

Learning and Evaluation Situation

What Is My Special Pet?
Multi-Level - ESL Elementary 1 and 2

Teacher's Guide - A Pedagogical Planning



Prepared by Cs Chic-Chocs, 2008, updated 2013 Pictures on booklet: <http://www.cslaval.qc.ca/apo/albumOOo/index.html>

What Is My Special Pet?

Elementary: Cycle 1 **Multi-level:** Elementary 1 and 2 **Duration:** about 6 periods of 60 minutes

Broad Area of Learning: Environmental Awareness

Educational Aim: To encourage students to develop an active relationship with the environment

Focus of Development:

Awareness of his/her environment: sensitivity to the natural and human environment and understanding of certain characteristics of his/her environment

Cross-Curricular Competency: To construct his/her identity

ESL Competencies and Key Features

C1: To Act on Understanding of Texts

- ✓ Explores authentic texts orally
- ✓ Uses knowledge from texts
- ✓ Monitors own learning

C2: To Communicate Orally in English

- ✓ Listens to messages
- ✓ Transmits simple messages
- ✓ Monitors own learning

Description

Students are introduced to the story *Aaaarrgghh Spider* by Lydia Monks. This story will help students become aware of some characteristics of a family and of characteristics of animals that are not usually considered as pets. Elementary 1 students will work on a complementary activity, making a booklet, while Elementary 2 students will collaborate to create a personalized version of the story.

| | |
|---|------------------|
| Essential Knowledge: The symbols used below refer to the Progression of Learning document and 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 | 1-2 |
| Routines <ul style="list-style-type: none"> Joins in during playful choral responses Uses common inquiries and statements Responds to instructions | → → → |
| Repertoire of words and short expressions <ul style="list-style-type: none"> Describes characters Uses expressions during pair work Uses expressions containing action words Uses vocabulary related to people | → → → → |
| Language related to songs, rhymes and stories <ul style="list-style-type: none"> Builds personal repertoire by joining in recurrent passages of stories: "Aaaarrgghh Spider! Out you go!" | → |
| Key elements <ul style="list-style-type: none"> Orally identifies characters, actions and places | → |
| Events Orally identify main events | → |
| STRATEGIES | 1-2 |
| Compensatory strategies <ul style="list-style-type: none"> Asking for help Learning strategies <ul style="list-style-type: none"> Self-monitoring Self-evaluation Directed attention Use of prior knowledge Predicting Practice Cooperation Using resources Risk-taking | → |
| Discovers CULTURAL ELEMENTS through: | |
| Stories | → |

Evaluation

| ESL Targeted Evaluation Criteria/Explanations | | Elementary | |
|--|--|------------|--------|
| | | 1 | 2 |
| C1: To Act on Understanding of Texts (60%) | | | |
| 1. Evidence of understanding of texts <ul style="list-style-type: none"> Use of words and expressions from recurrent passages in order to join in during storytelling Use of words and expressions from texts and provided resources to create a personalized version of the story. | | X | X X |
| 2. Use of learning strategies Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks | | X | X |
| C2: To Communicate Orally in English (40%) | | | |
| 1. Evidence of understanding of oral messages <ul style="list-style-type: none"> Reaction to messages using verbal or nonverbal responses | | X | X |
| 2. Use of words and expressions to transmit oral messages <ul style="list-style-type: none"> Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions | | X | X |
| 3. Use of strategies <ul style="list-style-type: none"> Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks | | X | X |
| | CCC Evaluation Criteria: Curiosity and openness regarding his/her environment | | |

Materials needed: Elementary 1 and 2

For the teacher

- The story book *Aaaaarrgghh Spider* by Lydia Monks ISBN: 1-4052-1044-3
- The song *Itsy, Bitsy Spider* could be introduced before to build up prior knowledge.
- Plastic spiders
- Competency posters for Cycle 1: *Demonstrating understanding* and *Using English* : <http://eslinsight.qc.ca/>: Resources, Handbooks, Act on Understanding, EvalFLASHCARDSyear2
- Strategy posters: *Directed Attention, Predicting, Risk taking, Asking for help, Using resources, Resourcing, Self-monitoring, Self-evaluation* <http://eslinsight.qc.ca/>: Resources, Handbooks, Strategies posters (Cycle One) and Strategies Posters (Cycle Two and Three)
- Self-monitoring sheet: <http://eslinsight.qc.ca/>: Resources, Grids for year 2
- Appendix 1: Flashcards of the key elements
- Appendix 2: Flashcard labels
- Appendix 7: Teacher's version of the story
- Appendix 8: Teacher's version of the story builder
- Appendix 9: Headings to build up resources
- Appendix: C1 Observation Grid
- Appendix: C2 Observation Grid

For the students - both levels

- Appendix 5a: Story map
- Appendix 5b: Story map pictures
- Appendix 6: Sequencing activity
- Self-monitoring sheet

Elementary 1

For the students

- Appendix 3a and b: Labeling activity
- Appendix 10a: Story builder
- Appendix 11a: Complementary activity

Elementary 2

For the students

- Appendix 4: Labeling activity
- Appendix 10b: Story builder
- Appendix 11b: Template for creating a personalized version of the story