



What are all these animals?

Junior LES

① Broad areas of learning

➤ health and well-being ☐

➤ personal and career planning ☐

➤ media literacy ☐

➤ environmental awareness and consumer rights and responsibilities ☒

➤ citizenship and community life ☐

Focus of development: Awareness of his/her environment

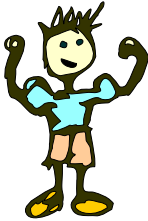
② Cross-curricular competencies

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

③ ESL Competencies and key features

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

④	TITLE: WHAT ARE ALL THESE ANIMALS?
Description: STUDENTS WILL FAMILIARIZE THEMSELVES WITH A SONG THAT TALKS ABOUT FARM ANIMALS. THEY WILL LEARN THEIR NAMES AND THE SOUNDS THEY MAKE IN ENGLISH.	
Cycle: One, Elementary 1	Duration: 4 periods

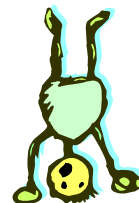
⑥	Cross-curricular competencies	ESL competencies
Evaluation criteria 	Curiosity and openness regarding his/her surroundings	Competency 1 <ul style="list-style-type: none"> Evidence of understanding of texts Use of learning strategies (for regulation only) Competency 2 <ul style="list-style-type: none"> Evidence of understanding of oral messages Use of words and expressions to transmit oral messages Use of strategies (for regulation only)
Evaluation means	<ul style="list-style-type: none"> Teacher's observation grids Students' reflection sheets 	

Essential Knowledge: The symbols used below refer to the Progression of Learning document. They show, for each element of learning, what is expected by the end of the school year. <i>The Cycle One student:</i> → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements	
CONTEXTUAL LANGUAGE	
<u>Routines:</u> <ul style="list-style-type: none"> Uses common inquiries and statements Joins in during playful choral responses Responds to instructions 	→ → →
<u>Repertoire of words and short expressions:</u> <ul style="list-style-type: none"> Expresses personal and immediate needs Uses expressions during pair work 	→ →
<u>Language related to songs, rhymes and stories:</u> <ul style="list-style-type: none"> Builds personal repertoire of words and short expressions when joining in to perform songs 	→
<u>Key elements</u> <ul style="list-style-type: none"> Orally identifies characters, places 	→
STRATEGIES	
A. Compensatory strategies <ul style="list-style-type: none"> Asking for help 	→
B. Learning strategies <ul style="list-style-type: none"> Self-monitoring Self-evaluation 	→

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

⑤	
Materials needed	<p>For the teacher:</p> <ul style="list-style-type: none"> “Old MacDonald,” song on cassette or CD (Wee Sing—Children Songs and Finger Plays, Track 25) Teacher Tools 1a & 1b: flashcards with key elements from song Teacher Tools 2a & 2b: large size (11” X 17”) reflection sheet for modelling Teacher Tool 3: large labels Teacher Tool 4 (a to g): large reproduction of the students’ reflection sheet pictograms Teacher Tool 5: small playing cards for What’s that animal? game. One set for each pair of students Teacher Tool 6a: medium size flashcards for Tail Trivia game Teacher Tools 6b & 6c: playing cards for Tail Trivia game, one set for each pair of students <p>For the student:</p> <ul style="list-style-type: none"> Student Handout 1: lyrics Student Handouts 2: reflection sheets Student Handout 3: labels Student Handouts 4a & 4b: flashcards with illustrations of the key elements of the song



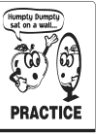


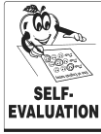


⑤ CLASSROOM ACTIVITY










STEP 1: PREPARING THE TASK

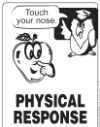






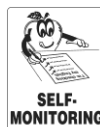



Role of the students	Role of the teacher
<p>First period: Step 1</p> <p>Direct attention on the teacher and the resources.</p> <div data-bbox="110 617 207 743" data-label="Image"> </div> <div data-bbox="256 617 354 743" data-label="Image"> </div> <p>Try to decode what is being said by the teacher.</p> <div data-bbox="110 848 207 974" data-label="Image"> </div> <div data-bbox="256 848 354 974" data-label="Image"> </div> <p>Activate prior knowledge, if any. Participate.</p> <div data-bbox="110 1234 214 1369" data-label="Image"> </div> <p>Listen to the song and direct attention on the teacher pointing at the different flashcards.</p> <div data-bbox="110 1730 207 1856" data-label="Image"> </div> <div data-bbox="256 1730 354 1856" data-label="Image"> </div>	<p>First period: Step 1</p> <p>Brings in props to raise students interest: a play farm with animals, animal puppets, stuffed animals or a poster of a farm and animals.</p> <p>Tells the students that they are going to learn a song called “Old MacDonald.” Tells students that MacDonald is a name, a family name. Uses his/her name to illustrate what a family name is. Asks several students what their family name is.</p> <p>Tells students that in the song, there is a man called MacDonald, and that he is old, so people call him Old MacDonald. Using Teacher Tool 1a or 1b, he/she puts up flashcard 128 on the board or on a bulletin board to show Old MacDonald.</p> <p>Reminds students that they have to pay attention, LISTEN and LOOK. Demonstrates this by touching his/her ears and eyes.</p> <p>Shows a toy farm or a picture of a farm and tells students that Old MacDonald had a farm. Puts up flashcard 124 (Teacher Tool 1a or 1b).</p> <p>Then shows a chick using a prop or using flashcard 117 (Teacher Tool 1a or 1b) and asks students if they know what this animal is in English. Puts up flashcard 117.</p> <p>Continues the same way with the other animals in the song asking the students each time if they know what it is. Puts up the corresponding flashcard each time (Teacher Tool 1a or 1b).</p> <p>Plays the song. Points to the different flashcards representing the key elements of the song, as it is being played.</p>







<p>Step 2:</p> <p>Go back to their seat.</p> <p>Complete the date on their reflection sheet. Ask for help in English, if needed.</p> <p>Reflect on their attention and on whether or not they have been a SUPER listener. Raise their hand if they think they deserve a smiley.</p> <div data-bbox="115 613 215 745" data-label="Image"> </div> <div data-bbox="540 613 698 745" data-label="Image"> </div>	<p>Step 2:</p> <p>Asks students to go back to their seats. Hands out a reflection sheet (Student Handout 2) to each student, if they don't already have one.</p> <p>Uses Teacher Tool 2a or 2b. Writes the date and asks students to complete the date on their reflection sheet. Encourages students to ask for help in English, if needed.</p> <p>Helps students reflect on their attention (using Teacher Tool 4a) during the first part of the class.</p> <p>N.B. Every time the students self-monitor or self-evaluate, the teacher asks them to think if they deserve a smiley and, to raise their hand accordingly. The teacher checks raised hands to see if he/she agrees.</p>
<p>Step 3:</p> <p>Pay attention to the names of the animals and do the corresponding sounds with the teacher.</p> <div data-bbox="115 947 215 1071" data-label="Image"> </div> <p>Listen to the teacher and do the appropriate gestures.</p> <div data-bbox="115 1213 215 1344" data-label="Image"> </div> <p>Listen to the song and do the gestures, and make the sounds at the appropriate moment.</p> <div data-bbox="115 1690 215 1820" data-label="Image"> </div>	<p>Step 3:</p> <p>Names the animals in the song and asks students to do the corresponding sound with him/her.</p> <p>Demonstrates the meaning of the words <i>here</i>, <i>there</i> and <i>everywhere</i> using flashcards 125, 126, and 127 from Teacher Tool 1.</p> <p>Points to flashcard 125, says <i>here</i> and asks the students to do the gesture that shows the meaning of the word <i>here</i> with him/her.</p> <p>Repeats this with <i>there</i> and <i>everywhere</i>, using flashcards 126 and 127.</p> <p>Practises several times with the students.</p> <p>Plays the song a few times and asks students to do the gestures and make the sounds at the appropriate moment.</p>











<p>Step 4:</p> <p>Reflect on whether they have done the gestures or made the sounds of the animals or not. Fill in their reflection sheet.</p> <div data-bbox="118 336 217 468">  <p>SELF-MONITORING</p> </div> <div data-bbox="563 310 711 443">  </div> <p>Say when they are finished.</p>	<p>Step 4:</p> <p>Helps students reflect on whether or not they did the gestures and made the sounds of the animals, using Teacher Tool 4c along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p> <p>Encourages students to say when they are finished.</p>
<p>Step 5:</p> <p>Stand up by their seat. Try to sing along with the teacher (try to say the lyrics, do the gestures and make the sounds of the animals).</p> <div data-bbox="118 699 217 831">  <p>PRACTICE</p> </div>	<p>Step 5:</p> <p>Asks students to stand up by their seats. Plays the song again and asks students to try join in (try to say the lyrics, do the gestures and make the sounds of the animals).</p>
<p>Step 6:</p> <p>Sit down. Reflect on whether or not they tried to join in singing the song. Fill in their reflection sheet</p> <div data-bbox="118 984 217 1117">  <p>SELF-MONITORING</p> </div> <div data-bbox="552 989 683 1108">  </div>	<p>Step 6:</p> <p>Helps students reflect on whether or not they tried to join in singing the song (tried to say the lyrics, do the gestures and make the sounds). Uses Teacher Tool 4e along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 7:</p> <p>Glue the lyrics sheet in their scrapbook, following the teacher's instructions.</p>	<p>Step 7:</p> <p>Hands out the lyrics sheets (Student Handout 1). Reminds students to put glue on the four corners and in the centre only.</p>
<p>Step 8:</p> <p>Self-evaluate their progress during the period. Colour the BIG SMILEY in their reflection sheet, if deserved.</p> <div data-bbox="118 1434 217 1566">  <p>SELF-EVALUATION</p> </div> <div data-bbox="548 1440 678 1560">  </div> <p>Ask for help, if needed.</p> <div data-bbox="118 1770 217 1902">  <p>ASKING FOR HELP OR CLARIFICATION</p> </div> <p>End of first period</p>	<p>Step 8:</p> <p>Helps students self-evaluate. Asks,</p> <p><i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you do the GESTURES, made the SOUNDS of the animals during the song? Did you SING the WORDS of the song? Now, did you SPEAK English? Did you say "I'm finished.", "Problem."? Do YOU deserve a BIG SMILEY</i></p> <p>Walks around the classroom to help students fill in their reflection sheet (Student Handout 2).</p> <p>End of first period</p>










STEP 2: CARRYING OUT THE TASK

Role of the students	Role of the teacher
<p>Second period: Step 1</p> <p>Direct attention.</p>   <p>Name the title of the song.</p> <p>Name the key elements in the song illustrated on the flashcards.</p>  <p>Take out their scrapbook</p> <p>Open their scrapbook on the reflection sheet page.</p>	<p>Second period: Step 1</p> <p>Shows students Teacher Tool 4a and his/her model reflection sheet to remind students that they have to LOOK at and LISTEN to the teacher.</p> <p>Asks the students if they remember the name of the song they sang last period. May use Teacher Tool 1b, the first two flashcards, or the props to help students remember the title of the song.</p> <p>Activates prior knowledge of key elements in the song. Puts up another flashcard from Teacher Tool 1b and asks students if they remember what it is. Repeats the same procedure with the other flashcards.</p> <p>Asks students to take out their scrapbook.</p> <p>Shows the reflection sheet in his/her scrapbook and asks students to open their scrapbook on the reflection sheet page (Student Handout 2).</p>
<p>Step 2:</p> <p>Complete the date on their reflection sheet.</p> <p>Reflect on whether or not they participated in naming the key elements of the song.</p>  	<p>Step 2:</p> <p>Uses Teacher Tool 2a or 2b. Writes the date and asks students to complete the date on their reflection sheet (Student Handout 2).</p> <p>Guides students' reflection on the prior knowledge activity in Step 1 using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks students if they participated in naming the key elements of the song.</p>
<p>Step 3:</p> <p>Direct attention to what they hear and what the teacher is pointing to.</p>  	<p>Step 3:</p> <p>Plays the song and asks students to pay attention to what they hear. Points to the different flashcards (Teacher Tool 1a or 1b) as the song is being played.</p>

<p>Listen to the song and do the appropriate gestures for <i>here, there</i> and <i>everywhere</i> at the appropriate time.</p> 	<p>Plays the song again and asks students to do the gestures for <i>here, there</i> and <i>everywhere</i> at the appropriate time.</p>
<p>Step 4:</p> <p>Reflect on whether or not they feel they have listened to the song carefully. Colour a smiley on their reflection sheet, if deserved.</p>   <p>Reflect on whether they feel they have done the gestures or not. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 4:</p> <p>Guides students' reflection on whether or not they have listened to the song carefully, using Teacher Tool 4b along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p> <p>Guides students' reflection using Teacher Tool 4c along with Teacher Tool 2a or 2b on whether they have indicated <i>here, there</i> and <i>everywhere</i> while listening to the song.</p>
<p>Step 5:</p> <p>Try to join in singing along (say the lyrics, do the gestures and make the sounds of the animals). Use the resources displayed, as needed.</p>  	<p>Step 5:</p> <p>Plays the song again, once or twice, and asks students to try to join in singing along (say the lyrics, do the gestures and make the sounds of the animals).</p>
<p>Step 6:</p> <p>Reflect on whether or not they did the gestures. Colour a smiley on their reflection sheet, if deserved.</p>   <p>Reflect on whether or not they try to say the lyrics of the song as it was playing. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 6:</p> <p>Guides students' reflection on whether or not they did the gestures and made the sounds of the animals, using Teacher Tool 4c along with Teacher Tool 2a or 2b and student reflection sheet (Student Handout 2).</p> <p>Guides students' reflection on whether or not they joined in saying the lyrics (using Teacher Tool 4e) while the song was playing.</p>



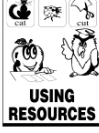







<p>Step 7:</p> <p>Activate prior knowledge.</p> 	<p>Step 7:</p> <p>Uses props or flashcards 115, 120, 122 from Teacher Tool 1b to present three other farm animals: horse/horses, goat/goats, sheep. Asks students if they know what these farm animals are.</p> <p>Puts up the flashcards.</p>
<p>Step 8:</p> <p>Direct attention to the modelling. Participate in identifying the key elements of the song.</p>  	<p>Step 8:</p> <p>Uses a set of large cut labels, Teacher Tool 3. Asks students to look at Teacher Tool 1b (flashcards). Takes the first label and asks, <i>Where's Old MacDonald?</i> Asks a student to point to the flashcard.</p> <p>Puts blue gum on the label and asks the student to put the label on the flashcard.</p> <p>Asks the class <i>Is this the correct picture for (name of flashcard)? Is it correct?</i> Encourages students to answer together <i>Yes, that's correct</i> or <i>No, that's not correct.</i></p> <p>Continues in the same manner for the other labels and flashcards.</p>
<p>Step 9:</p> <p>Reflect on whether or not they identify the key elements of the song in English. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 9:</p> <p>Guides students' reflection on participation in identifying the key elements of the song in English. Uses Teacher Tool 4f along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 10:</p> <p>Put the handout on their desk.</p> <p>Direct attention to the modelling, and then glue their sheet in their scrapbook.</p> 	<p>Step 10:</p> <p>Distributes Student Handout 4a or 4b.</p> <p>Uses his/her scrapbook to show students which page to use to glue the handout and how to glue it.</p>



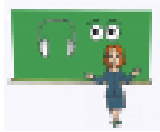


<p>Reflect on whether or not they have looked and listened to the teacher and on whether or not they have followed the instructions. Fill in their reflection sheet.</p> <div data-bbox="121 289 220 420">  <p>SELF-MONITORING</p> </div> <div data-bbox="583 289 708 420">  </div>	<p>Guides students' reflection on their attention during the modelling, using Teacher Tool 4d along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 11:</p> <p>Self-evaluate their progress during the period. Colour the BIG SMILEY in their reflection sheet, if deserved.</p> <div data-bbox="121 625 220 756">  <p>SELF-EVALUATION</p> </div> <div data-bbox="583 625 708 756">  </div> <p>Ask for help, if needed.</p> <div data-bbox="121 1077 220 1207">  <p>ASKING FOR HELP OR CLARIFICATION</p> </div> <p>End of second period</p>	<p>Step 11:</p> <p>Helps students self-evaluate. Asks,</p> <p><i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you do the GESTURES during the song? Did you SING the WORDS of the song? Did you make the sounds of the animals? Now, did you SPEAK English? Did you say "I'm finished.", "Problem."? Did you NAME the flashcards, OLD MACDONALD? COW? Etc. Did you follow the instructions to glue the labels? Do YOU deserve a BIG SMILEY?</i></p> <p>Walks around the classroom to help students fill in their reflection sheet.</p> <p>End of second period</p>
<p>Third period: Step 1</p> <p>Try to perform the song (say the lyrics, do the gestures and make the sounds of the animals). Use resources displayed, as needed.</p> <div data-bbox="121 1476 220 1606">  <p>USE OF PRIOR KNOWLEDGE</p> </div> <div data-bbox="280 1476 380 1606">  <p>PRACTICE</p> </div> <div data-bbox="440 1476 539 1606">  <p>USING RESOURCES</p> </div> <p>Try to sing along and do the actions. Use resources displayed, as needed.</p> <div data-bbox="121 1728 220 1858">  <p>PRACTICE</p> </div> <div data-bbox="280 1728 380 1858">  <p>USING RESOURCES</p> </div>	<p>Third period: Step 1</p> <p>Puts Teacher Tool 1b flashcards with the large labels (Teacher Tool 3) on display.</p> <p>Plays the song, once or twice, and asks students to perform the song (say the lyrics, do the gestures and make the sounds of the animals).</p> <p>Asks students to sing along with him/her using only Teacher Tool 1b, flashcards 115,120 and 122, and Teacher Tool 3, large labels (horses, goats, sheep).</p>







<p>Step 2:</p> <p>Reflect on whether or not they listened to the song and whether or not they did the gestures. Colour a smiley on their reflection sheet, if deserved.</p>   <p>Reflect on whether or not they sang the song and made the sounds of the animals. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 2:</p> <p>Guides students' reflection on whether or not they did the gestures, using Teacher Tool 4c along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p> <p>Guides students' reflection on whether or not they sang the song and made the sounds of the animals, using Teacher Tool 4e along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 3:</p> <p>Put the handout on their desk.</p> <p>Direct attention to the modelling, and then glue their sheet in their scrapbook.</p> 	<p>Step 3:</p> <p>Distributes Student Handout 4a or 4b.</p> <p>Uses his/her scrapbook to show students which page to use to glue the handout and how to glue it.</p>
<p>Step 4:</p> <p>Reflect on whether or not they looked at and listened to the teacher and on whether or not they followed the instructions. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 4:</p> <p>Guides students' reflection on whether or not they looked at and listened to the teacher and on whether or not they followed the instructions, using Teacher Tools 4d along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 5:</p> <p>Direct attention to the instructions.</p> 	<p>Step 5:</p> <p>Distributes Student Handout 3 (labels) and reminds students how to select the label that matches the pictures on Student Handout 4a or 4b.</p>
<p>Select the appropriate labels, cut them out and paste them.</p> <p>Listen to the song in the background.</p>  <p>(Winding Down Moment)</p>	<p>Gives students time to select, cut and glue the labels (Student Handout 3) on their sheet (Student Handout 4a or 4b).</p> <p>Plays the song in the background.</p>

<p>Step 6:</p> <p>Colour the pictures when they have finished.</p>	<p>Step 6:</p> <p>Asks students who have finished to colour the pictures.</p>
<p>Step 7:</p> <p>Reflect on whether or not they cut and glued the labels in their scrapbook as expected. Colour a smiley on their reflection sheet, if deserved.</p> <div data-bbox="120 497 219 627" data-label="Image"> </div> <div data-bbox="596 497 717 627" data-label="Image"> </div>	<p>Step 7:</p> <p>Guides students' reflection on whether or not they cut and glued the labels in their scrapbook as expected, using Teacher Tool 4d along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 8:</p> <p>Self-evaluate their progress during the period. Colour the BIG SMILEY on their reflection sheet, if deserved.</p> <div data-bbox="120 871 219 1001" data-label="Image"> </div> <div data-bbox="596 871 734 1001" data-label="Image"> </div> <p>Ask for help, if needed.</p> <div data-bbox="120 1180 219 1310" data-label="Image"> </div> <p>End of period</p>	<p>Step 8:</p> <p>Helps students self-evaluate. Asks,</p> <p><i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you do the GESTURES during the song? Did you SING the WORDS of the song? Did you SPEAK English? Did you say "I'm finished.", "Problem."? Did you cut and glue your labels? Do YOU deserve a BIG SMILEY?</i></p> <p>Walks around the classroom to help students fill in their reflection sheet (Student Handout 2).</p> <p>End of period</p>

STEP 3: ASSIMILATION-TRANSFER OF LEARNING

Role of the students	Role of the teacher
<p>Fourth period: Step 1</p> <p>Try to perform the song: say the lyrics, do the gestures, make the sounds of the animals. Use resources displayed, as needed.</p> <div data-bbox="121 436 219 567">  </div> <div data-bbox="284 436 381 567">  </div> <div data-bbox="446 436 544 567">  </div> <p>Try to sing along and do the gestures. Use resources displayed, as needed.</p> <div data-bbox="121 709 219 840">  </div> <div data-bbox="284 709 381 840">  </div>	<p>Fourth period: Step 1</p> <p>Puts flashcards from Teacher Tool 1a or 1b on display.</p> <p>Plays the song, once or twice, and asks students to perform the song: say the lyrics, do the gestures, make the sounds of the animals.</p> <p>Asks students to sing along with him/her using only Teacher Tool 1a or 1b and flashcards 115,120 and 122 (horses, goats, sheep).</p>
<p>Step 2:</p> <p>Reflect on whether or not they did the gestures. Colour a smiley on their reflection sheet, if deserved.</p> <div data-bbox="121 1050 219 1180">  </div> <div data-bbox="581 1060 727 1190">  </div> <p>Reflect on whether or not they sang the song and made the sounds of the animals. Colour a smiley on their reflection sheet, if deserved.</p> <div data-bbox="121 1360 219 1491">  </div> <div data-bbox="589 1350 735 1480">  </div>	<p>Step 2:</p> <p>Guides students' reflection on whether or not they did the gestures, using Teacher Tool 4c along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p> <p>Guides students' reflection on whether or not they sang the song and made the sounds of the animals, using Teacher Tool 4e along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 3:</p> <p>Direct attention to the modelling of the game What's this animal?</p> <div data-bbox="121 1696 219 1816">  </div>	<p>Step 3:</p> <p>Tells the students that they will play a game called What's this animal? with a partner. Asks them to pay attention and participate.</p>

<p>Respond to the teacher's questions and prompting.</p> 	<p>Models how to play the game, using Teacher Tool 5:</p> <ol style="list-style-type: none"> 1. Introduces the cards to the students. 2. Has the class participate in identifying the cards, going over each card again. 3. Asks for a volunteer and chooses a partner. 4. Shuffles the cards and puts the pile face down on a desk. Says <i>My turn</i> and turns one card face up. Looks at the card (but doesn't show it to his/her partner), does the noise of the animal on the card and asks the partner, <i>What's this animal?</i> 5. When the partner has answered, has the class participate saying <i>That's correct</i> or <i>That's not correct</i>. 6. Says <i>That's correct</i> or <i>That's not correct</i> to the partner. 7. Helps his/her partner if his/her answer is wrong or asks the teacher if he/she doesn't know either. 8. Puts the card in another pile, face up, and says: <i>Your turn</i>. 9. Helps his/her partner go through his/her turn. 10. Plays a few more turns, as needed, making sure students know how to play and what to say. <p>N.B. For a different activity, see Tail Trivia game. (Transfer of learning to similar contexts page 16). Teacher Tools 6a, 6b and 6c.</p>
<p>Step 4:</p> <p>Reflect on whether or not they looked at and listened to the teacher's modelling. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 4:</p> <p>Guides students' reflection on whether or not they looked at and listened to the teacher's modelling, using Teacher Tool 4a along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>
<p>Step 5:</p> <p>Reflect on whether or not they participated by saying <i>That's correct</i> or <i>That's not correct</i>. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 5:</p> <p>Guides students' reflection on whether or not they participated by saying <i>That's correct</i> or <i>That's not correct</i>, using Teacher Tool 4f along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>

<p>Step 6:</p> <p>Form groups of two.</p> <p>Shuffle the cards and place them face down on the desk.</p> <p>Play the game with their partner, in the same manner as during the modelling, speaking English only.</p> <p>Refer to the posted flashcards, if needed.</p>  <p>Ask for help, if needed.</p> 	<p>Step 6:</p> <p>Pairs students.</p> <p>Gives a set of cards, Teacher Tool 5, to each pair and asks them to get the cards ready.</p> <p>Tells students to play the game with their partner, speaking English only, and to look at the posted flashcards (Teacher Tool 1a or 1b), if needed.</p> <p>Walks around the classroom to observe and help students play the game.</p> <p>Asks the students who finish early to shuffle the cards and play a second round.</p>
<p>Step 7:</p> <p>Change partner.</p> <p>Play the game with their new partner, in the same manner as during the modelling, speaking English only.</p> <p>Refer to the posted flashcards, if needed.</p>  <p>Ask for help, if needed.</p> 	<p>Step 7:</p> <p>Asks students to change partner.</p> <p>Tells students to play the game in the same manner with their new partner, speaking English only, and to look at the posted flashcards (Teacher Tool 1a or 1b), if needed.</p> <p>Walks around the classroom to observe and to help students play the game.</p> <p>Asks the students who finish early to shuffle the cards and play another round.</p>
<p>Step 8:</p> <p>Raise their hand if they feel they spoke English during the game. Colour a smiley on their reflection sheet, if deserved.</p>  	<p>Step 8:</p> <p>Guides students' reflection on whether or not they spoke English during the game, using Teacher Tool 4f along with Teacher Tool 2a or 2b and the student reflection sheet (Student Handout 2).</p>

Step 9:

Self-evaluate their progress during the period. Colour the BIG SMILEY on their reflection sheet, if deserved.



Ask for help, if needed.



End of period

Step 9:

Helps students self-evaluate. Asks,

How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you participate? Did you SING the WORDS of the song? Did you DO the GESTURES during the song? OK, now did you SPEAK English? Did you play the game "What's this animal"? Did you say "That's correct."? Did you say "That's not correct."? Did you say "A donkey."? Did you say "A pig."? Did you say "MY turn."? Did you say "YOUR turn."? Do you deserve a BIG SMILEY?

Walks around the classroom to help students fill in their reflection sheet (Student Handout 2).

End of period

Transfer of learning to similar contexts.

- **Tail Trivia Game:** see Teacher Tools 6a, 6b and 6c.
- Use of self-monitoring in the next LES.
- Use of directed attention, physical response, risk-taking, practice and other strategies in the next LES where a song or rhyme is introduced.


Analysis of what took place

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




Observation Grid

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

 Class List	Evidence of understanding of texts <ul style="list-style-type: none"> Use of words and expressions from texts along with appropriate actions and sounds to perform songs 	Use of learning strategies (for regulation)				CCC: To construct his/her identity (To react to facts by performing the song)
		directed attention	physical response	practice	using resources	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Observation Grid

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

 Class List	Evidence of understanding of oral messages <ul style="list-style-type: none"> Reaction to messages using verbal or nonverbal responses 	Use of words and expressions to transmit oral messages <ul style="list-style-type: none"> Initiation of exchanges and responses to others using or combining single words, string of words and short expressions 	Use of strategies (for regulation)		
			directed attention	risk taking	asking for help
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					