

Learning and Evaluation Situation

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

Teacher's Guide - Booklet B



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Pictures on booklet: <http://www.cslaval.qc.ca/apo/albumOOo/index.html>

Multi-Level Cycle 1 Classes

Creating Personalized Versions of Texts

Grade 1	Grade 2
1. Demonstrate understanding of the original version of the text	
Introduction of the book	
Posting of the flashcards and labelling (Appendix 1 and 2)	
Review of the key elements (with Flashcards, appendix 1)	
First reading of the story	
Winding-down moment Cut and glue the words (appendix 3 A&B – 8½x14)	Winding-down moment Write the words (appendix 4 - 8½x14)
Second reading using Post-its (Guessing activity)	
Story map (appendix 5A - 8½x14 and 5B - 8½x11)	
Story Sequencing (appendix 6 – 8½x11)	
Third reading of the story – students join in at Aaaaarrgghh spider! (if needed)	
2. Participate in the preparation of the group's resource(s) for the task	
Presentation and deconstruction of the teacher's version. (appendix 7 8½x11 Booklet -Teacher's version) appendix 8-Story builder – 11x17)	
Build up resources to create a personalized version. (heading for resources appendix 9 – 8½x11)	
3. Partake in the creation of a collective personalized version of the text	
Grade 1: modeling how to do the complementary activity – the mini story Grade 2: modeling how to create a personalized version with the whole group	
4. Create a personalized version of the text with one or more classmates	
Complete the story builder. (Appendix 10A- Grade 1 Student version of the story builder 8½x11)	Complete the story (appendix 10B- Grade 2 Student version of the story builder -8½x11)
Creation of their own mini-story with limited choices and pictos. (appendix 11A – 8½x11 Double-sided)	Creation of their mini-story using the group resources. (appendix 11B – 8½x11 double-sided)
Presentation of their stories.	

Introducing the book – Grade 1 and 2

Place one or a few fake plastic spiders into a mystery box previous to the class and put it on the corner of a strategic place where it can fully be seen by the students. Acting surprised to see a mysterious box, shake it and peek into the box. Pretend to be scared of what you have just seen and quickly close the box back up. Repeat this action again. Encourage students to guess what is in the box. Open the box quickly and say: "Aaaarrghh Spider!" Show the spider(s).

Proceed to ask questions to students:

- Do you like spiders?
- Are spiders cute?
- What colour is a spider?
- Where do spiders live? (In webs, outside, backyards)
- What do spiders eat? (Flies)
- Do you know any songs about spiders?" (Itsy,Bitsy, Spider)
- Do you have a pet? What pet?
- Can a spider be a pet?
- Do you sometimes see spiders in your house? Yes – No

Task 1: Exploring the vocabulary

Show the book cover to the students. Have them look at the title and say Aaaarrghh Spider! Have them predict what they will see in the book. They will probably say the words in French, just repeat in English, and have them repeat as well. Post the corresponding flashcards on the board as they say them. When they are out of ideas, ask students to keep their eyes wide open and try to see as many things as possible as you flip through the book quickly. Students share what they saw with you and you post the corresponding flashcards on the board. They probably won't say all the words so you can ask: "Do you know what else you will see in this book?" and proceed to post the remaining flashcards.

1. Now that the flashcards are already up on the board, students come to the front and label the flashcards. (Labels: Appendix 2, printed on coloured cardboard and laminated if possible).
2. Hand out one or more labels to each student– it's OK if a student has more than one label.
3. It's important that the teacher models the expectation for this task by calling upon a student.

Example: Where is the spider?

The student with the spider label comes up to the front and puts the label under the corresponding flashcard with funtak, Velcro, tape, little magnets...etc.

If you see it is going too slow or that the students are getting jittery waiting their turn, you can ask 2 or 3 students to go up to the board at the same time.

* Self-monitoring: During the class, students concentrate on the teacher and the visuals (flashcards and labels on the board). Self-monitor the number of times you feel appropriate to your class. If a particular student has more difficulty following, you can ask the student to self-monitor more often.

Go over all the flashcards with the students by showing each flashcard again and having them say the words.

Hand out randomly all the flashcards to the students. Some might have more than one. The teacher calls out a word from the flashcards. When a student hears the word that is on his or her flashcard, the student puts it up in the air, says the word and posts it on the board. When you call out the words, make sure they are in the order they appear in the story. Your goal is to have students post all the flashcards on the board in the correct order according to the story.

1. Spider	7. Out you go!	13. Web
2. Lonely	8. Dirty	14. Ride
3. Family	9. Wash	15. Shop
4. Pet	10. Feed	16. Swing
5. Dance	11. Eat	17. Happy
6. Watch/Look	12. Sparkly	18. Friends

Once all the flashcards are in sequence on the board, have students join in all together and say the words one more time.

Task 2: First reading

Read the book with intonation and point to the flashcards. Ask students to identify the words they see on the pages as you read and have them join in at "Aaaarrgghh Spider! Out you go!" You can also ask questions and have them come up and touch the words in the book.

Example: Where is the spider? Where is the cat? Etc.

Winding-down Moment:

Grade 1: Cut and glue the words (appendix 3A and 3B)

Grade 2: Write the words (appendix 4)

Task 3: Second Reading

Prior to the class, place post-its here and there in the book hiding key elements or pictures. Draw a question mark on the post-its. Students are asked to anticipate what is

under the post-its using clues from the page and words they already know from the first reading.

Read the story and when you land on a post-it, ask them if they know what is under it. Some students will probably want to interrupt your reading because they are too enthusiastic about telling you the word. Make your rules. When you take off the post-it, students join in and say the key element(s).

If needed, you could read a third time.

Task 4: Demonstrating Understanding of Texts

Hand out a story map (Appendix 5A - 8½x14) and a series of pictures (Appendix 5B – 8½x14) to each student. Go over the story map making sure they understand each section. Students cut and paste the pictures in the correct section. REMEMBER to ask the students to call you before they begin pasting. You need to check their work to see if it's OK. A good work habit to implement in your classroom at this point (although recommended to be done before) is the **Cut Cut Routine** which consists of four simple steps:

1. CUT 2. PLACE 3. RAISE YOUR HAND 4. GLUE (Chic-Chocs only)

Task 5: Story Sequence (8½x11) (Appendix 6)

Students cut out the three pictures and put them in the correct order (Start, Middle, End). Once again, you have to give them the OK before they start glueing, so remind them about the Scissors Routine.

Task 6: Presentation and deconstruction of the teacher's version (Appendix 7 and 8)

The template of the teacher's version (appendix 7) will be available in word format so it will be possible for you to make your own super funny story that represents your own creativity. A pre-made version will also be included just in case you don't have time to make your own. The pre-made version consists of an 8½x11 mini-book for double-sided printing.

Introduce your personal version by asking the students if they know what your special and unique pet would be. The interaction could go something like this:

"Do you know what my special pet is?"

No? Hmmmm....

It's big and it goes: "Mooooooo"
Yes, that's it, a cow.
Is a cow a normal pet? Noooooo...
Is it a special and unique pet? Yessssss...

Post the 11x17 teacher version (appendix 7) on the board so all the students can see it or sit close to your students and show it to them. Read the teacher's version. Accompany your reading with mimics and sounds when possible. It makes it that much more enjoyable. Once the reading is done, ask questions comparing the original story and your story.

What animal is in my story? A cow.
Why is my cow sad? No family. Yes...like spider, right?
My cow is lonely. He has no family. What actions does he do alone? He reads and plays the guitar.
What does Spider do alone? Wash, eat and dance.
What is my cow's talent? Yesss....He bakes pies.
Yes, my cow bakes pies and they are delicious!! Hmmmmm...
What is spider's talent? Sparkly webs...WOW! Yes...she makes cute webs. You can show them the "sparkly web" flashcard.
At the end, my cow is happy. What does he do with his family? He eats and plays in a band.
What about Spider? She is happy: she rides, shops and swings with her family.

On the board, post the story builder (appendix 8, 11x17, laminated because you will write on it) that will be used to deconstruct the teacher's version. Deconstruct the teacher's version by writing in the words. This procedure shows them how to imagine their own personal story.

Task 7: Building resources

It is now time to build an original story about their special and unique pet. Although only the grade 2 students will be using these resources, grade 1s still participate and share their ideas. You will notice that almost all answers given by the students may fit in all the categories. For example, sing. "Sing" can be a lonely action, a talent as well as a family action. It will be up to the students to determine in which category they want to put it in. Each action or talent they propose can only be used once, so make this clear before you brainstorm ideas with them.

There is a heading for each of the four categories required for building resources (appendix 9): PETS – TALENTS – LONELY ACTIONS and FAMILY ACTIONS.

Post the headings one by one on the board, starting with the "PETS" and proceed by asking the students: What are the pets in the story? (A cat, dog, hamster, bird and eventually the spider) Do you think the spider is an original and special pet?

What other original pets would you like in your house? As the students propose some pets, write their ideas on flip-chart paper to keep for further use. Accompany the pet with a little drawing if you can. You will be less called upon during the personalized version by students who don't remember the words written on the flip chart.

Post the "TALENTS" heading and ask: "What talent does the spider have? She can make sparkly webs, not only ordinary webs. What talents does your special pet have? Write as they give out answers.

Post the "LONELY ACTIONS" and ask: What actions did the spider do alone because he had no family? WASH – EAT and DANCE. What things does your special pet do alone? Write their answers.

And finally, post the "FAMILY ACTIONS" heading. Say: The spider is happy at the end. She has a family. What actions does the spider do with her new family? SHOP, RIDE and SWING. What actions would you and your special pet do? Take note of their answers once again.

Task 7: Mini-Book (Personalized version)

Although creating a personalized version of a text pertains to grade 2 students, grade 1 students will be personalizing as well but as a complementary task.

Note:

When the students work in pairs, they share the task of planning and creating a new version, they support each other in the process, they speak together, but they each have their own booklet. They each produce a finalized version so they can both take one home.

Part 1: Planning

Give out the story builder (Grade 1 -appendix 10A and grade 2-appendix 10B). Both versions are 8½ x 11.

Grade 1:

Complete their story builder by circling their choices.

Grade 2:

Complete the storybuilder by writing the words they choose from the group resources.

Part 2:

Grade 1: Mini-Book as a complementary task (Appendix 11A – 8½x11 Booklet)

Hand out appendix 11A to all grade 1 students. The grade 1 template is almost identical to the grade 2s but with limited choices and more visuals. Instead of choosing in the group resources previously done in class, they are limited to the proposed choices on

the template. For all four categories (pets, talents, lonely actions and family actions), they have three choices available to them. See template for available choices. Their task consists of circling the pet, talent, lonely actions and family actions they choose and make a drawing in accordance with their choices. They then colour their drawings.

Grade 2: Mini-Book (Personalized version) (See template appendix 11B)

Grade 2 students complete their template by referring to the resources the whole class built together previously and that are still posted in the classroom for quick reference. Their task is to choose one pet, 2 lonely actions, one talent and finally two family actions. Once their planning is done, they complete the template by writing the words on the appropriate line and make a drawing in accordance with their choices. They then colour their drawings.

Students present their stories to the class.

Observation Grid – Elementary 1
C1: To Act on Understanding of Texts
What Is My Special Pet?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of texts Use of words and expressions from recurrent passages in order to join in during storytelling and retelling	Use of learning strategies (for regulation)				CCC: To construct his/her identity (to react to events)
		directed attention	cooperation	practice	using resources	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Observation Grid – Elementary 1
C2: To Communicate Orally in English
What Is My Special Pet?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of oral messages Reaction to messages using verbal or nonverbal responses	Use of words and expressions to transmit oral messages Initiation of exchanges and responses to others using or combining single words and string of words	Use of strategies (for regulation)		
			directed attention	risk taking	asking for help
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Observation Grid – Elementary 2
C1: To Act on Understanding of Texts
What Is My Special Pet?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

 Class List	Evidence of understanding of texts		Use of strategies (for regulation)				CCC: To construct his/her identity (to react to events)
	Use of words and expressions from texts during storytelling and retelling	Use of words and expressions from texts and provided resources to create a personalized version	directed attention	cooperation	practice	using resources	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Observation Grid – Elementary 2
C2: To Communicate Orally in English
What Is My Special Pet?


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

Class List 	Evidence of understanding of oral messages Reaction to messages using verbal or nonverbal responses	Use of words and expressions to transmit oral messages Initiation of exchanges and responses to others using or combining single words, string of words <i>and short expressions</i>	Use of strategies (for regulation)		
			directed attention	risk taking	asking for help
1.					
2.					
3.					
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9.					
10.					
11.					
12.					