



# What happens if I roll over?

Junior LES

## ① Broad areas of learning

➤ health and well-being	<input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities	<input type="checkbox"/>
➤ personal and career planning	<input type="checkbox"/>	➤ citizenship and community life	<input checked="" type="checkbox"/>
➤ media literacy	<input type="checkbox"/>		

Focus of development: Involvement in action in a spirit of cooperation and solidarity (interaction with peers in a spirit of mutual help)

## 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 solve problems	<input type="checkbox"/>	➤ To use information and communications technologies	<input type="checkbox"/>
➤ To exercise critical judgment	<input type="checkbox"/>	➤ To construct his/her identity	<input type="checkbox"/>
➤ To use creativity	<input type="checkbox"/>	➤ To cooperate with others	<input checked="" type="checkbox"/>

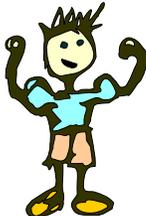
## ③ ESL Competencies and key features

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"/>

**Description:** STUDENTS WILL DEMONSTRATE UNDERSTANDING BY CONTRIBUTING TO THE PERFORMANCE OF THE SONG “ROLL OVER” WITH THEIR CLASSMATES.

**Cycle One:** Elementary 1

**Duration:** 4 periods

⑥	Cross-curricular competencies	ESL competencies
<p><b>Evaluation Criteria</b></p> 	<p>↳ Appropriate attitudes and behaviours</p> <p>At this early stage of learning English as a second language, reflecting on Appropriate attitudes and behaviours is optional.</p>	<p><b>Competency 1</b></p> <ul style="list-style-type: none"> <li>• Evidence of understanding of texts</li> <li>• Use of learning strategies (for regulation only)</li> </ul> <p><b>Competency 2</b></p> <ul style="list-style-type: none"> <li>• Evidence of understanding of oral messages</li> <li>• Use of words and expressions to transmit oral messages</li> <li>• Use of strategies (for regulation only)</li> </ul>
<p><b>Evaluation means</b></p>	<p>↳ Teacher’s observation grids</p> <p>↳ Students’ reflection sheets</p>	

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

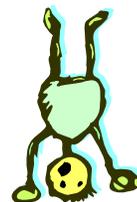
*The Cycle One student:* → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements

CONTEXTUAL LANGUAGE	
<p><b><u>Routines:</u></b></p> <ul style="list-style-type: none"> <li>• Uses common inquiries and statements</li> <li>• Joins in during playful choral responses</li> <li>• Responds to instructions</li> <li>• Uses cheers</li> </ul>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p><b><u>Repertoire of words and short expressions:</u></b></p> <ul style="list-style-type: none"> <li>• Expresses personal and immediate needs</li> <li>• Uses expressions during pair work</li> <li>• Uses expressions containing action words (e.g. Roll over.)</li> </ul>	<p>→</p> <p>→</p> <p>→</p>
<p><b><u>Language related to songs, rhymes and stories:</u></b></p> <ul style="list-style-type: none"> <li>• Builds personal repertoire of words and short expressions when joining in to perform songs</li> </ul>	<p>→</p>
<p><b><u>Key elements</u></b></p> <ul style="list-style-type: none"> <li>• Orally identifies actions</li> </ul>	<p>→</p>
STRATEGIES	
<p><b>A. Compensatory strategies</b></p> <ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Gesture</li> </ul>	<p>→</p>
<p><b>B. Learning strategies</b></p> <ul style="list-style-type: none"> <li>• Self-monitoring</li> <li>• Self-evaluation</li> <li>• Directed attention</li> </ul>	<p>→</p>

<ul style="list-style-type: none"> <li>• Inferencing</li> <li>• Use of prior knowledge</li> <li>• Physical response</li> <li>• Practice</li> <li>• Using resources <ul style="list-style-type: none"> <li>- Makes use of human and material resources targeted for the task</li> </ul> </li> <li>• Risk-taking</li> </ul>	
<b>Discovers CULTURAL ELEMENTS through:</b>	
<b>Songs:</b> action songs	→
<b>Authentic audio-models:</b> Audio productions	→

⑤	
<b>Materials needed</b>	<p><b>For the Teacher:</b></p> <ul style="list-style-type: none"> <li>• Song “Roll Over” (also known as “Ten in a Bed”) on cassette or CD</li> <li>• Model scrapbook</li> <li>• Blanket</li> <li>• Teacher Tools 1a or 1b: flashcards with key elements from song</li> <li>• Teacher Tools 2a or 2b: large size (11 X 17) reflection sheets for modelling</li> <li>• Teacher Tool 3: a set of labels same as Student Handout 3 which the teacher will trace beforehand</li> <li>• Teacher Tool 4: large reproduction of pictograms used on the reflection sheets</li> <li>• Teacher Tool 5aa: set of cards with numbers and fell out (page 1 and 2), game instructions on page 2, set of cards with people and beds (page 3)</li> <li>• Teacher Tool 5a: set of cards with numbers and fell out (page 1 and 2), set of cards with people and beds (page 3)</li> <li>• Teacher tool 5bb: set of cards with numbers (page 1 and 2), game instructions (page 2), set of cards with people, beds and numbers</li> <li>• Teacher Tool 5b: set of cards with numbers (page 1 and 2), set of cards with people, beds and numbers</li> <li>• Teacher tool 5c: illustrations of people, beds and numbers (5 pages)</li> </ul> <p><b>For the Student:</b></p> <ul style="list-style-type: none"> <li>• Student Handout 1: lyrics</li> <li>• Student Handout 2: reflection sheet (choose the appropriate handout —a to j— according to month of presentation)</li> <li>• Student Handout 3: labels</li> <li>• Student Handout 4: sheet with illustrations of the key elements (flashcards)</li> </ul>

⑤ CLASSROOM ACTIVITY



STEP 1: PREPARING THE TASK

Role of the students	Role of the teacher
<p><b>First period: Step 1</b></p> <ul style="list-style-type: none"> <li>Sit facing the teacher.</li> <li>Listen and look at the teacher. Try to decode what is being said.</li> </ul>  <ul style="list-style-type: none"> <li>Listen and look at the teacher and the resources being presented as the song is being played.</li> </ul>  	<p><b>First period: Step 1</b></p> <ul style="list-style-type: none"> <li>Asks students to sit down in front of him/her.</li> <li>Tells student they have to pay attention. Uses Teacher Tool 4a. Points to his/her eyes and ears.</li> <li>Shows the flashcards of the song, one by one (Teacher Tool 1a or 1b). Explains the actions of the song using gestures.</li> <li>Plays the song and points to the flashcards as the song is being played.</li> </ul>
<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Go back to their seat. (Put the reflection sheet on their desk.)</li> <li>Observe the teacher's modelling and write their name on their reflection sheet, if not already done.</li> </ul>  <ul style="list-style-type: none"> <li>Complete the date on the proper line of the reflection sheet.</li> <li>Direct attention to the modelling.</li> </ul> 	<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Asks students to go back to their seats. Hands out Students' reflection sheet if necessary (Student Handout 2). Chooses the appropriate month for Student Handout 2.</li> <li>Writes his/her name on the model reflection sheet (Teacher Tool 2a) and asks students to write their name on the sheet. (If already done in a previous class, go to next bullet).</li> <li>Writes the date on the model reflection sheet and asks students to complete the date on the proper line.</li> <li>Reflects out loud using Teacher Tool 4a along with Teacher Tool 2a or 2b. <i>I was supposed to CONCENTRATE. Did I LOOK at the teacher? Did I look at the flashcards? Did I LISTEN to the teacher? Yes! I will colour a smiley. Good for me!</i></li> <li>Teacher colours a smiley on his/her sheet.</li> </ul>

- Raise their hand if they feel they have been a SUPER listener. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



### Step 3

- Move to the appropriate area in the classroom.
- Imitate the teacher's actions and pay attention to the corresponding words.



- Asks,

*Did you LOOK at me?* (points to his/her eyes)  
*Did you LISTEN to me?* (points to his/her ears)  
*Did you look at the FLASHCARDS?* (points to the flashcards) *Who has been a SUPER listener?* (raises his/her hand).

- Checks raised hands to see if he/she agrees. Congratulates students, *Wow! Excellent! Good job!* Asks deserving students to colour a smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished?* Looks at students who have raised their hand and encourages them to say *I'm finished*. Asks *Who is not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

### Step 3

- Asks the students to come to the centre or to an open space in the class.
- Names the actions in the song and makes the gestures. Asks students to imitate the gestures.
  - There were ten in a bed* (shows ten fingers)
  - And the little one said...* (brings index close to thumb to imitate small)
  - roll over* (makes circles in the air with one finger)
  - so they all rolled over* (turns around)
  - and one fell down* (points to the floor)

- Do the gestures with the teacher.



- Do the gestures with the teacher as the song is being played.



- Repeats the steps in the countdown. Encourages students as they reproduce the gestures during the countdown.

*There were nine in a bed...  
There were eight in a bed...  
There was one in a bed and the little one said  
good night. (leans his/her head in his/her hands,  
closes eyes and says "good night")*

- Plays the song a couple of times and asks the students to do the appropriate gestures.

#### Step 4

- Go back to their seat.
- Direct attention to the modelling.



- Raise their hand if they feel they have participated well in doing the actions. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



#### Step 4

- Asks students to go back to their seats.
- Reflects aloud using Teacher Tool 4c along with Teacher Tool 2a or 2b.

*Did I do the ACTIONS in the song? Did I SHOW 10 fingers? Did I ROLL OVER? Did I PARTICIPATE? Yes I did. Hurray for me! I will colour one smiley.*

- Asks students:  
*Who did the ACTIONS? Who SHOWED TEN fingers? Who ROLLED OVER? Who PARTICIPATED?*
- Checks raised hands to see if he/she agrees. Congratulates students, *Wow! Excellent! Good job!* Asks deserving students to colour a smiley.
- Walks around and help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished?* Looks at students who have raised their hand and encourages them to say *I'm finished*. Asks *Who is not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

## Step 5

- Direct attention to the modelling.



- Self evaluate their progress during the period.



- Raise their hand if they think they deserve the big smiley. Colour the big smiley, if deserved.
- Ask for help, if needed.



End of first period

## Step 5

- Reflects aloud using Teacher Tool 4g along with Teacher Tool 2.

*Did I LOOK at the teacher? Did I LISTEN to the teacher Yes! Super. How was my PARTICIPATION? Did I do the GESTURES? Did I count IN ENGLISH? Yes I did: one, two, and three... Did I do the ROLL OVER action? Yes? Good for me!  
How about SAYING I'm finished? Did I SAY "I'm finished."? Yes. Did I ASK FOR HELP? Did I SAY "Problem."? I did WELL today. SUPER CLASS for me! I can COLOUR the big smiley.*

- Asks,

*How about you? Did you LOOK at the teacher? Did you LISTEN to the teacher? Yes? No? Did you do the GESTURES with me? Yes? Good! Did you count IN ENGLISH? one, two, and three... Did you do the ROLL OVER action? Did you say "I'm finished?" Did you ASK FOR HELP? Do you deserve a big smiley?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Super! Good job! Good for you today!*
- Asks deserving students to colour the big smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

End of first period

STEP 2: CARRYING OUT THE TASK

Role of the students	Role of the teacher
<p><b>Second period: Step 1</b></p> <ul style="list-style-type: none"> <li>Look and listen to the teacher.</li> </ul>  <ul style="list-style-type: none"> <li>Name the song.</li> </ul> <ul style="list-style-type: none"> <li>Name elements of the song.</li> </ul>  	<p><b>Second period: Step 1</b></p> <ul style="list-style-type: none"> <li>Reminds students that they have to pay attention and try to use English while they participate. Takes out Teacher Tool 4f.</li> <li>Asks students if they remember the title of the song they sang last period. Hums the song to help the students remember it.</li> <li>Asks students to name the elements they remember from the song. When students name elements of the song, teacher puts the flashcards (Teacher Tool 1a or 1b) on the board. He/she encourages students to use gestures or mimes for lack of words instead of using French.</li> </ul>
<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Open their scrapbook to their reflection sheet. Write the date.</li> <li>Direct attention.</li> </ul>   <ul style="list-style-type: none"> <li>Raise their hand if they have been a SUPER speaker. Colour a smiley, if deserved.</li> </ul>  <ul style="list-style-type: none"> <li>Ask for help, if needed.</li> </ul> 	<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Asks students to open their scrapbook to their reflection sheet (Student Handout 2). Takes out Teacher Tool 2a or 2b. Writes the date and asks the students to do the same.</li> <li>Reflects aloud using Teacher Tool 4f along with Teacher Tool 2. Says: <ul style="list-style-type: none"> <li><i>Ok, I had to NAME the elements in the song. Did I NAME the elements? Roll over, bed, one, two, three... Yes I did. GOOD for me! I can COLOUR a smiley.</i></li> </ul> </li> <li>Asks, <ul style="list-style-type: none"> <li><i>And you, Did you NAME the elements in the song? Did you SAY: "Roll over, bed, Good night!..."? Who has been a SUPER speaker?</i></li> </ul> </li> <li>Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job. Excellent. Super.</i> Tells deserving students to colour a smiley.</li> <li>Walks around in the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</li> </ul>

- Responds to the teacher's question by saying *I'm finished* or *I'm not finished*.



- Raise their hand if they feel they have said some words in English. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



- Asks *Who's finished?* Looks at students who have raised their hand and encourages them to say *I'm finished*. Asks *Who is not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

- Asks students to look at him/her again. Shows the Teacher Tool 4f. Asks,

*Did you PARTICIPATE in English? Did you use ZERO French? Who has been a SUPER speaker?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Super! Excellent! Good job!* Tells deserving students to colour a smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished*. Looks at students who have raised their hand and encourages them to say *I'm finished*. Asks *Who is not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

### Step 3

- Listen to the song. Look at the flashcards and the teacher.



- Try to sing along and do the proper gestures.



- Stand behind the blanket or sit on the floor.

### Step 3

- Tells students they will listen to the song. While the song is being played, teachers points to the flashcards of the song and does the gestures.

- Plays the song again. Asks students to join in and do the actions with the music. Uses Teacher Tool 4c to explain what is expected.

- Takes out a large blanket.
- Asks ten students to stand behind the blanket. The other students sit down on the floor in front of the students performing the song.

- Act out the song if they are standing behind the blanket.
- Direct attention to the demonstration, if sitting on the floor.



- Try to say some repetitive words if they are sitting down and do the actions with their fingers.



- Demonstrates with the lyrics how to perform the song.

*There were ten in a bed (counts 10 students)  
And the little one said, roll over (asks the student at one end of the blanket to say roll over).*

*So they all rolled over and one fell down (asks all students behind the blanket to turn around and removes student #10 from behind the blanket. That student joins the group sitting on the floor.*

- Repeat the actions until all the students are sitting down except one. That student closes his/her eyes and says *good night*.
- Practises another time with the music and different students.

#### Step 4

- Look at and listen to the teacher.



- Raise their hand if they feel they have done the actions. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



#### Step 4

- Guides students' reflection with Teacher Tool 4c. Asks,

*Did you DO the GESTURES in the song? Did you Do the ACTIONS?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Super! Excellent! Good job...*Tells deserving students to colour a smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished?* Looks at students who have raised their hand and encourages them to say *I'm finished*. Asks *Who is not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

- Direct attention to the modelling.



- Raise their hand if they THINK they have joined in. Color a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



- Guides students' reflection using Teacher Tool 4e along with Teacher Tool 2. Says:

*Did I SING? Did I JOIN IN? Did I say SOME of the words? (Sings the song voluntarily hesitating now and then and skipping some of the words.) Yes. GOOD JOB! I will COLOUR another smiley. (The teacher colours a smiley on his/her model reflection sheet.)*

- Asks,

*And YOU? (touching the illustration of the students singing along). Did you SING the words? Who SANG the words? Who JOINED IN? Who said SOME WORDS of the song?*

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- Asks *Who's finished?* Looks at students who have raised their hand and encourages them to say *I'm finished*. Asks *Who is not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

## Step 5

- Direct attention to the modelling.



- Put glue on the four corners and in the centre of Student Handout 1 and, paste it in their scrapbook, as modelled by the teacher.
- Use the expression *problem* or *no glue*, if necessary.



## Step 5

- Takes Student Handout 1 (lyrics of the song) and his/her scrapbook.
- Reminds students how to glue a sheet of paper. Puts glue in the four corners and in the centre of the sheet. Counts out loud with the students.
- Glues the sheet in his/her scrapbook.
- Hands out Student Handout 1. Asks them to glue their sheet in their scrapbook.
- Encourages them to say the word *problem* if they need help.
- Encourages them to say *no glue* if they don't have any.

- Answer teacher by saying *I'm finished* or *I'm not finished*.



- Raise their hand if they feel they have followed the teacher's instructions carefully. Color a smiley, if deserved.



- Ask for help, if needed.



- Asks them if they have finished. Congratulates those who say *I'm finished* or *I'm not finished*.

- Guides students' reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks,

*Now, did you PUT GLUE on the FOUR CORNERS and in the CENTRE of the sheet? Did you GLUE the sheet in your SCRAPBOOK?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

### Step 7

- Look at and listen to the teacher when he/she reflects out loud.

- Self-evaluate their progress during the period.



- Raise their hand if they think they deserve the big smiley. Colour the big smiley, if deserved.

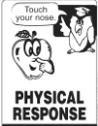
### Step 7

- Models the self-evaluation at the end of the period with Teacher Tool 4g along with Teacher Tool 2a or 2b. Says:

*Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes! Super. How was my PARTICIPATION? Did I do the GESTURES? Did I COUNT in English? Yes I did: one, two, three... Did I do the roll over action? Yes? Good for me!*

*How about SAYING "I'm finished."? Did I say "I'm finished."? Yes. Did I say SOME WORDS in the song? Wow! I did SUPER today! I'm going to colour the big smiley.*

- Asks, *How about you? Did you LOOK at the teacher? Did you LISTEN to the teacher? Yes? No? Did you do the GESTURES with me? Yes? Good! Did you COUNT in English? Did you say "I'm finished.", "I'm not finished."? Did you say SOME WORDS in the song? Did you PARTICIPATE? Do you deserve a big smiley?*
- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students. *Super! Good job! Good for you today!*
- Asks deserving students to colour the big smiley.

<ul style="list-style-type: none"> <li>• Ask for help if needed.</li> </ul>  <p><b>End of second period</b></p>	<ul style="list-style-type: none"> <li>• Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</li> </ul> <p><b>End of second period</b></p>
<p><b>Third period: Step 1</b></p> <ul style="list-style-type: none"> <li>• Review the actions with the teacher. Refer to the flashcards as needed.</li> </ul>    <ul style="list-style-type: none"> <li>• Contribute to the performance of the song.</li> </ul> 	<p><b>Third period: Step 1</b></p> <p>Note: Before starting the class, teacher must have traced and cut one set of labels (teacher tool 3) that accompany Student Handout 4a or 4b (these will be needed in step 3 of today's class).</p> <ul style="list-style-type: none"> <li>• Places flashcards on the board (teacher tool 1a or 1b).</li> <li>• Goes over the actions of the songs with the flashcards. Asks the students to do the gestures with him/her.</li> <li>• Encourages students to say repetitive words in the song and do the gestures as the song is being played.</li> </ul>
<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>• Open their scrapbook to their reflection sheet page.</li> <li>• Write the date on the proper line following the teacher's instruction.</li> </ul>	<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>• Asks students to open their scrapbook to the reflection sheet.</li> <li>• Takes out his/her model of the reflection sheet and writes the date.</li> <li>• Asks students to write the date on the proper line.</li> </ul>

- Direct attention to the modelling.



- Raise their hand if they feel they have done the actions. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



- Direct attention to the modelling.



- Raise their hand if they think they have joined in. Colour a smiley, if deserved.



- Ask for help, if needed.



- Guides students' reflection with Teacher Tool 4c along with TEACHER Tool 2a or 2b. Asks,

*Did you PARTICIPATE in the song? Did you DO the actions of the song? Who PARTICIPATED?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Super! Excellent! Good job!*

- Tells deserving students to colour a smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- Asks *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

- Reflects aloud using Teacher Tool 4e along with Teacher Tool 2a or 2b. Says:

*Did I SING? Did I JOIN IN? Did I SAY SOME of the WORDS?* (Sings the song voluntarily hesitating now and then and skipping some of the words.) *Yes. Good job! I will colour another smiley.* (The teacher colours a smiley on his/her model reflection sheet.)

- Asks,

*And YOU? (touching the illustration of the students singing along). Did you SING the words? Who SANG the words? Who JOINED IN? Who said SOME words of the song? ...*

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

<ul style="list-style-type: none"> <li>Participate by saying <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul> 	<ul style="list-style-type: none"> <li>Asks <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul>
<p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>Students sit in an open space, facing the teacher.</li> <li>Look and listen to the teacher.</li> </ul>  <ul style="list-style-type: none"> <li>Raise their hand if they think they know the answer.</li> </ul>  <ul style="list-style-type: none"> <li>Answer and participate.</li> <li>Volunteer student places label under the appropriate picture in the teacher's scrapbook.</li> </ul>	<p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>Asks students to sit in an open space, facing the teacher.</li> <li>Tells students that they will have to pay attention to the teacher. <i>Ok, now, it's really important to be a SUPER listener.</i></li> <li>Puts his/her scrapbook in display. Glues Student Handout 4a or 4b in the scrapbook.</li> <li>Takes out a label and reads it.  <i>Okay, I have "one fell out." Can you show me where it is on my sheet in the scrapbook? Where is "one fell out"?</i></li> <li>Asks students to raise their hand if they think they can point to the right picture. If the students are not sure, the teacher can sing parts of the song or mimes the action on the label.</li> <li>Checks with the other students if they agree, when the volunteer student is pointing to the right picture. <i>Is it okay?</i></li> <li>Encourages students to speak English only.</li> <li>Teacher puts glue on the label and asks the student to place it under the picture in the teacher's scrapbook.</li> <li>Congratulates the student. <i>Good job! Give me a high five!</i></li> <li>Repeats until all the labels are glued.</li> </ul>
<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>Open their scrapbook to their reflection sheet.</li> </ul>	<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>Asks students to open their scrapbook to their reflection sheet. Takes out his/her own to model.</li> </ul>

- Listen to and look at the teacher.



- Raise their hand if they feel they have been a SUPER speaker. Colour a smiley, if deserved.



- Ask for help, if needed.



- Answer if they are finished or not.



- Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks,

*Did you SPEAK ENGLISH? Did you name the words on the labels? Have you been a SUPER speaker?*

- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent! Super!* Tells deserving students to colour a smiley.

- Walks around in the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- Asks *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

### Step 5

- Look at and listen to the teacher. Open their scrapbook to a new page.



- Take out their glue. Ask for help if they don't have it. *Problem! No glue!*



- Put glue on their sheet on the four corners and in the centre. Count 1 to 5 with the teacher.

### Step 5

- Asks students to open their scrapbook to a new page. Tells students they will have to listen to and look at the teacher (points to his/her eyes and ears).

- Hands out Student Handout 4a or 4b.

- Asks the students to take out their glue.

- Encourages students to say *no glue* if they don't have any.

- Reminds students to put glue only on the four corners and in the centre of the sheet. Counts with the students as they put the glue on their sheet.

### Step 6

- Take their reflection sheet.



- Raise their hand if they feel they have responded well to the instructions. Colour a smiley, if deserved.

- Ask for help, if needed.



### Step 6

- Asks students to take their reflection sheet. Uses his/her own for modelling (Teacher Tool 2a or 2b).

- Guides students in their reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks,

*Did you LISTEN (points to his/her ears) to the teacher? Did you GLUE your sheet in your SCRAPBOOK?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Wonderful! Super! Excellent!* Asks deserving students to colour a smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

### Step 7

- Listen to and look at the teacher.



- Self-evaluate their progress during the period.



- Raise their hand, if they think they deserve the big smiley. Colour the big smiley, if deserved.

- Ask for help, if necessary.



**End of third period.**

### Step 7

- Models the self-evaluation at the end of the period with the help of Teacher Tool 4g along with Teacher Tool 2a or 2b. Asks,

*Did you have a SUPER class? Did you LOOK at the teacher? Yes? No? Did you do the GESTURES of the song with me? Yes? Good! Did you SAY "I'm finished."? Did you SPEAK English? Did you NAME the words on the labels? Have you been a SUPER Speaker? Did you FOLLOW the teacher's INSTRUCTIONS? Did you PARTICIPATE? Do you deserve a big smiley?*

- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Super! Good job! Good for you today!* Asks deserving students to colour the big smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

**End of third period.**

STEP 3: ASSIMILATION-TRANSFER OF LEARNING

Role of the students	Role of the teacher
<p><b>Fourth period: Step 1</b></p> <ul style="list-style-type: none"> <li>Practise the actions with the teacher. Refers to the flashcards, if needed.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>Do the gestures as the song is being played.</li> <li>Stand behind the blanket or sit on the floor.</li> <li>The student chosen to be the little one says <i>Roll over</i>. When the little one says <i>Roll over</i>, the others turn around and student no. 10 gets out and joins the other students sitting on the floor.</li> <li>The students on the floor sing as the song is being played and do the actions with their fingers.</li> <li>Take turns performing the song using the blanket.</li> </ul> <div style="text-align: center;">  </div>	<p><b>Fourth period: Step 1</b></p> <ul style="list-style-type: none"> <li>Places flashcards (Teacher Tool 1a or 1b) on the board.</li> <li>Goes over the actions of the songs with the flashcards. Asks the students to do the gestures with him/her.</li> <li>Practises another time as the song is being played.</li> <li>Takes out his/her blanket. Asks ten students to stand behind it. Asks the others to sit down on the floor.</li> <li>Picks one student behind the blanket to be the little one in the song.</li> <li>Asks students to perform the song while it is being played.</li> <li>Repeats the above until all students have had a chance to perform the song.</li> </ul>
<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Open their scrapbook on the reflection sheet page.</li> <li>Write the date on the proper line following the teacher's instructions.</li> </ul>	<p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>Asks students to open their scrapbook to their reflection sheet.</li> <li>Takes out his/her scrapbook to the reflection sheet page.</li> <li>Writes the date.</li> <li>Asks students to write the date on the proper line.</li> </ul>

- Look at and listen to the teacher.



- Raise their hand, if they feel they have participated by doing the actions. Colour a smiley, if deserved.



- Ask for help, if needed. Participate by saying *I'm finished* or *I'm not finished*.



- Direct attention to the modelling.



- Raise their hand, if they feel they have sung the song and done the actions. Colour a smiley, if deserved.



- Guides students reflection using Teacher Tool 4c along with Teacher Tool 2a or 2b. Asks,

*Did you participate in the song? Did you DO the ACTIONS of the song? Who PARTICIPATED?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Super! Excellent! Good job!* Tells deserving students to colour a smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem* and to say *I'm finished* when the colouring is done.

- Guides students' reflection using Teacher Tool 4e along with Teacher Tool 2. Asks,

*Did You SING the song? Yes. Did you JOIN IN for parts of the song? (Sings the song voluntarily, hesitating now and then and skipping some of the words.) Good for me. (The teacher colours a smiley on his/her model reflection sheet.)*

- Checks raised hands to see if he/she agrees. Congratulates students. *Good job! Excellent! Super!* Asks deserving students to colour a little smiley.

### Step 3

- Put student Handout 3 on their desk.
- Concentrate on the task the teacher is explaining.



- Cut their labels.

### Step 3

- Hands out Student Handout 3.
- Explains to the group that they will have to cut their labels (makes a cutting gesture with his/her fingers, points to the labels) and glue them on Student Handout 4a or 4b that they have in their scrapbook.
- Asks students to cut their labels.

<ul style="list-style-type: none"> <li>• Ask for help, if needed. (<i>Problem! No scissors!</i>)</li> </ul>  <ul style="list-style-type: none"> <li>• Say, <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul>  <ul style="list-style-type: none"> <li>• Help a partner, if finished.</li> <li>• Direct attention to the teacher's instructions and modelling.</li> </ul>  <ul style="list-style-type: none"> <li>• Paste the label "They were ten in a bed" at the right place on Student Handout 4a or 4b.</li> </ul> 	<ul style="list-style-type: none"> <li>• Walks around to help students. Encourages them to say <i>Problem</i> if they have one. Encourages students to say <i>No scissors</i>, if they don't have any.</li> <li>• Asks students if they have finished.</li> <li>• Asks those who are done cutting to help out someone who has not finished. (<i>Good job! Can you help...?</i>)</li> <li>• Takes the label "They were ten in a bed" and asks students where to glue it on his/her Handout 4a or 4b.</li> <li>• Asks the students to do the same thing i.e. to take the label "They were ten in a bed" and to glue it at the right place in their scrapbook, handout 4a or 4b.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask for help, if needed. (<i>Problem! No glue!</i>)</li> </ul>  <ul style="list-style-type: none"> <li>• Paste the other labels at the right place on Student Handout 4a or 4b following the teacher's instructions.</li> </ul> 	<ul style="list-style-type: none"> <li>• Walks around to help students. Encourages them to say <i>Problem</i> if they have one. Encourages students to say <i>No glue</i>, if they don't have any.</li> <li>• Repeats the procedure with the other labels, guiding the students one label at a time.</li> </ul>
<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>• Open their scrapbook to the reflection sheet page.</li> </ul> 	<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>• Asks students to open their scrapbook to the reflection sheet.</li> <li>• Takes out his/her own scrapbook to the reflection sheet page.</li> </ul>

- Look at and listen to the teacher.



- Raise their hand, if they PARTICIPATED. Colour a smiley, if deserved.



- Ask for help, if needed.



- Participate by saying *I'm finished* or *I'm not finished*.



- Guides students' reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks,

*Did you LISTEN to the instructions? Did you CUT the labels? Did you GLUE the labels in the right place? Who PARTICIPATED?*

- Checks raised hands to see if he/she agrees. Congratulates students. *Wow! Excellent! Good job!* Asks deserving students to colour a smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- *Asks who's finished?* Encourages students to respond.

### Step 5

- Direct attention to the modelling.



### Step 5

- Tells the students that they will play a game called **"HOW MANY IN THE BED?"** with a partner. Asks them to pay attention and participate.

- Respond to the teacher's questions identifying the cards.
- Join in at every opportunity.



- Models how to play the game, using Teacher Tools 5a and 5c. Each kit has 18 cards with numbers and ten cards with a bed.
  1. Introduces the number cards from Teacher Tool 5a, ignores the pictograms and asks students to identify the numbers. *What number is this? And this?* etc. In the process, has students learn how to tell the difference between number 6 and 9 (line under the numbers).
  2. Draws students' attention to the pictograms and tells them they represent "Fell out." Takes one card featuring, for example, number 7 and two "Fell out". Says, in a rhythmical manner and imitating the beat of the original song: *There were seven in the bed but two fell out.* Asks the students *How many in the bed?* Counts down from 7 to 6 and then from 6 to 5. Says *Five in the bed!* Does a few more cards, including the card featuring the number 10 with no "Fell out." *There were 10 in the bed and 0 fell out: 10 in the bed!*
  3. Introduces the ten other cards (beds), using the larger cards from Teacher Tool 5c. Takes one card, e.g. the one with 7 people in the bed. Asks *How many in the bed? Let's check.* Invites the students to count the people with him/her: *"1, 2, 3, 4, 5, 6, 7. 7 in the bed!"* Does a few more examples, counting the people in the bed with the students.
  4. Puts all the cards from Teacher Tool 5c (the 10 large cards) on display.
  5. Asks for a volunteer and chooses a partner.
  6. Takes the number cards from Teacher Tool 5a, shuffles the cards and puts all 18 of them in one pile (deck 1) face down on a desk.
  7. Takes the other small cards from the same kit (the 10 beds), shuffles the cards and gives two of them to his/her partner and two to him/herself. Puts the rest of the small cards in a second pile (deck 2) face down on the desk.

\* For students who have not learned to do simple subtractions (-1 or -2), Teacher Tool 5b can be used. In this version, the game is played with the straight value of the number on the card.

- Direct attention to the modelling.



- Respond to the teacher's questions.

- Join in at every opportunity.



8. Holds his/her two cards in his/her hands and tells his/her partner to do the same. Moves 2 large cards from the display and puts them together on the left. Moves two other large cards together on the right. (Makes sure all four correspond to the small cards they are holding in their hands.)
9. Starts the game, says *My turn*. Takes the top card from deck 1 and puts it face up beside the pile, shows it to the students and says in a rhythmical manner: E.g.: *There were three in the bed but one fell out. Says How many in the bed? Hum...* Voluntarily hesitates, encourages students from the class to respond: *"Two in the bed!" Oh yes, two in the bed, thank you!* Looks at the cards he/she is holding, while pointing to his two cards on display on the blackboard and counts the people on one card, inviting the students to join in: *1, 2, 3, 4, 5!* Then says: *no, that's not good.* Counts the people on the other card, inviting the students to join in: *1, 2, 3!* Tell his/her partner: *No luck, Your turn, Roll over!*
10. Helps his/her partner play his/her turn. Makes sure he/she starts by turning a new card from deck 1 (the card used by the teacher cannot be used by the student).
11. Plays a few more turns, including a match: after counting the people in bed, says *Hurray, good for me!* Shows the winning card to his/her partner, saying *Look, That's correct? Or That's not correct?* Helps his/her partner verify the number of people in bed on the card. After verification, puts his/her winning card on the table in front of him/her and replaces it with a new card from deck 2 (must have two cards in his/her hands). Says *OK, your turn. Roll over!* (The game is over when all the cards from deck 2 have been used up and one of the player has put down his last card.)

N.B. Stronger students could be asked to use more language, such as identifying the number card this way. They could even sing it, *There were (seven) in the bed and the little one said **Roll over*** (saying "roll over" just once in the case of one "Fell out," twice in the case of two "Fell out") *So they all rolled over and (1) fell out.* Once they have counted the people in bed, they could say, *There were (6) in the bed.*

## Step 6

- Raise their hand if they feel they have been a SUPER listener and a SUPER observer. Colour a smiley, if deserved.



- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



- Raise their hand if they feel they have participated and spoke English. Colour a smiley, if deserved.



- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



## Step 6

- Guides students' reflection, using Teacher Tool 4a, along with Teacher Tool 2a or 2b. Asks,

*Did you LOOK at me and my partner? Did you do a really good job OBSERVING? Who did a good job? Who has been a SUPER listener? Who has been a SUPER observer?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a small smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- Asks *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

- Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks, *Did you PARTICIPATE in the activity? Did you SPEAK English? Who JOINED IN? Who IDENTIFIED the numbers? Who COUNTED the numbers with me and my partner? Who SAID "That's correct.?" Who said "Roll over.?" Who SPOKE English?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a small smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- Asks *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

### Step 7

- Form groups of two.
- Shuffle the number cards and puts them in one pile, face down, on the desk.
- Shuffle the other cards, take two of them each and put the rest of the cards in a second pile, face down, on the desk.
- Play the game with their partner, in the same manner as during the modelling, using only English.



- Refer to the posted flashcards, if needed,

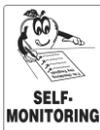


- Ask for help, if needed.



### Step 8

- Raise their hand if they feel they spoke English during the game. Colour a smiley, if deserved.



### Step 7

- Pairs students.
- Using Teacher Tool 5a, gives two decks of cards (one with the numbers, one with the beds) to each pair of students and asks students to get them ready.
- Tells students to play the game with their partner, speaking English only, and to look at the posted flashcards, if needed.

- Walks around the classroom to observe and help students play the game. Encourages students who have problems to say *Problem*.
- Asks the students who finish early to shuffle the cards and play a second round.

### Step 8

- Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks,

*Did you PARTICIPATE in the activity? Did you SPEAK English? Who identified the numbers? Who COUNTED the numbers? Who said "That's correct."? Who said "MY turn."? Who said "YOUR turn."? Who said "Roll over."? Who SPOKE English?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.

<ul style="list-style-type: none"> <li>• Ask help, if needed.</li> </ul>  <ul style="list-style-type: none"> <li>• Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul> 	<ul style="list-style-type: none"> <li>• Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problem to say <i>Problem</i>.</li> <li>• Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul>
<p><b>Step 9</b></p> <ul style="list-style-type: none"> <li>• Change partner.</li> <li>• Play the game with their new partner, in the same manner as during the modelling, speaking English</li> </ul>  <ul style="list-style-type: none"> <li>• Refer to the posted flashcards, if needed.</li> </ul>  <ul style="list-style-type: none"> <li>• Ask for help, if needed.</li> </ul> 	<p><b>Step 9</b></p> <ul style="list-style-type: none"> <li>• Asks students to change partner.</li> <li>• Tells students to play the game in the same manner with their new partner, speaking English only, and to refer to the posted flashcards, if needed.</li> <li>• Walks around the classroom to observe and help students play the game. Encourages students who have problems to say <i>Problem</i>.</li> <li>• Asks the students who finish early to shuffle the cards and play a second round.</li> </ul>

### Step 10

- Raise their hand if they feel they spoke English during the game. Colour a smiley, if deserved.



- Ask for help, if needed.



- Respond to the teacher's questions by saying *I'm finished* or *I'm not finished*.



### Step 10

- Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks,

*Did you PARTICIPATE in the activity? Did you SPEAK English? Who identified the numbers? Who COUNTED the numbers? Who said "That's correct."? Who said "MY turn."? Who said "YOUR turn."? Who said "Roll over."? Who SPOKE English?*

- Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.

- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.

- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

### Step 11

- Self-evaluate their progress during the period.



- Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.

### Step 11

- Guides students' self-evaluation at the end of the period with the help of Teacher Tool 4g along with Teacher Tool 2a or 2b. Says:

*How did you do today? Did you LOOK at the teacher? Did you LISTEN? 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 say "That's correct."? Did you say "That's not correct."? Did you identify the numbers? Did you COUNT the numbers? Did you say "MY turn."? Who said "MY turn."? Did you say "Roll over."? Who said "Roll over."? Do you deserve a BIG SMILEY?*

- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour the BIG SMILEY.

<ul style="list-style-type: none"> <li>• Ask for help, if needed.</li> </ul>  <ul style="list-style-type: none"> <li>• Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul>  <p><b>End of fourth period</b></p>	<ul style="list-style-type: none"> <li>• Walks around the classroom to help students fill in their reflection sheet. Encourage them to say <i>Problem</i>.</li> </ul> <ul style="list-style-type: none"> <li>• Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.</li> </ul> <p><b>End of fourth period</b></p>
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Transfer of learning in similar contexts

- 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 ...)**

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

Important note for teachers: The Cycle One program states that as facilitators, teachers, “introduce students to the use of strategies by asking them to imitate specific actions while engaging in activities and tasks.”

Competency 1

# Observation Grid

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

 <b>Class List</b>	<b>Evidence of understanding of texts</b> <ul style="list-style-type: none"> <li>Use of words and expressions from texts along with appropriate actions to perform songs</li> </ul>	<b>Use of learning strategies (for regulation)</b>				<b>CCC:</b> To cooperate with others <ul style="list-style-type: none"> <li>To be responsive to others when playing the game</li> </ul>
		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

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