
 - say whether the food item is good or bad for them as they touch the appropriate thumbs up/down flashcard

- Pay attention to the posters and prepare to take risks speaking English.



- Answer the question on the left:
 - "Good food for you" if the food item is good for them
 - "Bad food for you" if the food item is bad for them
- Observe as the volunteer student comes up to the front of the class, points to a food item and points to the flashcard for good or bad food, according to his/her opinion.
- Participate by saying Yes or No and then volunteer to point to another food item.

 <ul style="list-style-type: none"> • Uses TT2a and TT2b to record observations of students' strategy use (<i>risk taking</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 7. • Guides students in their reflection on their use of the strategy <i>Risk taking</i> and on their joining in, as needed. • Asks students to: <ul style="list-style-type: none"> - Raise your hand if you participated. - Raise your hand if you joined in with the others. - Raise your hand if you tried to speak English. 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1. • Reflect on their use of the strategies <i>Risk taking</i>, and on their joining in during the activity. • Raise their hand according to their responses. • Complete the face of the caterpillars by drawing a smile or a frown according to their self-reflection. 
<p>Winding-Down Moment</p>  <ul style="list-style-type: none"> • Prepares TT1a and TT1b for recording observations and gives feedback on students' strategy use (<i>using resources</i>) to label the pictures under Activity 7. • Posts flashcards of the key elements TT4a to TT4r in this sequence or uses the PPT slides provided (TT4v) of pictures with labels. • Distributes SH3b to all students. • Has them write their name and grade level. • Posts and points to the strategy poster <i>Using resources</i>. • Draws students' attention to the use of the words <i>slice</i> and <i>piece</i> when talking about food. • Asks students what resource can help them label the pictures on their handouts. • Reads the title, <i>The Very Hungry Caterpillar</i>. • Models by doing the first picture, using the posted flashcard (TT4n) as a resource to label the key element, <i>one salami</i>. • Has students label the picture of the salami on their SH3b. • Asks them to continue labelling the other pictures on their handouts, in writing <u>OR</u> by cutting and gluing the words from the word bank. 	<ul style="list-style-type: none"> • Observe the flashcards. • Write their name and grade level on their handout SH3b. • Observe the strategy poster. • Listen to the teacher's explanation about the differences between a <i>piece</i> and a <i>slice</i> of food. • Name the resource that can help them label the pictures of the key elements: <i>the posted flashcards</i>. • Recall the title of the story. • Observe the modelling. • Copy the words <i>one salami</i> under the appropriate picture. • Use the flashcards as a resource to label the remaining key elements on their own in writing <u>OR</u> by cutting and gluing the words from the word bank. 

<ul style="list-style-type: none"> • Circulates, helping out where needed. • Uses TT1a and TT1b to record observations and gives feedback on students' strategy use (<i>using resources</i>) under Activity 7 (SH3b). • Shows Answer Key TT6b for students' verification. 	<ul style="list-style-type: none"> • Verify and correct their answers on their own, using the Answer Key.
<p>Activity 8: Complementary related activity: Playing the Food Board Game</p> <p>Ahead of time</p> <ul style="list-style-type: none"> • Prepares board games with TT7a and TT7b (one per pair of students), dice and tokens. • Prepares an enlarged version of the board game as a model (using TT7a and TT7b). • Prepares TT2a and TT2b beforehand for recording observations of students' ability to communicate/interact orally in English for feedback purposes. • Posts and points to the strategy poster <i>Activating prior knowledge</i>. • Asks students to count from one to ten. • Puts up the flashcards with the numbers one to ten (TT8a-TT8j). • Points to flashcards in random order and asks students to identify the numbers. 	<ul style="list-style-type: none"> • Look at the poster and prepare to use what they know. • Count from one to ten. • Observe the flashcards. • Say the number in English as the teacher points to a flashcard. 
<ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Using resources</i> and <i>Practice</i> and to the competency poster <i>Using English</i>. • Informs students they are going to play a board game to learn the key elements of the story. • Uses an enlarged version of the board game (TT7a and TT7b). <ul style="list-style-type: none"> - Shows students where the game starts by pointing to the picture of the egg on the leaves and the word "START." - Explains the use of the arrows to show direction. - Shows students where the game ends and points to the picture that represents the butterfly with the word "FINISH." - Has students notice that all the pictures in the game are elements already seen in the story "The Very Hungry Caterpillar" and are represented on the flashcards. 	<ul style="list-style-type: none"> • Look at the posters and prepare to pay attention. • Focus on the layout of the game. • Recall the key elements from the story.   
<p>Elementary 2:</p> <ul style="list-style-type: none"> • Posts the contextual language poster TT9 and draws students' attention to the expressions: <i>My turn. Your turn.</i> • Posts TT10 and explains the instructions for the 	<ul style="list-style-type: none"> • Focus on language needed to play the game.

game.

- Models how to play the game the first time with an **Elementary 2** student.

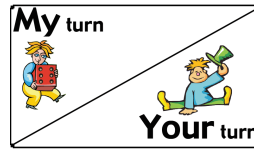
Teacher:

- Says: My turn (points to TT10, number 1).
- Rolls a die (points to TT10, number 2).
- Says the number (TT10, number 3).
- Advances the corresponding spaces counting out loud (TT10, number 4).
- Looks at the posted flashcards of the key elements and names the object in the space: (TT 10, number 5).
- Says: Your turn (TT10, number 6).

Student:

- Repeats the procedure once.
- Explains that the aim of the game is to practise vocabulary seen in the story. Students who cannot find the word among the flashcards do not go back to their last space. They learn by asking their partner for help and using the word *Problem*.
- Explains that it is not necessary to roll the exact number on the die to finish the game.

- Pay attention to the modelling.
- Ask questions for clarification, if necessary.

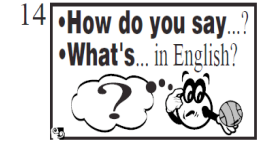
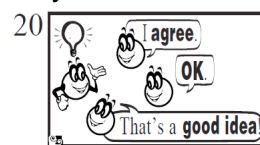
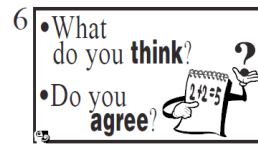


Elementary 3:

- Posts the following functional language posters and draws students' attention to them:

6 - Do you agree?
 20 - I agree. OK.
 21 - I'm not sure.
 22 - I don't agree.
 18 - It's my turn. It's your turn.
 14 - How do you say . . . ?





- Pay attention to the functional language needed for the activity.






- Models how to play the game with an **Elementary 3** student.
- Uses the same procedure as for **Elementary 2** to play the game but uses the functional language posted on the wall.


- Observe the modelling.
- Ask questions for clarification, if necessary.




<p>Variation with an added challenge</p> <ul style="list-style-type: none"> Students say whether the food item is good or bad for their health when their token lands on a food item. 	<ul style="list-style-type: none"> Use flashcards TT4s-TT4t and TT4u as resources to help them say whether the food item is good or bad for them.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Risk taking</i> and the competency poster <i>Using English</i>. Posts, points and models, for Elementary 3 students, how to find a partner using the following functional language using poster 19: <ul style="list-style-type: none"> - <i>Do you want to work with me?</i> - <i>Yes/No.</i> 	<ul style="list-style-type: none"> Pay attention to the posters and prepare to take risks speaking English. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Observe the modelling of how to find a partner using the targeted functional language poster. <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> Has students pair up by level. Has students play the game. Circulates and helps out where needed. <p></p> <ul style="list-style-type: none"> Uses TT2a and TT2b to record observations of students' ability to communicate/interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> Find a partner using English. <ul style="list-style-type: none"> - Elementary 2: use contextual language such as <i>My partner?</i> - Elementary 3: use the targeted functional language. Play the game with a partner, using English and referring to the posted flashcards, as needed. <p>Although all students play the board game with a partner, ONLY Elementary 3 students are expected on the use of 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 8. Guides students in their reflection on their use of the strategies <i>Practice</i> and <i>Using resources</i>, their use of English and of the targeted functional language, as needed. Asks students: <ul style="list-style-type: none"> - Did you use the language on the posters? Thumbs up if yes, thumbs down if <i>no</i> - Did you use resources? Thumbs up if yes, thumbs down if <i>no</i> - Did you try to speak English? Thumbs up if yes, thumbs down if <i>no</i> - Did you ask for help? Thumbs up if yes, thumbs down if <i>no</i> - Did you take turns? Thumbs up if yes, thumbs down if <i>no</i> 	<ul style="list-style-type: none"> Observe the poster. Take out SH1. Reflect on their use of the strategies <i>Practice</i> and <i>Using resources</i> and on their use of English and of the targeted functional language during the activity. Answer the teacher's questions. Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. <div style="text-align: center;">  </div>

<p>- Did you agree or disagree with your partner? Thumbs up if <i>yes</i>, thumbs down if <i>no</i></p>	
<p>Activity 9: Third reading: More joining in</p> <p>🌀</p> <ul style="list-style-type: none"> Prepares TT1a beforehand for recording observations of Elementary 2 students' ability to show evidence of understanding of texts (joining in) for feedback purposes. Posts and points to the strategy poster <i>Directed attention</i> and to the competency poster <i>Demonstrating understanding</i>. Reminds students to concentrate, to look at and listen to the teacher. <ul style="list-style-type: none"> Reads the story to students. Asks them to repeat the recurrent passages. Encourages them to participate in the recurrent passages. For example: <i>On Tuesday, he ate through two pears. But he was still hungry.</i> <p>🌀</p> <ul style="list-style-type: none"> Uses TT1a to record observations of Elementary 2 students' ability to show evidence of understanding of texts (joining in) for feedback purposes. 	<ul style="list-style-type: none"> Observe the posters. <div data-bbox="917 478 1214 640" data-label="Image"> </div> <ul style="list-style-type: none"> Listen to and participate in the recurrent passages of the story: <i>On _____, he ate through_____ . But he was still hungry.</i> Continue this way for all the days of the week.
<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 students in their reflection on their use of the strategy <i>Directed attention</i> and on their joining in, as needed. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you participate? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1. Reflect on their use of the strategy <i>Directed attention</i> and on their joining in during the activity. Answer the teacher's questions. Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. <div data-bbox="1230 1423 1333 1556" data-label="Image"> </div>
<p>Activity 10: Focus on form</p> <ul style="list-style-type: none"> Posts and points to the strategy poster <i>Use of prior knowledge</i>. <ul style="list-style-type: none"> Uses the book to have students activate their prior knowledge of different key elements in the storybook. (e.g. Points to the apple and asks: <i>What colour is the apple?</i>) 	<ul style="list-style-type: none"> Look at the poster and prepare to use what they know. <div data-bbox="1360 1606 1463 1738" data-label="Image"> </div> <ul style="list-style-type: none"> Answer the teacher's questions about the colours of the key elements in the book (e.g. <i>red</i>).




<ul style="list-style-type: none"> • Posts the colour flashcards TT11a-TT11j as they are named. • Asks students to repeat the names of the colours. <p>Focus on form: Final “s” on plural nouns</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. • Posts and points to the flashcards TT4i and TT4j: <i>One apple</i> and <i>two pears</i>. • Explains that when there is more than one food item, there is an “s” at the end of the word. • Invites students to notice when something is different in the wording of the two food items. • Explains that, in English, the final “s” is pronounced in the plural. • Asks students to pronounce the plural word “pears” by stressing the “s.” • Points out to students that the plural “s” is pronounced in English but is silent in French. 	<ul style="list-style-type: none"> • Repeat the names of the colours. • Observe the strategy poster <i>Directed attention</i>.  <ul style="list-style-type: none"> • Listen to the teacher and focus on the explanations. • Notice that the final “s” is highlighted on the word <i>pears</i> and is pronounced. • Repeats the plural word “pears.” • Listen to the teacher’s explanation.
<ul style="list-style-type: none"> • Posts and points to the flashcards TT4k, TT4l and TT4m. • Pronounces the words and asks students to repeat. • Puts up the flashcards with the numbers one to ten, (TT8a-TT8j) and the remaining flashcards of food items (TT4n to TT4r). • Models word order and pronunciation of final “s” by making different combinations of numbers, colours and food items from the story (e.g. <i>ten blue lollipops</i>, <i>seven brown sausages</i>). • Puts an emphasis on the pronunciation of the final “s.” • Explains to students that in English the adjective comes before the noun. • Has students turn to a partner and practise word order and plurals by combining, randomly, numbers and colours with food items from the flashcards. • Circulates and provides corrective feedback to Elementary 3 students, as needed, on the pronunciation of the words, final “s” and word order. 	<ul style="list-style-type: none"> • Repeat: <i>three plums, four strawberries, five oranges</i>, putting emphasis on the final “s.” • Continue observing the modelling of the rule of the plural and of the English word order: <i>number + colour + noun</i>. • Listen to the explanations of the grammar rules for adjectives. • Pair up and take turns practising the word order (number + colour + noun) and the final “s” on plural nouns. <p>Although all students participate, only Elementary 3 students are expected to practise the pronunciation of the final “s” and word order.</p>
<p>Activity 11: Winding-Down Moment</p> <ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>. • Reminds students to concentrate and to look at and listen to the teacher. • Models how to complete the handouts by using enlarged versions of SH4 and SH5. 	<ul style="list-style-type: none"> • Observe the posters and focus on the teacher’s explanations.  




<p>Elementary 2</p> <ul style="list-style-type: none"> • Draws students' attention to the first cloud and reads the word <i>white</i>. • Asks a volunteer student to come up and point to the appropriate colour flashcard. • Directs students' attention to the first square and reads the colour <i>red</i>. • Asks a volunteer student to come up and point to the appropriate colour flashcard. • Colours the cloud red. • Draws students' attention to the first picture in the last row (i.e. the apple). • Traces the words <i>one red apple</i> and colours the apple red. • Distributes SH4 (Elementary 2) and asks students to take out their pencils and colouring pencils. • Asks Elementary 2 students to write their name and to individually complete their handouts. • Puts up a completed, coloured TT12 for students to verify their answers. 	<p>Elementary 2</p> <ul style="list-style-type: none"> • Observe the modelling. • Look at the volunteer student pointing to the flashcard illustrating the colour "red." • Take out their pencils and colouring pencils. • Write their name and complete their handout on their own. • Verify and correct their answers on their own, using the Answer Key.
<p>Elementary 3</p> <ul style="list-style-type: none"> • Draws students' attention to number 1 on SH5. • Explains how to use the word banks to make combinations, by choosing a number, a colour and a food item and linking them together with a line. • Reads the first phrase: <i>three orange egg</i>. • Asks students what is missing on the word <i>egg</i>. • Adds an "s" at the end of the word <i>egg</i>. • Reminds students to write the plural "s" when using a number bigger than one. • Draws three eggs in the box at the end of the row and colours them orange. • Distributes SH5 to Elementary 3 students. • Asks Elementary 3 students to write their name and individually complete their handouts. • Circulates and provides feedback, as needed. • Asks students to share their sequences with a partner. 	<p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the modelling. • Answer "s." • Write their name and complete number 1 on their handout according to the teacher's model. • Create nine different new combinations on their own. Complete the remaining numbers on the handout by drawing and colouring their sequences. • Share their sequences with a partner using SH5.
<p>Activity 12 Part A: Sequencing</p>  <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' ability to show evidence of understanding of texts (sequencing) for feedback purposes. 	











<ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Use of prior knowledge</i> and <i>Using resources</i>. • Distributes a sequencing timeline to all students (SH6) and asks students to write their name and grade. • Has students notice that the timeline shows the days of the week and that each day the caterpillar becomes bigger and bigger. • Models using a copy of SH6 and the posted flashcards of the food items. • Presents the first sequence of events as an example. • Reads: <i>On Monday, the caterpillar ate through . . .</i> • Asks students to recall what he ate on Monday. • Uses TT4i to copy the words <i>one apple</i> correctly. • Draws and colours one apple. • Asks students to complete their handout following the model and using the posted flashcards. • Circulates and monitors, helping out where needed and observing students' understanding of the story. • Displays/projects a copy of the Answer Key TT13. • Has students correct their sequencing timeline individually. • Collects SH6 to provide students with feedback. <p>🌀</p> <ul style="list-style-type: none"> • Uses TT1a and TT1b to record observations of students' ability to show evidence of understanding of texts (sequencing) for feedback purposes. 	<ul style="list-style-type: none"> • Look at the posters and prepare to use what they know. <div data-bbox="1117 212 1347 342" data-label="Image"> </div> <ul style="list-style-type: none"> • Write their name and grade on SH6. • Focus on the teacher's explanations and modelling. • Say, <i>one apple</i>. • Complete the handout using the posted flashcards as resources. • Correct the handout referring to the Answer Key provided by the teacher.
<p>Part B: Retelling the story</p> <p>🌀</p> <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' ability to show evidence of understanding of texts (retelling) for feedback purposes. • Returns the completed SH6 to students. • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>, and the competency poster <i>Demonstrating understanding</i>. • Reminds them to look at and listen to the teacher. • Informs students they are going to retell the story in their own way using their completed SH6. • Models with a student how to retell the story: <ul style="list-style-type: none"> T says: <i>On Monday the caterpillar ate through one apple. But he was still hungry. Your turn.</i> S says: <i>On Tuesday the caterpillar ate through two pears. Your turn.</i> • Asks students to turn to a partner. 	<ul style="list-style-type: none"> • Observe strategy posters. <div data-bbox="956 1505 1266 1627" data-label="Image"> </div> <div data-bbox="1377 1474 1518 1650" data-label="Image"> </div> <ul style="list-style-type: none"> • Listen to the explanations. • Observe the modelling. • Pair up.

<ul style="list-style-type: none"> Invites students to take turns retelling one sequence of the story to their partner using their own words and their completed timeline, SH6. Circulates and monitors students retelling the story in English in their own way using the timeline as support. <p>✍</p> <ul style="list-style-type: none"> Uses TT1a and TT1b to record observations of students' ability to show evidence of understanding of texts (retelling) for feedback purposes. (SH6) 	<ul style="list-style-type: none"> Decide who starts retelling the story with Monday. Refer to their timeline to retell the story in English with a partner. Take turns retelling a sequence by alternating days.
<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 their reflection on their use of the strategy <i>Using resources</i> and on their use of English, as needed. Asks questions such as: <ul style="list-style-type: none"> Did you use your resources? Did you speak English to tell the story to your partner? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1. Reflect on their use of the strategy <i>Using resources</i> and use of English. Answer the teacher's questions. Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. 



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

Role of the teacher	Students in action
<p>Activity 13: Presenting and deconstructing the teacher's model of a personalized version of the story (Elementary 2)</p> <p>Ahead of time</p> <p></p> <ul style="list-style-type: none"> Prepares TT1a beforehand for recording observations of students' strategy use (<i>directed attention</i>) for feedback purposes. Prepares two enlarged laminated copies of SH7. Posts and points to the strategy poster <i>Directed attention</i>. Reminds students to concentrate, look at and listen to the teacher. Informs the class that the Elementary 2 students will make a personalized version of the story. Shows all students the teacher's model of the caterpillar-shaped book using the PPT slides TT14b. Reads the teacher's model of the story to the class. Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> <i>Who is very hungry in my story?</i> <i>What does he eat through on Monday?</i> <i>What does he eat through on Tuesday?</i> <i>What does he eat through on Wednesday?</i> <i>What does he eat through on Thursday?</i> <i>What does he eat through on Friday?</i> <i>What does he eat through on Saturday?</i> <i>What happens on Sunday?</i> 	<ul style="list-style-type: none"> Observe the strategy poster <i>Directed attention</i> and prepare to focus on the teacher' explanations.  <ul style="list-style-type: none"> Observe the model. Listen to the teacher's story. Answer the teacher's questions with: <ul style="list-style-type: none"> <i>A caterpillar</i> <i>One pink yogurt</i> <i>Two green cupcakes</i> <i>Three orange tomatoes</i> <i>Four red cherries</i> <i>Five yellow bananas</i> <i>One carrot, one hamburger, one potato, one chocolate bar, one salad and ten peanuts</i> <i>He was a beautiful butterfly!</i>
<ul style="list-style-type: none"> Posts an enlarged laminated copy of the common story builder (SH7) to write on. Informs students that the blue/bold/shaded parts are for Elementary 3 students only. Deconstructs the teacher's model with the students to demonstrate how to imagine a new story for the caterpillar. Completes each section of the story builder with the help of the students. (See Answer Key TT15.) <p></p> <ul style="list-style-type: none"> Uses TT1a to record observations of students' strategy use (<i>directed attention</i>) for feedback purposes. 	<ul style="list-style-type: none"> Observe the story builder. Participate in the deconstruction of the teacher's story by providing the information needed to fill in the blanks.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. 	<ul style="list-style-type: none"> Observe the poster.

<ul style="list-style-type: none"> Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 13. Guides students in their reflection on the use of the strategy <i>Directed attention</i>, as needed. 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? 	<ul style="list-style-type: none"> Take out SH1. Reflect on the use of the strategy <i>Directed attention</i> during the activity. Answer the teacher's questions. Complete the face of the caterpillar by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 14: Presenting and deconstructing the teacher's model of a personalized product (Elementary 3)</p>  <ul style="list-style-type: none"> Prepares TT1b beforehand for recording observations of students' strategy use (<i>directed attention</i>) for feedback purposes. Posts and points to the strategy poster <i>Directed attention</i>. Reminds students to concentrate, look at and listen to the teacher. Informs the class that the Elementary 3 students will make a book of a different shape in which they provide suggestions about nutritious elements for their healthy diet. Shows all students the teacher's model of the butterfly-shaped book using PPT slides TT16a and TT16b. Reads the teacher's model of the story to the class. 	<ul style="list-style-type: none"> Observe the strategy poster <i>Directed attention</i> and prepare to focus on the teacher's explanations.  <ul style="list-style-type: none"> Listen to the teacher's story for Elementary 3.
<ul style="list-style-type: none"> Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> <i>Who is very hungry in my story?</i> <i>What do I eat on Monday?</i> <i>What do I eat on Wednesday?</i> <i>What do I eat on Friday?</i> <i>What do I eat on Saturday?</i> <i>What happens in the end?</i> 	<ul style="list-style-type: none"> Answer the teacher's questions with: <ul style="list-style-type: none"> <i>Me, the teacher. My name is . . .</i> <i>Three brown raisin muffins.</i> <i>One delicious egg sandwich.</i> <i>Two big slices of cheese.</i> <i>Five orange carrots, four all-dressed hot dogs and two small pieces of chocolate cake.</i> <i>I am a healthy person (boy/girl).</i>
<ul style="list-style-type: none"> Posts another enlarged laminated copy of the common story builder (SH7) to write on. Reminds students that the bold parts are for Elementary 3 students only. Deconstructs the teacher's model with the whole class to demonstrate how to imagine a new story that describes a healthy diet for a person. Completes each section of the story builder with the help of the students. (See Answer Key TT17.) 	<ul style="list-style-type: none"> Observe the common story builder. Remember that Elementary 3 students have more parts to fill in the story builder. Participate in the deconstruction of the teacher's story by giving the missing information to fill in the blanks.

<p>☞</p> <ul style="list-style-type: none"> Uses TT1b to record observations of students' strategy use (<i>directed attention</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 14. Guides students in their reflection on the use of the strategy <i>Directed attention</i>, as needed. 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? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1. Reflect on the use of the strategy <i>Directed attention</i> during the activity. Answer the teacher's questions. Complete the face of the caterpillar by drawing a smile or a frown, according to their self-reflection. 		
<p>Activity 15: Building resources Elementary 2 and 3</p> <p>☞</p> <ul style="list-style-type: none"> Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>risk taking, asking for help and clarification</i>) and ability to communicate/interact orally in English for feedback purposes. Tells students it is now time to build the class resources. Posts and points to the strategy poster <i>Risk Taking</i> and the competency poster <i>Using English</i>. Posts the following functional language poster: 14. <i>How do you say . . . ?</i> Encourages students to take risks in speaking English and to use the functional language <i>How do you say . . . in English?</i> Posts the two headings, <i>good food</i> and <i>bad food</i> (TT18a), to create two columns on the board or on chart paper. <table border="1" data-bbox="147 1545 734 1665"> <tr> <td data-bbox="147 1545 440 1665"> good food  </td><td data-bbox="440 1545 734 1665"> bad food  </td></tr> </table>	good food 	bad food 	<ul style="list-style-type: none"> Focus on the teacher's explanations. Pay attention to the posters and prepare to take risks speaking English. <p>14</p>    <ul style="list-style-type: none"> Observe the two headings.
good food 	bad food 		



- Points to the **good food** heading (thumbs up).
- Asks the students:
 - *What good food does the caterpillar eat?*
- Writes these items in the appropriate column.
- Asks:
 - *What good food items are there in my stories?*
- Writes these items in the appropriate column.
- Asks:
 - *What other good food do you know?*
- Encourages students to speak English and to use the functional language *How do you say . . . ?*
- Writes all the students' suggestions in the appropriate column.

good food 	bad food 
one apple two pears five orange carrots four red cherries raisin muffins egg sandwich lasagna . . .	

- Observe the **good food** heading.
- Answer the teacher's questions with:
 - *One apple*
 - *Two pears*
 - . . .
- Name the good food items from the teacher's stories:
 - *Five orange carrots*
 - *Four red cherries*
 - *Three brown raisin muffins*
 - *One delicious egg sandwich*
- Take risks in speaking English.
- Give other suggestions of good food:
 - *lasagna, etc.*

Although all students participate, **ONLY** Elementary 3 students are expected to use the targeted functional language.

- Points to the **bad food** heading (thumbs down).
- Asks the students:
 - *What bad food does the caterpillar eat?*
- Writes these items in the appropriate column.
- Asks:
 - *What bad food items are in my stories?*
- Writes these items in the appropriate column.
- Asks:
 - *What other bad food do you know?*
- Encourages students to speak English and to use the functional language *How do you say . . . ?*
- Writes all the students' suggestions in the appropriate column.

good food 	bad food 
	one lollipop one ice cream cone one salami two green cupcakes one chocolate bar four all-dressed hot dogs two small pieces of chocolate cake three slices of pizza . . .

Building resources for Elementary 3

- Posts the remaining heading, **adjectives** (TT18b), on the board.



- Tells students that this heading is only for the Elementary 3 students to help them create their personalized story but that everybody will participate.

- Observe the **bad food** heading.
- Answer the teacher's questions:
 - *one lollipop*
 - *one ice cream cone*
 - *one salami, etc.*
- Name the bad food items from the teacher's stories:
 - *two green cupcakes*
 - *one chocolate bar*
 - *four all-dressed hot dogs*
 - *two small pieces of chocolate cake*
- Take risks in speaking English.
- Give other suggestions of bad food:
 - *three slices of pizza, etc.*

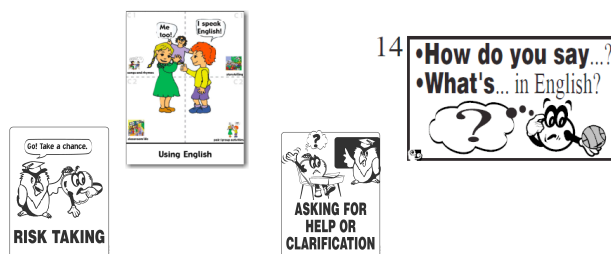
Although all students participate, **ONLY** Elementary 3 students are expected to use the targeted functional language.

- Observe the last heading, **adjectives**.

- Focus on the teacher's explanations.
- Prepare to provide suggestions for Elementary 3 students.

- Reminds students to continue to take risks and to use the functional language *How do you say . . . in English?*

- Pay attention to the posters and prepare to take risks speaking English.



Although all students participate, **ONLY** Elementary 3 students are expected to use the targeted functional language.

- Points to the heading **adjectives**.
- Asks the students:
 - Look at the title of the book. How does the caterpillar feel? What is the adjective?*
- Writes the adjective in the column.
- Asks the following questions:
 - At the end of the story, what does the butterfly look like? What is the adjective?*
- Writes the adjective in the column.
- Elicits adjectives for food:
 - What are the adjectives for the food in my story?*
 - What other adjectives can we use for food?*
- Elicits adjectives for him/her and people:
 - What is the adjective that describes me at the end of my story?*
 - What other adjectives can we use to describe people?*
- Writes all the adjectives in the column.

adjectives








hungry
beautiful
delicious
all-dressed
healthy
good, bad
small, big
strong







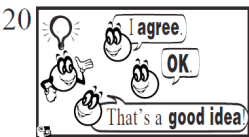
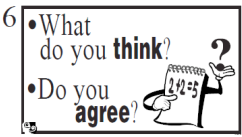
- Uses TT2a and TT2b to record observations of students' strategy use (*risk taking, asking for help and clarification*) and ability to communicate/interact orally in English for **feedback** purposes.



- Observe the **adjectives** heading.
- Answer the teacher's question by describing the caterpillar:
 - hungry*
- Answer the teacher's question by describing the butterfly:
 - beautiful*
- Give adjectives for food items:
 - delicious, all-dressed*
 - good, bad, small, big, etc.*
- Give adjectives for people:
 - healthy*
 - strong, etc.*
- Take risks in speaking English.

<ul style="list-style-type: none"> • Posts the flashcards for the numbers (TT8a-TT8j) and for the colours (TT11a-TT1j). • Reminds students that the numbers and colours also serve as resources. 	<ul style="list-style-type: none"> • Recall that they will use numbers and colours to create their versions.
<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 their reflection on the use of the strategy <i>Risk taking</i> and their use of English, and for Elementary 3, <i>asking for help</i> using the functional language <i>How do you say . . . ?</i>, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Did you try to participate? - Did you suggest any adjectives or bad/good food? - Did you speak English? - Did you ask for help? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1. • Reflect on the use of the strategy <i>Risk taking</i> and on their use of English and functional language during the activity. • Answer the teacher's questions. • Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 16: Modelling - Partaking in the creation of a class personalized version/product - Filling in the story builders</p> <ul style="list-style-type: none"> • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i> and the competency poster <i>Using English</i>. <p>Elementary 2</p> <p>N.B. Elementary 3 students could listen to the modelling with Elementary 2 <u>OR</u> could complete an extra activity such as SH11 or SH12, while the teacher creates the model with Elementary 2 students.</p> <ul style="list-style-type: none"> • Informs Elementary 2 students that they are now all going to participate in the creation of a class model (i.e. caterpillar-shaped book). • Reminds them that it is very important to concentrate, look at and listen to the teacher. • Uses an enlarged laminated copy of the blank story builder (SH7) to plan the creation of the class story for the caterpillar-shaped book. • Elicits from students the resources that can help them plan the class stories. • Informs the class that the Elementary 2 students: <ul style="list-style-type: none"> - <i>will choose four good and only two bad food items for the story</i> - <i>do not fill out the adjectives column</i> 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Directed attention</i> and prepare to focus on the teacher's explanations.    <ul style="list-style-type: none"> • Focus on the teacher's explanations. • Name the resources: the class resources and the key elements flashcards. • Prepare to suggest food items.


<ul style="list-style-type: none"> • Reads the title, <i>The Very Hungry Caterpillar</i>. • Writes his/her name beside “Me” and the class number as the friend’s name since the students are helping the teacher to write the model. • Goes to the column “days,” points to <i>Monday</i> and asks students to imagine a food the caterpillar could eat through on Monday. • Points to the corresponding sections <i>good food</i> and <i>bad food</i> on the class resource chart and asks the class to say if the food item is good or bad for them. • Writes the suggested answer on the class story builder in the appropriate column. • Points to the number flashcards (T8a-8j) and asks: <i>How many does the caterpillar eat?</i> • Writes the suggested number on the class story builder in the number column. • Has students notice that if the number is higher than one, the food item is plural (noun + s). • Completes the ending of the food item accordingly. • Points to the colour flashcards (TT11a-TT11j) and asks: <i>What colour is it?</i> • Writes the suggested colour on the class story builder in the colour column. • Reminds students adjectives come before nouns (number + colour + noun). • Repeats the procedure for the remaining days. • Asks students to suggest six food items for Saturday. • Reminds students to select <u>only</u> two bad food items in the class story builder. 	<ul style="list-style-type: none"> • Give suggestions for what the caterpillar could eat on Monday. • Say if the food item is good or bad for them. For example, <i>banana: good food</i>. • Suggest a number. For example, <i>two bananas</i>. • Notice the plural form of the nouns has an “s.” • Suggest a colour. For example, <i>two yellow bananas</i>. • Focus on the teacher’s explanations. • Participate and give suggestions in the same manner for the other days. • Give six suggestions of food for Saturday. • Review the instructions and check whether there are only two bad food items on the class story builder.
<p>Elementary 3</p> <p>N.B. Elementary 2 students could listen to and participate in the modelling with Elementary 3 <u>OR</u> could start filling in their story builder while the teacher creates the model with Elementary 3 students.</p> <ul style="list-style-type: none"> • Reminds the class that it is very important to concentrate, look at and listen to the teacher. • Uses a <u>second</u> enlarged laminated copy of the blank story builder (SH7) to plan the creation of the class story for the butterfly-shaped book. • Reminds students that they will use the class resource chart and flashcards to plan the class story. 	<ul style="list-style-type: none"> • Observe the strategy poster <i>Directed attention</i> and prepare to focus on the teacher’s explanations. 

<ul style="list-style-type: none"> • Informs students that Elementary 3 students: <ul style="list-style-type: none"> - <i>will help the teacher write his/her story</i> - <i>will choose only three days of the week and finish with three food items for Saturday</i> - <i>can choose only two bad food items for the story</i> - <i>fill out the number, adjective, colour columns</i> • Asks students to invent a title with the teacher's name in it (e.g. <i>Very Hungry Tina</i>). • Writes the title at the top of the class story builder. • Writes his/her name beside "Me" and the class number as the friend's name since the students are helping the teacher to write the model. • Goes to the column "days," and asks students to select three days. • Checks off the three days selected on the class story builder. • Repeats the procedure as for Elementary 2 with the good and bad foods, numbers, colours and/or adjectives. • Remind students to use the English word order (adjective before noun): number + adjective/colour + noun. <ul style="list-style-type: none"> • Has students notice that if the number is higher than one, the food item is plural. • Asks students to complete the ending of the food item accordingly. • Confirms and writes the correct plural form of the food item. • Asks students to suggest three food items for Saturday. • Verifies with the class that there are only two bad food items in the story builder. • Points to the sentence at the bottom of the story builder and asks students to choose an adjective to describe him/her. 	<ul style="list-style-type: none"> • Suggest titles with the teacher's name in it. • Observe the modelling. • Suggests three days, not including Saturday. • Participate by using the class resources to fill in the different sections of the story builder for Elementary 3. • Practice English word order (adjective before noun): number + adjective/colour + noun. • Give suggestions for what the caterpillar ate on the chosen day and say whether the food item is good or bad, then suggest a colour and/or an adjective and a number. • Check if the suggested number is higher than one and make the noun plural by adding an "s" if applicable. • Give three suggestions of food for Saturday. • Review the instructions and check whether there are only two bad food items on the story builder. • Choose an adjective from the class resource for the main character. For example: <i>I am a strong teacher.</i>
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<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 their reflection on the use of the strategies <i>Directed attention</i> and <i>Using resources</i>, as needed. • 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? - Did you use flashcards? Did you use the story builder? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1. • Reflect on the use of the strategies <i>Directed attention</i> and <i>Using resources</i> during the activity. • Answer the teacher's questions. • Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 17: Creating the final products—Filling in the story builders</p>  <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>using resources</i>) and ability to communicate/interact orally in English for feedback purposes. <p>N.B. When the students work in pairs, they share the task of planning and creating their versions of the story; they support each other in the process and they talk to each other, but they each produce a final product individually so that each student takes one home.</p> <ul style="list-style-type: none"> • Informs students that they are now going to work in pairs and plan their story. • Pairs up students by level. 	<ul style="list-style-type: none"> • Pair up according to grade level.
<ul style="list-style-type: none"> • Distributes a copy of the story builder (SH7) to each student. • Asks students to write their name on SH7. • Points to the strategy posters <i>Using resources</i> and the competency poster <i>Using English</i>. • Reminds students to speak English and to use the class resource chart and flashcards along with the class story builders as resources. 	<ul style="list-style-type: none"> • Write their name on SH7. • Prepare to use the class resources and to speak only English in order to complete their story builders.  
<ul style="list-style-type: none"> • Posts the oral interaction posters for Elementary 3: <p>18 - <i>It's my turn. It's your turn.</i> 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></p> 	<ul style="list-style-type: none"> • Review the functional language expressions they can use.  



	<div data-bbox="873 170 1117 304"> 18 </div> <div data-bbox="873 317 1117 451"> 21 </div> <div data-bbox="1224 243 1490 375"> 22 </div>
<ul style="list-style-type: none"> Reviews the functional language with the class. Circulates and helps out where needed. Observes students using resources and interacting in English.  <ul style="list-style-type: none"> Uses TT2a and TT2b to record observations of students' strategy use (<i>using resources</i>) and ability to communicate/ interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> Complete their story builders by using English only. <p>Although all students participate, 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 17. Guides students in their reflection on the use of the strategy <i>Using resources</i>, the use of English and functional language, as needed. Asks questions such as: <ul style="list-style-type: none"> Did you use resources? (e.g. <i>flashcards</i>, <i>story builder</i>) Did you use the language on the posters? Did you speak English? Did you take turns? Did you agree or disagree with your partner? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1. Reflect on their use of the strategy <i>Using resources</i>, on their use of English and of the functional language during the activity. Answer the teacher's questions. Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 18a: Elementary 3: Modelling using the C3 writing checklist to partake in the creation of a class personalized product</p> <div data-bbox="159 1514 792 1654" style="border: 1px dashed black; padding: 5px;"> <p>N.B. Elementary 2 students work quietly while Elementary 3 students go over the checklist and participate in the modelling of how to write a class product with the teacher.</p> </div> <p>Elementary 2</p> <ul style="list-style-type: none"> Distributes a plastic or paper envelope to each Elementary 2 student with the template SH8. Asks them to cut out the parts of the caterpillar and to put them in their identified envelope as presented in PPT slides TT14a. 	<p>Elementary 2</p> <ul style="list-style-type: none"> Write their names on their envelopes and put the cut out pieces inside. Cut out their caterpillar pieces from the template (SH8) quietly.


<p>Elementary 3</p> <ul style="list-style-type: none"> • Posts the strategy poster <i>Directed attention</i>. • Tells Elementary 3 students to concentrate, look at and listen to the teacher. <ul style="list-style-type: none"> • Posts the completed story builder for Elementary 3. • Posts enlarged copies of the C3 Checklist (TT19) and Draft (TT20) side by side on the board to plan the writing of the personalized product with the class. 	<p>Elementary 3</p> <ul style="list-style-type: none"> • Pay attention to the teacher's explanations. <div data-bbox="917 262 1015 388" data-label="Image"> </div> <ul style="list-style-type: none"> • Focus on the class story builder, writing checklist and draft handout.
<ul style="list-style-type: none"> • Draws students' attention to the writing 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>. 	<ul style="list-style-type: none"> • Observe the teacher's modelling of how to use the writing checklist.
<div data-bbox="170 808 771 1354" data-label="Text"> <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"> • Write a title for your story. • Choose four days of the week, including Saturday. • Choose four good food items and <u>only</u> two bad food items. • Write complete sentences. Use a capital letter at the beginning of a sentence and a period at the end of it. • Place colours and adjectives before nouns. • Add "s" to plural nouns. • Verify the spelling of words taken from class resources. </div> <ul style="list-style-type: none"> • Models how to use the checklist with the class tools. • Reads and briefly explains the logo and the four sentences in Step 1, <i>I prepare to write</i>: <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 what I eat on four different days of the week, including Saturday to become a healthy person. I choose four food items that are good for me and only two that are bad for me. I have to write four complete sentences with a capital letter and a period at the end. I have to put the adjective before the noun and add "s" to plural nouns.</i> - <i>Okay, I know what to do so I put a check mark in the box.</i> - <i>Then, I need <u>resources</u>. What are my</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><i>resources? The class resource chart and the flashcards. I put a check mark in the box.</i></p> <ul style="list-style-type: none"> - <i>I take out <u>my completed story builder</u>. I put a check mark in the box.</i> - <i>I look at the <u>teacher's model of a story</u>. And now, I put a check mark in the box.</i> 	
<p>Writing the draft copy of the class story</p> <ul style="list-style-type: none"> • Informs students they are now ready to write the draft copy of the class story. • Points to Step 2 in the writing checklist: <i>I write a draft.</i> • Reads and briefly explains the logo and the four sentences. Checks off each box in Step 2 as the modelling is completed. <ul style="list-style-type: none"> - <i>Okay, so now I use my story builder to write my draft. I put a check mark in the box.</i> - <i>I also look at the teacher's model of a story. I put a check mark in the box.</i> - <i>I can also refer to the class story builder that we created together. I put a check mark in the box.</i> - <i>I remember to write short English sentences. I put a check mark in the box.</i> - <i>Finally, I ask for help if necessary. I put a check mark in the box.</i> • Uses the class' completed Elementary 3 story builder and the teacher's model of a story "Very Hungry Tina" (TT16a and TT16b) to model writing the draft copy with the class on the enlarged copy of TT20. 	<ul style="list-style-type: none"> • 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> • Refer to the class story builder and the teacher's model of a story "Very Hungry Tina" to help write the draft of the class story.
<p>Activity 18b: Elementary 2:</p> <ul style="list-style-type: none"> - Participating in the modelling of the class version - Creating personalized versions of the story <p>Elementary 3:</p> <ul style="list-style-type: none"> - Writing the draft copy of their own story <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>Using resources</i>. • Distributes a copy of SH9 to all Elementary 3 students. 	<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. 

<ul style="list-style-type: none"> Has students write their names, reads Step 1 and checks off the items. Has them take out their completed story builders (SH7). Display class model for reference. Asks students to write their draft copies, quietly. Reminds them to follow Step 2 and check off the items. <p>Extra activity:</p> <ul style="list-style-type: none"> Prepares copies of Handout SH11 and SH12 for students who finish early. 	<ul style="list-style-type: none"> Write their names on their SH9. Check off the items in Step 1 / prepare to write of their C3 checklist as they take out their resources. Take out their individual completed story builders (SH7). Use their completed SH7 to write their draft copy on (SH9), quietly. Check off the items in Step 2 of their C3 checklist as they go along. <p>Extra activity:</p> <ul style="list-style-type: none"> Complete SH11 and SH12 as an extra activity if they finish before Elementary 2 students.
<p>Elementary 2</p> <p>Important: Print an enlarged copy of SH8 and cut out the sections before modelling.</p> <ul style="list-style-type: none"> Posts and points to the strategy poster <i>Directed attention</i>. Informs Elementary 2 students that they are now going to participate in the creation of a personalized class version of the story. Reminds them that it is very important to concentrate, look at and listen to the teacher. Has them take out their envelope with the cut out pages of the template and their completed story builders. Uses the completed class story builder for Elementary 2 (SH7) and shows the PPT slides of the teacher's story (TT14b) to scaffold the activity by presenting one page of the caterpillar-shaped book at a time. Models each page of the class' story and asks students to complete the corresponding pages from their templates. 	<p>Elementary 2</p> <ul style="list-style-type: none"> Observe the poster. Focus on the teacher's explanations. Take out their envelope and cut out parts of the butterfly-shaped book. Take out their completed story builders (SH7). Observe the modelling. Participate in the modelling by referring to the class story builder to complete the template for the class version of the caterpillar-shaped book.
<ul style="list-style-type: none"> Presents the title page, reads the title, <i>The Hungry Caterpillar</i>, and writes his/her name on it. Ask students to take out their own title page from their envelope and to write their names on it. Models the page that starts with <i>On Monday . . .</i> Refers to the class story builder to complete the page. Points to the line with Monday on the story builder and asks students to read the information. Copies the number, colour and food item from the 	<ul style="list-style-type: none"> Follow the teacher's modelling for each page. Write their name on the title page. Observe the modelling. Use their completed story builders (SH7) and their cut out sections of the template to create their own caterpillar-shaped books, one page at a time. Observe teacher's modelling.

<p>class story builder onto the second page of the template. Draws and colours the food item.</p> <ul style="list-style-type: none"> • Asks students to take out the second page of the template from their envelope and to refer to their story builder to complete it. • Circulates and monitors. • Points to the line with Tuesday on the story builder and asks students to read the information. • Repeats the procedure for each page up to Saturday. • Stops here and asks students to colour the completed pages using PPT slides TT14c as a model. 	<ul style="list-style-type: none"> • Take the second page of the template. • Ask for help or clarification, as needed. • Repeat the procedure for each page up to Saturday. • Take out their colouring pencils and colour the completed pages.
<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 their reflection on the use of the strategies <i>Directed Attention</i> and <i>Using resources</i>, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Can you name the resources you used? (e.g. <i>flashcards</i>, <i>story builder</i>) 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1. • Reflect on their use of the strategies <i>Directed Attention</i> and <i>Using resources</i> during the activity. • Answer the teacher's questions. • Complete the face of the caterpillars by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 19: Elementary 3: Partaking in the creation of a personalized class product Modelling how to use the C3 writing checklist to revise the draft</p> <p>N.B. Elementary 2 students colour the completed pages of their caterpillar template (SH8) and the remaining butterfly in the envelope while Elementary 3 students go over Step 3 of the checklist and participate in the modelling of how to write a class product with the teacher.</p> <p>Elementary 2</p> <ul style="list-style-type: none"> • Informs Elementary 2 students that they are going to colour their caterpillar quietly while Elementary 3 students revise their draft copies. <p>Elementary 3</p> <ul style="list-style-type: none"> • Reminds students to focus and look at and listen to the teacher's explanations. • Posts and points to the strategy poster <i>Using resources</i>. • Points to Step 3 (SH9), <i>I revise my story</i>, on the 	<p>Elementary 2</p> <ul style="list-style-type: none"> • Colour quietly, the completed pages of their caterpillar template and the cut out butterfly. <p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the poster. • Observe the teacher's modelling of the use 









<p>enlarged copy of the writing checklist (TT19).</p> <ul style="list-style-type: none"> • Reads and briefly explains the logo and the three sentences. • Rereads the class draft (TT20) and displays it as a resource for students. • Reflects aloud: <ul style="list-style-type: none"> - Did I choose four days of the week, including Saturday? <i>I put a check mark in the box.</i> - <i>Do I have four good food items? Do I have only two food items that are bad for me? I put a check mark in the box.</i> - <i>Did I write complete sentences? Did I put a capital letter at the beginning of each sentence and a period at the end? Did I put my adjectives and colours before the food item? I'll reread my sentences to check this. Did I put an "s" at the end of the food items in the plural? Is my spelling correct? Let's check our resources. I put a check mark in the box.</i> - <i>Did I correct my text? I put a check mark in the box.</i> • Makes the necessary adjustments with the class and checks off the three boxes in Step 3. 	<p>of the writing checklist to revise their draft copy.</p> <ul style="list-style-type: none"> • Listen to the teacher think aloud. • Participate in the revision of the class draft using the resources available.
<ul style="list-style-type: none"> • Has Elementary 3 students take out their draft copies (SH9). • Gives them time to revise their drafts. • Reminds them to check off the sentences in Step 3 as they go along. • Circulates and helps out where needed. 	<ul style="list-style-type: none"> • Take out their C3 checklist and completed draft (SH9). • Use the resources to revise their draft. • 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 Self-monitoring. • Has Elementary 3 students take out SH1, <i>I reflect on my learning</i>, and go to Activity 19. • Guides students in their reflection on the use of the strategy <i>Using resources</i>, as needed. • Asks questions such as: <ul style="list-style-type: none"> - Can you name the resources you used? (e.g. <i>flashcards, story builder</i>) - Did you use your writing checklist? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1. • Reflect on their use of the strategy <i>Using resources</i> during the activity. • Answer the teacher's questions. • Complete the face of the caterpillar by drawing a smile or a frown, according to their self-reflection. 
<p>Activity 20: Putting the final touches on their shape book</p>  <ul style="list-style-type: none"> • Prepares TT1a (second page), TT1b (second page) and TT3 beforehand for recording observations of students' final task for feedback purposes. 	



<p>Elementary 2</p> <ul style="list-style-type: none"> • Presents and reads aloud the last page of the class version of the caterpillar-shaped book to the class using PPT slides TT14c. • Shows students that the caterpillar changes into a beautiful butterfly by presenting the model cut out butterfly. • Explains and demonstrates how to fold the butterfly so it can hide under the model caterpillar using PPT slides TT14d. • Gives students time to fold their butterfly. 	<p>Elementary 2</p> <ul style="list-style-type: none"> • Take out their coloured butterfly. • Observe the modelling. • Fold their butterfly along the dotted lines, quietly.
<p>Elementary 3</p> <ul style="list-style-type: none"> • Goes back to the C3 checklist (TT19) and points to Step 4, <i>I write my final text in my template</i>. • Uses the teacher's model (TT16a and TT16b), an enlarged version of the butterfly template (SH10a and SH10b) and the draft version of the class story (TT20) to model how to write the final text. • Distributes SH10 and tells Elementary 3 students to write their name and to copy their drafts onto the butterfly template. • Has students complete their butterfly templates individually, using their drafts as a resource. • Circulates and monitors, helping out where needed. • Reminds students to verify their final product. <ul style="list-style-type: none"> - <i>Did you copy your text onto the butterfly-shaped book correctly?</i> - <i>Do your drawings and your text correspond?</i> - <i>Did you write a title for your story?</i> - <i>Did you write your name as the author of the story?</i> - <i>Is your story about food?</i> - <i>Is your story easy to understand?</i> 	<p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the teacher's modelling of the use of Step 4 of the C3 checklist.  <ul style="list-style-type: none"> • Write their name on the template. • Copy their revised drafts on their butterfly-shaped book templates (SH10). • Use the teacher's model (TT16a and TT16b) as a resource. • Verify their final product: <ul style="list-style-type: none"> - <i>Did I copy my text onto the butterfly-shaped book correctly?</i> - <i>Do my drawings and my text correspond?</i> - <i>Did I write a title for my story?</i> - <i>Did I write my name as the author of the story?</i> - <i>Is my story about food?</i> - <i>Is my story easy to understand?</i>
<p>Elementary 2</p> <ul style="list-style-type: none"> • Demonstrates how to assemble the caterpillar and the butterfly using PPT slides TT14e. • Has them assemble their caterpillar and their butterfly. • Circulates and helps Elementary 2 students fold their butterfly, when needed. <p>Extra activity</p> <ul style="list-style-type: none"> • Prepares copies of Handout SH11 and SH12 for students who finish early. 	<p>Elementary 2</p> <ul style="list-style-type: none"> • Observe the modelling. • Assemble their butterfly and glue it to the back of the caterpillar-shaped book. • Ask for help if needed. • Complete SH11 and SH12 as an extra activity if they finish before Elementary 3 students.
<p>Elementary 3</p> <ul style="list-style-type: none"> • Reads the three questions in Step 4 of the C3 checklist with the class: 	<p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the modelling of Step 4 of the C3 writing checklist.

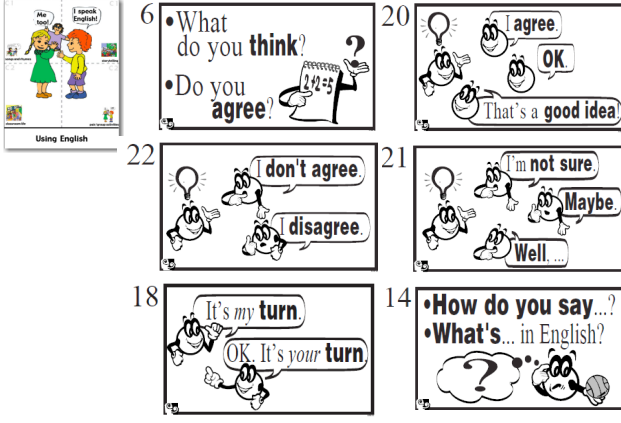
<ul style="list-style-type: none"> - Did I copy correctly? (spelling) - Do my drawings and my text correspond? - Did I write a title for my story? - Did I write my name as the author of the story? - Is my story about food? - Is my story easy to understand? • Checks off each box as the modelling is completed with the class story. • Makes the necessary adjustments. • Gives students time to revise the final copy of their story. • Reminds Elementary 3 students to verify and check off the questions in Step 4, <i>I write my final text in my template</i>, on the C3 checklist, as they go along. • Asks students to illustrate and colour their butterfly-shaped book and to add a photo of their face or to draw a picture of themselves. • Models how to make a cover page for the butterfly-shaped book. • Have them assemble their butterfly-shaped book following the teacher's model (TT16a and TT16b). • Reminds them to check off the last items on their writing checklist. 	<ul style="list-style-type: none"> • Revise their final copy and check off the first sentence in Step 4 of their C3 checklist, SH9. • Draw the food items and other pictures according to their text. • Create their cover page by writing their name, title and date of copyright. • Assemble their butterfly-shaped book. • Revise their final copy and check off the last sentences in Step 4 of their C3 checklist, SH9.
 <ul style="list-style-type: none"> • Collects final products and story builders. • Collects C3 checklists (SH9) (for Elementary 3 students only). • Uses TT1a to provide feedback on the personalized versions of the story for Elementary 2 students. • Uses TT1b and TT3 to provide feedback on the personalized products of Elementary 3 students. 	<ul style="list-style-type: none"> • Hand in their completed final products (butterfly-shaped books), story builders and C3 checklists for feedback.
<p>Activity 21: Practising and reading/sharing final products to the class or peers</p> <ul style="list-style-type: none"> • Has students practise sharing their shape book with others. <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. The sharing of the final product is not considered to be oral interaction because it is not a spontaneous two-way exchange.</p> </div> <ul style="list-style-type: none"> • Has students read/share their stories with peers in one of the following ways: <ul style="list-style-type: none"> - Students participate in a Gallery Walk (products are displayed and students circulate around the room to read each one). - Students share their shape book in small group rotations. - Students share their stories with peers from 	<ul style="list-style-type: none"> • Practise and share their stories.

<p>another class.</p> <ul style="list-style-type: none"> - Students final products are displayed in the school library or in the ESL classroom. - Etc. 	
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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 and their use of English for the entire learning and evaluation situation. • Has students take out their colouring pencils, shape book and SH1, <i>I reflect on my learning</i>, and go to the last section: <i>In the end, I am happy with . . .</i> • Displays copy of SH1 to model self-evaluation to the class. <p>Part 1: My participation</p> <ul style="list-style-type: none"> • Posts the strategy posters: <i>Directed attention, Using resources, Predicting, Risk taking, Practice, Use of prior knowledge</i>, and the competency poster <i>Demonstrating understanding</i>. 	<ul style="list-style-type: none"> • Look at the strategy posters and prepare to self-evaluate their participation throughout the LES. • Take out their stories and SH1. • Observe the modelling.        
<ul style="list-style-type: none"> • Goes to the first part: My participation. • Elicits from students the strategies they practised when doing the activities. <i>We practised a strategy when reading the story. Which one? Etc.</i> • Invites students to come and point to the corresponding poster as they name the strategy. • Reminds students of some activities they did to practise the strategies: <i>Directed attention, Using resources, Predicting, Risk taking, Practice, Use of prior knowledge</i>. • Points to the competency poster, <i>Demonstrating understanding</i>. • Asks students: <ul style="list-style-type: none"> - <i>What are the repetitive lines in the story?</i> - <i>What is the sequence of events in the story?</i> • Points to the first part on the final self-evaluation section of SH1 and models the procedure. • Scaffolds the procedure by thinking aloud. For 	<ul style="list-style-type: none"> • Go to the first part of the self-evaluation section, My participation. • Look at the posters and their SH1. • Name the strategies they practised. • Volunteer to go and point to the strategy posters as they name them. • Recall and name the activities used to practise the strategies: <i>joining in the repetitive line; completing the key elements handout; speaking English, etc.</i> • Look at the competency poster. • Answer the questions on the left with: <ul style="list-style-type: none"> - <i>On Monday . . . ; but he was still hungry.</i> - Recall collectively the events of the story. • Observe the modelling.

<p>example: “Umm . . . I look at the faces of the caterpillars in the section, My participation. I count the happy faces. I have 19. Wow!”</p> <ul style="list-style-type: none"> • Points to the three caterpillars on the self-evaluation part and thinks aloud: “Um . . . 19 happy faces. Do I circle the first caterpillar, the second or the last one? I am very satisfied with my participation. I circle the first caterpillar.” • 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 caterpillars?</i> - <i>Count them. Are you satisfied with your participation?</i> 	<ul style="list-style-type: none"> • Reflect on their overall participation. • Answer the teacher’s questions.
<ul style="list-style-type: none"> • Has students observe and count the number of smiles and frowns on the caterpillars of the section <i>My participation</i>, and then self-evaluate their participation by circling the appropriate caterpillar. • Circulates and monitors, helping out where needed. 	<ul style="list-style-type: none"> • Count the number of smiles on the caterpillars in the two first columns on their handout SH1. • Self-evaluate their participation by circling the appropriate caterpillar.
<p>Part 2: My English</p> <ul style="list-style-type: none"> • Posts the strategy posters <i>Risk Taking</i> and <i>Asking for help</i> and the competency poster <i>Using English</i>. • Points to the second part of SH1 My English. • Elicits from students the strategies they practised when speaking English. <i>Which strategy did we practise to build the class resources all in English? Etc.</i> • Invites students to come and point to the corresponding poster as they name the strategy. • Reminds students of some activities they did to practise the strategies: <i>Risk taking</i> and <i>Asking for help or clarification</i>. 	<ul style="list-style-type: none"> • Prepare to self-evaluate their use of English throughout the LES. • Go to the second part of the self-evaluation section, My English. • Look at the posters and their SH1, and name the strategies they practised when speaking English. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Volunteer to go and point to the strategy posters as they name them. • Recall and name some activities they did to practise the strategies: <i>filling in the class resource, completing the story builders together, etc.</i>

<ul style="list-style-type: none"> Points to the competency poster <i>Using English</i> and the functional language posters. 	<ul style="list-style-type: none"> Observe the posters. 
<ul style="list-style-type: none"> Asks students which words and expressions they used during this LES with questions such as: <ul style="list-style-type: none"> <i>What is the title of the book we read?</i> <i>What are the English words we learned (e.g. caterpillars, food, adjectives)?</i> <i>What language did you use to play the board game?</i> <i>What language did you use to complete your story?</i> 	<ul style="list-style-type: none"> Recall some language they learned, using resources. For example: <ul style="list-style-type: none"> <i>The Very Hungry Caterpillar</i> <i>An egg, a butterfly, one apple, salami, one lollipop, ate through, hungry, etc.</i> <i>My turn, your turn, How do you say? I agree. I disagree.</i> <i>Two big slices of pizza, good food, bad food, I agree . . .</i>
<ul style="list-style-type: none"> Models completing the section, My English, by scaffolding the procedure and circling a caterpillar. Has students observe and count the number of smiles and frowns on the caterpillars for the section: My English. Has them self-evaluate their use of English by circling the appropriate caterpillar. Circulates and monitors, helping out where needed. 	<ul style="list-style-type: none"> Observe the modelling. Count the number of smiles on the caterpillars in the last column of their SH1. Self-evaluate their use of English by circling the appropriate caterpillar.
<p>Part 3: My shape book</p> <ul style="list-style-type: none"> Points to the last part of SH1, My shape book. Asks students to express their appreciation of their shape book and to say whether or not they are happy with it. 	<ul style="list-style-type: none"> Go to the last part of the self-evaluation section, My shape book. Answer the teacher's question.
<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 stories?</i> <i>For Elementary 3 students, did you follow your checklist?</i> <i>Are your food items good for you?</i> <i>Are you satisfied with your drawings?</i> <i>Did you write the date for the copyright?</i> Models by telling the class that he/she is very happy with the models (TT14 and TT16) of the story. Circles the appropriate caterpillar on the handout. 	<ul style="list-style-type: none"> Share their answers with the class. <ul style="list-style-type: none"> <i>The flashcards, the models, the C3 checklist, etc.</i> <i>Yes, four steps, etc.</i> <i>Yes, a carrot. No, a lollipop, etc.</i> <i>Yes, good pictures.</i> <i>Yes, 2016.</i> Observe the modelling.

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| <ul style="list-style-type: none"> • Invites students to circle the appropriate caterpillar for the section: My shape book. • Circulates and monitors, helping out where needed. • Invites students to sign their SH1 and to copy the date. | <ul style="list-style-type: none"> • Self-evaluate their satisfaction with their story by circling the appropriate caterpillar. • Sign their name and write the date. |
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Informing parents

- 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.