

Learning and Evaluation Situation

What Season Is It? Perhaps You Know.

Combined Elementary 2 and 3 ESL Class

Teacher's Guide - Booklet B

The Three Steps of the Classroom Activity

Step 1: Preparing the task

Step 2: Carrying out the task

Step 3: Reflecting on what has been learned



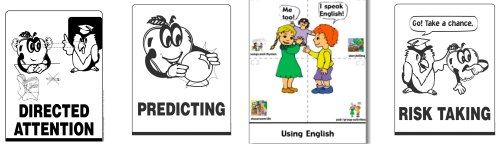







Bird's Eye View of the LES



Elementary 2	Elementary 3
Constructing meaning of the original text* (approximately 1 period)	
Activities 1-2-3-4-5 Setting the tone Predicting First reading of the story (Introducing key elements and verifying predictions) Second reading of the story (Joining in saying, <i>Perhaps you know</i> , etc.) Winding down moment (labelling the key elements)	
Demonstrating understanding of the original text* (approximately 2 periods)	
Activities 6-7-8-9 Third reading of the story (Focus on form: Questions and answers) Winding down moment (Focus on form: Position of adjectives in English) Retelling and sequencing the events in the story by playing the game, <i>Nice Touch</i> Winding down moment (Focus on form: Commas in an enumeration)	
Creating a personalized version of the original text (Elementary 2)*	
Creating a personalized product (Elementary 3)* (approximately 4-5 periods)	
Activity 10 Presenting and deconstructing the teacher's model of a personalized version with the help of the riddle builder	Activity 11 Presenting and deconstructing the teacher's model of a personalized product with the help of the riddle builder
Activity 12 Building class resources to create final products: Part A	
Activity 13 Modelling how to fill in the common part of the class riddle builder: Part A	
Activities 14-15 Building class resources to create final products: Part B and Part C	
Activity 16 Modelling how to fill in the common part of the class riddle builder: Part B	
Activity 17 Modelling how to fill in the Elementary 3 part of the class riddle builder: Part C	
Activity 18 Filling in parts A and B of their personal riddle builder	Activity 18 Filling in parts A, B and C of their personal riddle builder
Activity 19 Winding down moment: Season mystery words	Activity 19 Modelling how to use the C3 Checklist and Draft
Activity 20 Modelling how to complete the template	Activity 20 Writing their draft using the C3 Checklist and Draft and completed riddle builder
Activity 21 Filling in their personal templates to create personalized versions	Activity 21 Taking part in the creation of a class personalized product Modelling how to use the C3 Checklist and Draft to revise their draft
Activity 22 Winding down moment: Season mystery words	Activity 22 Modelling how to complete the template Filling in their personal templates to create personalized products
Activity 23 Modelling how to make flap books Making flap books Practising and sharing flap books with peers	
Reflecting on the learning	
Participating in a class reflection on what was learned and how Completing the self-evaluation handout	

*Throughout the LES, students use a reflection tool to **self-monitor** their participation, their use of English and their strategy use, as needed.

STEP 1: PREPARING THE TASK (CONSTRUCTING MEANING)




Role of the teacher	Students in action
<p>Activity 1: Setting the tone</p> <ul style="list-style-type: none"> Asks students to sit on the floor in front of the teacher. Posts and points to the strategy posters <i>Directed attention</i>, <i>Predicting</i> and <i>Risk-taking</i>, and the competency poster <i>Using English</i>. Points to the strategy poster <i>Directed attention</i>. Asks students to concentrate, look at and listen to the teacher. Uses TT4n (multimedia slides) OR puts up the flashcards of the following key elements: <ul style="list-style-type: none"> <i>a cold lady</i> (TT4a) <i>swallowed</i> (TT4b) <i>some snow</i> (TT4c) Points to flashcard TT4a and reads, <i>a cold lady</i>. Mimes the condition of being cold and invites students to do the same. Points to flashcard TT4b and reads, <i>swallowed</i>. Mimes the action of swallowing and invites students to do the same. Points to flashcard TT4c and reads, <i>some snow</i>. Mimes the action of swallowing some snow and invites students to do the same. Presents the following functional language poster: 14 – <i>How do you say . . . ?</i> Points to the strategy poster, <i>Risk-taking</i> and the competency poster <i>Using English</i>. Encourages students to take risks in speaking English and to use the expression, <i>How do you say . . . ?</i> Shows the cover page of the Lucille Colandro book and reads its title, <i>There Was a Cold Lady Who Swallowed Some Snow</i>. Invites students to repeat the title. 	<ul style="list-style-type: none"> Look at the posters and prepare to pay attention and speak English.  <ul style="list-style-type: none"> Observe the flashcards of the three key elements. Imitate the condition of being cold. Imitate the action of swallowing. Imitate the action of swallowing some snow. Look at the posters and prepare to pay attention and take risks to speak English.  <ul style="list-style-type: none"> Observe the front cover of the book. Say the title of the story.
<ul style="list-style-type: none"> Points to the cold lady, mimes her swallowing some snow, inviting students to do the same. Asks students questions about the front cover of the book to prepare them for the storytelling: <ul style="list-style-type: none"> <i>What do you see?</i> <i>Who is the author? Who is the illustrator?</i> <i>What colour is the word "snow"?</i> <i>Is the lady in the story cold or hot?</i> <i>Is the lady happy or unhappy?</i> Invites students to use the posted flashcards to say their answers in English. Shows students the back cover of the book and points to one picture at a time, asking students to identify each one. 	<ul style="list-style-type: none"> Observe the teacher and mime the action of being cold and swallowing snow. Observe the front cover and answer the teacher's questions on the left using the posted flashcards as resources: <ul style="list-style-type: none"> <i>A woman. Snow. Swallow.</i> <i>Lucille Colandro. Jared Lee.</i> <i>White.</i> <i>Cold. A cold lady.</i> <i>Happy.</i> Observe the back cover of the book. Use what they know to say the names of the pictures they see (e.g. <i>a pipe, a hat, a stick/branch, a scarf, a raccoon</i>) in English.




<ul style="list-style-type: none"> Prompts students to use the expression <i>How do you say . . . ?</i> when they want to know how to say a word in English. Provides English words to students when they answer in French. 	<ul style="list-style-type: none"> Practise using the expression <i>How do you say . . . ?</i> to say words in English.
<p>Activity 2: Predicting</p>  <ul style="list-style-type: none"> Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>predicting</i>) for feedback purposes. Places the following flashcards (TT4c to TT4h) on the board, in the order they were swallowed by the cold lady in the story. Creates an equation: <p style="text-align: center;">Snow + Pipe + Coal + Hat + Stick + Scarf = ?</p> <ul style="list-style-type: none"> Writes the plus (+) sign between each flashcard and the equal sign (=) at the end. Names each element of the flashcards, one at a time, and imitates the old lady swallowing it. Has students repeat each key element as they mime the action of swallowing each one. Writes a "?" at the end of the equation and asks students, <i>Why?</i> <p style="text-align: center;">Snow + Pipe + Coal + Hat + Stick + Scarf = ?</p> <ul style="list-style-type: none"> Points to the question mark and asks students: <i>Why did the cold lady swallow some snow, a pipe, some coal, a hat, a stick and a scarf?</i> 	<ul style="list-style-type: none"> Observe the flashcards of the key elements as they are posted to make an equation. Repeat the words as they mime swallowing each one. For example, say the words "a pipe" and mime swallowing a pipe, etc. Listen to the teacher's question on the left and start thinking of why the old lady would swallow all these items.
<ul style="list-style-type: none"> Points to the strategy posters <i>Predicting</i> and <i>Risk-taking</i> and to the equation formed by the key elements. Explains to or reminds students that predicting is guessing or imagining what will happen in a story and that this is a good strategy to help comprehension. Presents the functional language poster: 6 – <i>What do you think?</i> Asks students what they think is going to happen once the cold lady has swallowed the last object, a scarf. Invites students to take risks and to make predictions in English by asking students the following questions: <ul style="list-style-type: none"> <i>Umm. What do you think is going to happen? How will the story end?</i> <i>What happens if you swallow some snow, a pipe, some coal, a hat, a stick and a scarf?</i> <i>What is the combination of these elements?</i> 	<ul style="list-style-type: none"> Observe the strategy posters and prepare to predict what will happen once the cold lady has swallowed all the objects. <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <ul style="list-style-type: none"> Observe the functional language poster. Think of predictions. Take risks to answer the teacher's questions on the left: <ul style="list-style-type: none"> She feels bad. She is sick. She vomits. A stomach ache A snowman?



<ul style="list-style-type: none"> Encourages students to use the functional language poster to predict in English: <i>14 –How do you say. . . ?</i> Provides English words to students who make predictions in French. Writes the students' predictions on the board in order to verify them after the story has been told.  <ul style="list-style-type: none"> Records observations of students' use of the strategy <i>Predicting</i> using TT1a and TT1b for feedback purposes. 	<ul style="list-style-type: none"> Use the functional language poster, <i>How do you say. . . ?</i>, as needed. Try to make predictions in English. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> Distributes SH1, <i>I reflect on my learning</i>, to all students. Asks students to write their name and group on handout SH1 and to go to Activity 2. Posts and points to the strategy poster <i>Self-monitoring</i>. Guides students in reflecting on their use of the strategies <i>Risk-taking</i>, <i>Predicting</i> and <i>Asking for help or clarification</i>, as well as on their use of English. Asks questions such as: <ul style="list-style-type: none"> Did you try to predict what would happen in the story? Did you give any suggestions? Did you share your ideas? Did you try to speak English? Did you try to use words from the story? Did you ask for help? Did you use the functional language posters (Elementary 3 students only)? 	<ul style="list-style-type: none"> Write their name and group on handout SH1. Observe the poster. Reflect on their use of the strategies <i>Risk-taking</i>, <i>Predicting</i> and <i>Asking for help or clarification</i>, as well as on their use of English. Answer the teacher's questions orally. Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 




STEP 2: CARRYING OUT THE TASK

PART A: CONSTRUCTING MEANING AND DEMONSTRATING UNDERSTANDING

Role of the teacher	Students in action
<p>Activity 3: First reading of the story (key elements and predictions)</p>  <ul style="list-style-type: none"> Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>directed attention</i>, <i>predicting</i>) for feedback purposes. Prepares students with a story time routine. Points to the strategy posters, <i>Directed attention</i> and <i>Predicting</i>. Tells students to listen to the story and make predictions. Reads the story to the students. Adds the remaining flashcards as they appear in the 	<ul style="list-style-type: none"> Get ready to listen to the story. Observe the posters.   <ul style="list-style-type: none"> Pay attention to the story as it is read; look at the pictures as they follow the first reading of the story.




<p>story:</p> <ul style="list-style-type: none"> - <i>a plan</i> (TT4i) - <i>hiccupped</i> (TT4j) - <i>out popped</i> (TT4k) - <i>a snowman</i> (TT4l) <ul style="list-style-type: none"> • After the line, “<i>She hiccupped twice and out popped . . .</i>,” pauses and asks students to predict what is going to pop out. • Finishes telling the story and asks students to name what they see on the snowman on the last page (key elements). • Refers to the predictions written on the board during Activity 2. • Compares the end of the story with the students’ predictions. <p>☞</p> <ul style="list-style-type: none"> • Records observations of students’ use of the strategies <i>Directed attention</i> and <i>Predicting</i> using TT1a and TT1b for feedback purposes. 	<ul style="list-style-type: none"> • Predict what the cold lady will hiccupped: <ul style="list-style-type: none"> - <i>a snowman, etc.</i> • Refer to the equation and the flashcards to name what they see on the snowman on the last page: <i>some snow, a pipe, some coal, a hat, a stick, a scarf.</i> • Look at the predictions written on the board. • Compare the end of the story with their predictions on the board.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 3. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> and on their use of English. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you try to predict what the cold lady would hiccup? - Did you try to speak English? - Did you use English words from the story? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 3. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> and on their use of English during the activity. • Answer the teacher’s questions orally. • Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 4: Second reading (Joining in)</p> <p>☞</p> <ul style="list-style-type: none"> • Prepares TT1a beforehand for recording observations of Elementary 2 students’ strategy use (<i>directed attention</i>) and evidence of understanding (<i>joining in</i>) for feedback purposes. • Posts and points to the strategy poster <i>Directed attention</i>, and the competency poster <i>Demonstrating understanding</i>. • Reminds students to concentrate, look at and listen to the teacher. • Informs them that they are going to listen to the story again and that they will join in by making a swallowing/gulping sound every time the cold lady eats something and by saying the recurrent passage <i>Perhaps you know</i>. 	<ul style="list-style-type: none"> • Observe the posters.   <ul style="list-style-type: none"> • Focus on the teacher’s instructions.





<ul style="list-style-type: none"> Has students practise: <ul style="list-style-type: none"> swallowing (by gulping loudly) repeating the line <i>Perhaps you know</i> Tells the story a second time, inviting students to join in according to the instructions. <p style="text-align: center;">OR</p> <p>Goes to an Internet site and invites students to listen to or view a recording of the story.</p> <ul style="list-style-type: none"> Invites students to join in by repeating recurrent passages during storytelling. <p>☞</p> <ul style="list-style-type: none"> Uses TT1a to record observations of Elementary 2 students' strategy use (<i>directed attention</i>) and evidence of understanding (<i>joining in</i>) for feedback purposes. 	<ul style="list-style-type: none"> Practise making the swallowing/gulping sound and saying the recurrent passage <i>Perhaps you know</i>. Listen to the story a second time, making a gulping sound each time the cold lady swallows an object in the story and repeating the line <i>Perhaps you know</i>. Join in by repeating recurrent passages during storytelling.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i> and go to Activity 4. Guides students in reflecting on their use of the strategy <i>Directed attention</i>, and on their joining in. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you try to speak English? Did you try to participate? Did you try to repeat the line <i>Perhaps you know</i>, from the story? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 4. Reflect on their use of the strategy <i>Directed attention</i>, and on their joining in to say the recurrent passages during the activity. Answer the teacher's questions orally. Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 5: Winding down moment (labelling key elements)</p> <p>☞</p> <ul style="list-style-type: none"> Prepares TT1a and TT1b for recording observations on students' strategy use (<i>using resources</i>) to label the pictures for feedback purposes. Posts and points to the flashcards of the key elements TT4a to TT4I in this sequence or use the provided multimedia presentation (TT4b) of pictures with labels. Points to one illustration at a time, then to its name and pronounces the words in English. Has students repeat the name of each key element. Distributes SH2 to all students and has them write their name and group. Posts and points to the strategy poster <i>Using resources</i>. Ask students which resources can help them label the pictures on their handouts. Models the instructions: 	<ul style="list-style-type: none"> Observe the flashcards of the key elements. Look at the pictures on the flashcards, listen to the teacher and repeat the words in English. Write their name and group on SH2. Observe the strategy poster. Name the resources that can help them label the pictures on their handouts: <i>the posted flashcards</i>. Observe the modelling of the instructions. 


<ul style="list-style-type: none"> - uses a copy of SH2 and looks at the first illustration - observes the posted flashcards and chooses the appropriate one - copies the words “a cold lady” under the corresponding miniature picture on his/her own handout • Has students label the picture of the cold lady on their SH2. • Has students individually complete the rest of the handout in writing OR by cutting and gluing words from the word bank. • Reminds them to use the flashcards as resources to label the remaining pictures. • Circulates, helping out, as needed. • Shows the answer key (TT5) for verification. • Collects SH2 OR asks students to put away their handout. • Uses TT1a and TT1b to record observations and give feedback on students’ strategy use (<i>using resources</i>) to label the pictures. 	<ul style="list-style-type: none"> • Copy the words “a cold lady” under the appropriate picture. • Complete the rest of the handout individually in writing OR by cutting and gluing words from the word bank. • Use the flashcards as resources to label the remaining pictures on their own. • Ask for help, if needed. • Verify their answers with the help of the teacher’s answer key (TT5). • Give teacher SH2 OR put away completed handout.
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 5. • Guides them in their reflection on their use of the strategy <i>Using resources</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you use resources (e.g. <i>flashcards of the key elements</i>)? - Did you use the words on the posters? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 5. • Reflect on their use of the strategy <i>Using resources</i> during the activity. • Answer the teacher’s questions orally. • Complete the face of the snowman by drawing a smile or a frown, based on self-reflection. 
<p>Activity 6: Third reading of the story (Focus on form: Questions and answers)</p> <ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Directed attention</i>. • Reminds students to concentrate, look at and listen to the teacher. • Posts and points to the competency poster <i>Using English</i>. • Encourages students to speak English. • Writes on the board: <i>a long, brown branch</i>. • Draws students’ attention to the position of adjectives in English and the use of commas between adjectives in an enumeration. 	<ul style="list-style-type: none"> • Observe the poster. • Look at the teacher and focus on the explanations. • Observe the poster. • Become aware of the position of adjectives in English and the use of commas between adjectives in an enumeration.  

<ul style="list-style-type: none"> • Informs students he/she will read the story once more and ask them questions. • Reads the story, asking students questions to help them learn the vocabulary and to notice the position of adjectives and the use of commas between adjectives: Cover page: - <i>The season is winter. Who is this?</i> Inside title page: - <i>Look at the bird. What is it wearing?</i> - <i>What is it carrying?</i> Page 1: - <i>What is the cold lady wearing? Say the colour.</i> • Has students repeat the words and has them focus on the position of adjectives in English. 	<ul style="list-style-type: none"> • Prepare to listen to the story. • Follow along with the teacher while he/she reads the story and answer the teacher's questions on the left: Cover page: - <i>a cold lady</i> Inside title page: - <i>a green and red hat (tuque)</i> - <i>a red and white scarf</i> Page 1: - <i>a yellow hat, a green and yellow scarf, two brown gloves, a red coat, two black boots, two yellow socks, brown pants</i> • Notice that adjectives are placed before nouns in English.
<ul style="list-style-type: none"> • Invites students to look at page 2 of the story book and to answer the following questions: - <i>What sound does the cold lady make?</i> - <i>Where is the raccoon?</i> - <i>What is the cold lady swallowing? What colour is it?</i> • Looks at page 3 of the story book and asks students: - <i>Look at the bird. What is it carrying?</i> - <i>What colour is it?</i> • Reads and points to the pipe and some snow on page 4 of the story book. • Has students repeat the words. • Reads page 4 of the story book: - <i>"To warm her ten toes."</i> • Has students count and touch their ten toes. • Invites students to look at page 6, make the "crunch, crunch" sound and to look at the raccoon. • Asks: <i>What is the raccoon shovelling?</i> • Asks students to look at page 7 of the story book: <i>Can you find the bird in the coal?</i> • Reads and points to the yellow pipe, some white snow, some black coal on page 8 of the story book. • Points to and says the word "yummy" on page 9 of the story book. - Invites students to look at the cold lady and the raccoon and to say the word "yummy". • Reads pages 10-11 of the story book and points to a black-brimmed hat. Has students repeat the words. • Asks students: 	<ul style="list-style-type: none"> • Look at page 2 of the story book and answer the teacher's questions on the left: - <i>She says "gobble, gobble".</i> - <i>The raccoon is next to the cold lady.</i> - <i>She is swallowing a pipe. It is yellow.</i> • Look at page 3 of the story book and answer: - <i>A small twig.</i> - <i>It is green.</i> • Look at page 4 of the story book and repeat: <i>a yellow pipe, some white snow.</i> • Count their toes: <i>one toe, two toes, etc.</i> • Look at page 6 of the story book and say: <i>crunch, crunch.</i> - <i>Some coal.</i> • Point to the bird on page 7 of the story book. • Identify what they see on page 8 of the story book: <i>a yellow pipe, some white snow, some black coal.</i> • Observe the cold lady and the raccoon and repeat, "yummy", on page 9. • Look at pages 10-11 of the story book. • Repeat: a black-brimmed hat. • Answer the teacher's questions on the left:

<ul style="list-style-type: none"> - <i>What is the cold lady swallowing?</i> - <i>What is the mouse wearing? What colour is it?</i> - <i>What is the raccoon wearing? What colour is it?</i> - <i>What is the bird wearing? What colour is it?</i> • Reads pages 12-13 of the story book and points to the pipe, some snow, some coal, a hat. 	<ul style="list-style-type: none"> - <i>A black-brimmed hat.</i> - <i>A yellow hat.</i> - <i>A red hat.</i> - <i>A blue hat / blue tuque.</i> • Identify what they see on pages 12-13 of the story book: <i>a yellow pipe, some white snow, some black coal, a black hat.</i>
<ul style="list-style-type: none"> • Reads pages 14-15 of the story book and points to a long, brown branch. <ul style="list-style-type: none"> - Asks students to repeat: <i>a long, brown branch.</i> - Has students notice the comma between the adjectives in the enumeration. • Reads pages 16-17 of the story book and points to the pipe, some snow, some coal, a hat, a stick. • Reads pages 18-19 of the story book and points to a long, striped scarf. <ul style="list-style-type: none"> - Has students repeat the words and focus on the comma between the adjectives in the enumeration. • Reads pages 20-21 of the story book and points to the pipe, some snow, some coal, a hat, a stick, a scarf. • Reads pages 22-23 of the story book. Points to the light bulb and says, <i>a plan!</i> • Reads pages 24-25 of the story book. <ul style="list-style-type: none"> - Invites students to hiccup twice. • Turns to pages 26-27 of the story book. <ul style="list-style-type: none"> - Invites students to name what pops out. • Reads pages 28-29 of the story book and has students observe the surprised cold lady and the bird. <ul style="list-style-type: none"> - <i>What do you see?</i> - <i>What do you see on the snowman?</i> • Turns to page 30 of the story book. <ul style="list-style-type: none"> - Invites students to describe what they see. - Elicits from students the rule concerning the position of adjectives in English, by giving a correct and an incorrect example and writing it on the board: <ul style="list-style-type: none"> ○ <i>A yellow pipe (correct)</i> ○ <i>A pipe yellow (incorrect)</i> 	<ul style="list-style-type: none"> • Look at pages 14-15 of the story book. <ul style="list-style-type: none"> • Repeat: <i>a long, brown branch.</i> • Notice the comma between the adjectives <i>long</i> and <i>brown</i> in the enumeration. • Identify what they see on pages 16-17: <i>a yellow pipe; some white snow; some black coal; a black-brimmed hat; a long, brown branch.</i> • Look at pages 18-19 of the story book. <ul style="list-style-type: none"> • Repeat: <i>a long, striped scarf.</i> • Notice the comma between the adjectives <i>long</i> and <i>striped</i> in the enumeration. • Identify what they see on pages 20-21: <i>a yellow pipe; some white snow; some black coal; a black-brimmed hat; a long, brown branch; a long, striped scarf.</i> • Look at pages 22-23 of the story book and repeat: <i>A plan.</i> • Look at pages 24-25 of the story book and make the sound of hiccupping twice. • Look at pages 26-27 of the story book and identify what pops out: <i>a yellow pipe; some white snow; some black coal; a black hat; long, brown sticks/branches; a red and white scarf.</i> • Observe the pictures and the words on pages 28-29 of the story book and answer the teacher's questions on the left: <ul style="list-style-type: none"> - <i>A snowman</i> - <i>A yellow pipe; some black coal; a black-brimmed hat; two long, brown branches/sticks; a long, red and white striped scarf</i> • Look at page 30 of the story book and describe what they see: <ul style="list-style-type: none"> - <i>Happy animals around the snowman: rabbits, cats, a raccoon, birds, mice, a bear, a moose, etc.</i> - Show their understanding of the adjective rule by selecting the correct example: <i>a yellow pipe.</i>

<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 6. • Guides them in their reflection on the strategy <i>Directed attention</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you observe the words and pictures from the story? - Did you notice the position of adjectives and the use of commas between adjectives? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 6. • Reflect on their use of the strategy <i>Directed attention</i>. • Answer the teacher's questions orally. • Complete the face of the snowman by drawing a smile or a frown, based on their self-reflection. 
<p>Activity 7: Winding down moment (Focus on form: Position of adjectives in English)</p> <ul style="list-style-type: none"> • Distributes Handout SH3, <i>The Snowman</i>, to all students. • Has them write their name and group. • Asks them to take out their colouring pencils. • Posts all the flashcards from TT4a to TT4l and the flashcards of the seasons TT7a-TT7d. Goes over the flashcards with students. • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>. • Reminds students to pay attention to the teacher. • Uses a copy of SH3 and colouring markers to model the instructions. • Reads the introduction: <i>It's winter</i> and points to the winter flashcard (TT7d) to illustrate the season. • Reads sentence no. 1, <i>The snowman has a black hat on his head</i>. • Looks at the posted flashcards, identifies the key element (TT4f) from the sentence, then reflects and colours the hat black. • Has students colour the hat in black on their handout. • Has students notice that the adjective <i>black</i> is placed in front of the noun <i>hat</i>. 	<ul style="list-style-type: none"> • Write their name and group on SH3. • Take out their colouring pencils. • Review flashcards with class. • Observe the strategy posters and pay attention to the teacher's modelling.   <ul style="list-style-type: none"> • Recognize the season, <i>winter</i>. • Find the flashcard of the hat. • Colour the snowman's hat using a black colouring pencil. • Recall the rule of the position of adjectives in English.
<ul style="list-style-type: none"> • Has students focus their attention on this form by underlining/highlighting the words <i>black hat</i> on own handout. • Has students underline the words <i>black hat</i> on their handout. • Has students complete the rest of the handout individually or with others, colouring according to the instructions and focusing on the position of adjectives. 	<ul style="list-style-type: none"> • Underline the words <i>black hat</i> on their handout. • Read the sentences and colour the key elements according to the instructions. • Underline the combination of the adjective placed before the noun in each sentence.

<ul style="list-style-type: none"> • Circulates and monitors students' understanding of the grammar rule, helping out, as needed. • Corrects with the class by completing a copy of SH3 OR by showing the answer key (TT6). • Invites students to colour the rest of the handout as a winding down moment, if time permits. • Asks students to put away their handout (SH3). 	<ul style="list-style-type: none"> • Ask for help, if needed. • Verify their answers with the help of the teacher OR by using the answer key (TT6). • Colour the rest of the handout, if time permits. • Put away their completed handout (SH3).
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 7. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Using resources</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you use resources (e.g. <i>flashcards of the key elements</i>)? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 7. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Using resources</i> during the activity. • Answer the teacher's questions on the left orally. • Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 8: Retelling and sequencing the events in the story by playing the game <i>Nice Touch</i></p> <p>N.B. The goal of the game is to retell the story with students. The questions to play the game should follow the sequence of events in the story.</p>  <ul style="list-style-type: none"> • Prepares TT1a and TT1b beforehand for recording observations of students' strategy use (<i>directed attention</i>) and ability to show evidence of understanding of texts (<i>retelling and sequencing the events in the story</i>) for feedback purposes. • Puts up all the flashcards of the key elements (TT4a to TT4l). • Asks students to come and sit on the floor, in front of the board. • Posts and points to the strategy poster <i>Directed attention</i> and the competency poster <i>Demonstrating understanding</i>. • Reminds students to concentrate, look at and listen to the teacher. • Tells students they are going to play a game called <i>Nice Touch</i> to retell and sequence the events in the story. • Explains that they will be asked questions about the story and that to answer the questions, they have to 	<ul style="list-style-type: none"> • Recall the key elements on the flashcards. (TT4a to TT4l). • Sit on the floor, in front of the board and the teacher. • Observe the posters.   <ul style="list-style-type: none"> • Pay attention to the teacher. • Get ready to play the game. • Prepare to retell and sequence the events in the story. • Focus their attention on the instructions given by the teacher.

<p>touch the correct flashcard.</p> <ul style="list-style-type: none"> Invites two students to stand up near the board to model the game. Asks the first question: <i>Who is cold in the story?</i> Tells the two students to touch the flashcard that answers the question. Invites the class to say <i>Nice touch</i> when one of the two students touches the correct flashcard. Informs them that the student who touches the correct flashcard first wins the game and gets to pick the next two students to come to the board. Repeats the process with the class until the entire story has been retold by asking the following questions: <u>Questions to play the game:</u> <ol style="list-style-type: none"> <i>Who is cold in the story?</i> <i>What is the first thing the cold lady swallowed?</i> <i>What is the second thing the cold lady swallowed?</i> <i>What is the third thing the cold lady swallowed?</i> <i>What is the fourth thing the cold lady swallowed?</i> <i>What is the fifth thing the cold lady swallowed?</i> <i>What is the sixth thing the cold lady swallowed?</i> <i>The cold lady has a plan. Touch the flashcard representing a plan.</i> <i>What is the plan? She hiccups twice. Make the hiccup sound. Touch the flashcard representing the action hiccup.</i> <i>What popped out at the end of the story?</i> Provides feedback and encouragement, as needed. <p></p> <ul style="list-style-type: none"> Uses TT1a and TT1b to record observations of students' strategy use (<i>directed attention</i>) and ability to show evidence of understanding of texts (<i>retelling and sequencing the events in the story</i>) for feedback purposes. 	<ul style="list-style-type: none"> Remain seated and observe the two students modelling the game: <ul style="list-style-type: none"> The two students participating listen to the teacher's question on the left and try to be the first one to touch the correct flashcard, <i>a cold lady</i>. Participate by saying the expression <i>Nice touch</i> when a student touches the correct flashcard. Play the game until the story has been completely retold. Touch the corresponding flashcards in response to the teacher's questions on the left: <ul style="list-style-type: none"> <i>A cold lady</i> <i>Snow / Some snow / White snow</i> <i>A pipe / A yellow pipe</i> <i>Coal / Some coal / Black coal</i> <i>A hat / A black hat</i> <i>A stick / A long, brown branch</i> <i>A scarf / A long, red and white striped scarf</i> <i>A plan</i> <i>Hiccup</i> <i>A snowman</i>
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 8. Guides students in their reflection on their use of the strategy <i>Directed attention</i>. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you pay attention during the game? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 8. Reflect on their use of the strategy <i>Directed attention</i> and on their participation in retelling the story during the activity. Answer the teacher's questions orally. Complete the face of the snowman by drawing a smile or a frown, based on self-reflection. <div data-bbox="1393 1419 1487 1535" data-label="Image"> </div>

Activity 9: Winding down moment (Focus on form: Commas in an enumeration)

- Posts and points to the strategy poster *Directed attention*.
- Distributes SH4 to all students.
- Has them write their name and group.
- Reads no. 1 and no. 2 and has students focus on the rule of the comma in the enumerations.
- Explains no. 1 and no. 2.
- Explains no. 3 to no. 6 by modelling with no. 3.
- Has students create an enumeration in no. 7.
- Circulates and monitors, helping out, as needed.
- Observes **Elementary 3** students' understanding of the rule of the comma in an enumeration in English.
- Shows the answer key (TT8) for students' verification.
- Invites a few volunteer students to present their enumeration to the class.
- Provides feedback and encouragement, as needed.
- Asks students to put away their handout (SH4).

- Posts and points to the strategy poster *Self-monitoring*.
- Has students take out SH1, *I reflect on my learning*, and go to Activity 9.
- Guides students in their reflection on their use of the strategy *Directed attention*.
- Asks questions such as:
 - Did you look at me?
 - Did you listen to the instructions?
 - Did you complete the task?









- Observe the poster.
- Pay attention to the teacher's instructions.
- Write their name and group on their handout SH4.
- Recall the use of a comma to separate the adjectives in the enumerations.
- Trace the letters and the comma for no. 1 and no. 2.
- Observe the modelling.
- Place the comma in the enumeration for number 3 and repeat with no. 4 to no. 6.
- Create their own sentence for no. 7 with an enumeration of adjectives and the comma (using no. 1 to no. 6 as models).
- Ask for help, if needed.
- Verify their answers with the help of the teacher's answer key (TT8).
- Volunteer to share their enumeration with the class.
- Put away their completed handout (SH4).


- Observe the poster.
- Take out SH1 and go to Activity 9.
- Reflect on their use of the strategy *Directed attention* during the activity.
- Answer the teacher's questions orally.
- Complete the face of the snowman by drawing a smile or a frown, based on self-reflection.



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

Role of the teacher	Students in action
<p>Activity 10: Presenting and deconstructing the teacher's model of the personalized version for Elementary 2</p> <p>☞</p> <ul style="list-style-type: none"> Prepares TT1a beforehand for recording observations of Elementary 2 students' strategy use (<i>directed attention</i> and <i>predicting</i>) for feedback purposes. Prepares an enlarged copy of the teacher model (TT9) ahead of time. Posts and points to the strategy posters <i>Directed attention</i> and <i>Predicting</i>. Reminds students to concentrate, look at and listen to the teacher. Informs them that the Elementary 2 students will make a personalized version of the story in the form of a riddle. Shows all students the teacher's model (TT9) of the riddle flap book. 	<ul style="list-style-type: none"> Observe the strategy posters <i>Directed attention</i> and <i>Predicting</i>. Prepare to focus on the teacher's instructions. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> Observe the teacher's model.
<ul style="list-style-type: none"> Reads the teacher's model of the riddle flap book for Elementary 2 (TT9) to the class. Has students predict what will pop out before showing and reading the last flap of the riddle. Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> <i>Who is the main character in my story?</i> <i>Is the man hot or cold? What is the adjective?</i> <i>What does he swallow?</i> <i>Does he have a plan? What is the plan?</i> <i>Who pops out?</i> 	<ul style="list-style-type: none"> Listen to teacher's riddle for Elementary 2. Predict using the expression: <i>and out popped . . . Santa Claus!</i> Use English to answer the teacher's questions on the left: <ul style="list-style-type: none"> <i>A man.</i> <i>Cold. A cold man.</i> <i>Big boots; a long, black belt; red mittens; a warm hat; a large, brown bag.</i> <i>Yes. He hiccups twice.</i> <i>Santa Claus.</i>
<ul style="list-style-type: none"> Posts an enlarged copy of the riddle builder (SH5) to write on. Informs students that the blue/bold/shaded parts are for Elementary 3 students only. Deconstructs the teacher's model with the whole class to demonstrate how to imagine a new story. Completes each section of the riddle builder with the help of students and by referring to the completed riddle builder (TT10). <p>☞</p> <ul style="list-style-type: none"> Uses TT1a to record observations of Elementary 2 students' strategy use (<i>directed attention</i> and <i>predicting</i>) for feedback purposes. 	<ul style="list-style-type: none"> Observe the enlarged copy of the riddle builder (SH5). Participate in the deconstruction of the teacher's riddle by giving the information that is missing to fill in the blanks.

<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 10. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you pay attention to my story? - Did you compare the two stories? - Did you try to predict? - Did you share your ideas? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 10. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 11: Presenting and deconstructing the teacher's model of the personalized product for Elementary 3</p>  <ul style="list-style-type: none"> • Prepares TT1b beforehand for recording observations of Elementary 3 students' strategy use (<i>directed attention</i> and <i>predicting</i>) for feedback purposes. • Prepares an enlarged copy of the teacher model (TT11) ahead of time. • Posts the flashcards of the four seasons (TT7a-TT7d). • Posts and points to the strategy posters <i>Directed attention</i> and <i>Predicting</i>. • Reminds students to concentrate, look at and listen to the teacher. • Informs the class that the Elementary 3 students will write a different riddle flap book in which the correct season has to be guessed. • Shows all students the teacher's model of the personal product of the riddle flap book (TT11). • Reads the teacher's model of the riddle to the class. • Has students predict what will pop out before showing and reading the last flap of the riddle. • Asks students to compare the original story with this version using the following questions: <ul style="list-style-type: none"> - <i>Who is the main character in my story?</i> - <i>Is the man cold or hot? What is the adjective?</i> - <i>What does he swallow?</i> - <i>Who pops out?</i> • Points to the flashcards of the four seasons (TT7a-TT7d). • Reads the question of the riddle to the class: <ul style="list-style-type: none"> - <i>What is the season?</i> 	<ul style="list-style-type: none"> • Observe the strategy posters and prepare to focus on the teacher's explanations. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Listen to teacher's riddle for Elementary 3. • Predict using the expression: <i>and out popped . . . a tourist</i>. • Use English to answer the teacher's questions: <ul style="list-style-type: none"> - <i>A man.</i> - <i>He is hot. Hot.</i> - <i>A big camera; blue jeans; a large T-shirt and cool, new running shoes.</i> - <i>A tourist.</i> • Use the flashcards of the four seasons to guess the answer to the riddle. • Answer the teacher's question on the left: <ul style="list-style-type: none"> - <i>Summer.</i>

<ul style="list-style-type: none"> • Posts another enlarged copy of the riddle builder (SH5) in order to write on it. • Reminds students that the blue/bold/shaded parts in the riddle builder are for Elementary 3 students only. • Informs students that when a story has clues to help guess a question, this is called a riddle. • Deconstructs the teacher's model with all the class to demonstrate how to imagine a new riddle to guess a season. • Completes each section of the riddle builder (SH5) with the help of students and by referring to the completed riddle builder as a model (TT12). 	<ul style="list-style-type: none"> • Observe the enlarged copy of the riddle builder (SH5). • Recall that Elementary 3 students have more parts to fill in the riddle builder. • Listen to the teacher's explanation about riddles. • Participate in the deconstruction of the teacher's model by giving the information that is missing to fill in the blanks.
<ul style="list-style-type: none"> • Asks students what words, expressions and ideas they recognize from the original story. • Asks students if there are other words and expressions that they remember from the original story that they could put in their own riddle. • Writes students' suggestions on the board. • Uses TT1b to record observations of Elementary 3 students' strategy use (<i>directed attention</i> and <i>predicting</i>) for feedback purposes. 	<ul style="list-style-type: none"> • Recognize the expressions from the original story: <i>There was . . . out popped . . . Imagine that! I don't know . . . Perhaps you know.</i> • Give other words and expressions from the original story: - <i>Hiccups twice . . . , etc.</i>
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 11. • Guides students in their reflection on their use of the strategies <i>Directed attention</i> and <i>Predicting</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you pay attention to my story? - Did you compare the two stories? - Did you try to predict? - Did you share your ideas? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 11. • Reflect on their use of the strategies <i>Directed attention</i> and <i>Predicting</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 12: Building Class Resources (Part A)</p> <ul style="list-style-type: none"> • Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>risk-taking</i>, <i>asking for help or clarification</i>) and ability to communicate/interact orally in English for feedback purposes. • Prepares the mini-flashcards (TT14) of the four seasons by cutting them up ahead of time. • Tells students it is time to build the class resources. • Posts and points to the strategy poster <i>Risk-taking</i> and the competency poster <i>Using English</i>. 	<ul style="list-style-type: none"> • Pay attention to the posters and prepare to take risks speaking English.





- Posts and points to the following functional language poster:
14 - *How do you say . . . ?*
- Encourages students to take risks in speaking English and to use the functional language poster *How do you say . . . ?* when they want to say a word in English.
- Informs them that they are going to build Part A of the class resources.
- Places the three first headings (TT13a-TT13b) to create three columns on the board or on chart paper.



14







- Focus on the teacher's explanations.
- Observe the headings:
 - season
 - adjective character
 - out popped

season	adjective character	out popped
 winter		
 spring		
 summer		
 autumn		


- Takes out the four mini-flashcards (TT14) that represent the four seasons.
- Points to the *season* heading.
- Asks students to name the season in which the cold lady ate some snow.
- Places the *winter* flashcard under the *season* heading and asks students to notice the picture of the tree above the word, *winter*.
- Asks students to name the season of the second flashcard, *spring*.
- Places the *spring* flashcard under the *season* heading and asks students to notice the picture of the tree above the word, *spring*.
- Continues in the same manner with the *summer* flashcard and the *autumn* flashcard.

- Observe the four mini-flashcards that represent the four seasons.
- Observe the *season* heading.
- Answer:
 - *Winter*.
- Notice the picture of the tree above the word, *winter*.
- Answer:
 - *Spring*.
- Notice the picture of the tree above the word, *spring*.
- Notice the picture of the tree in *summer* and *autumn* with the corresponding words.

season	adjective character	out popped
 winter	a cold lady a cold man	a snowman Santa Claus a hockey player
 spring	a cool girl a cool boy	Easter Bunny
 summer	a hot man a hot boy	a tourist a soccer player
 autumn	a warm lady a cool kid	a scarecrow

- Points to the *adjective character* heading.
 - Asks students:
 - *Who is the main character in the story?*
 - *Which season is presented in the story?*
 - Writes “a cold lady” under the *adjective character* heading next to the season winter.
- Observe the heading.
 - Answer the teacher’s questions on the left:
 - a cold lady
 - winter
- Asks students to observe the four seasons mini-flashcards and answer the following questions:
 - *Who is the main character in my first story (TT9)?*
 - *In my second story (TT11)?*
 - *Which season is presented in the story with the cold man?*
 - *Which season is presented in the story with the hot man?*
 - Writes *cold man* under the *adjective character* heading next to the season, winter.
 - Writes *hot man* under the *adjective character* heading next to the season, summer.
 - Points to the *out popped* heading.
 - Asks students:
 - *What did the cold lady hiccup in the story?*
 - *What did the cold man hiccup in my first story?*
 - *What did the hot man hiccup in my other story?*
 - Writes the words *a snowman* under the *out popped* heading next to the words a cold lady, *Santa Claus* next to the word a cold man and *a tourist* next to the words a hot man.
 - Observe the four seasons mini-flashcards and answer the teacher’s questions on the left:
 - a cold man
 - a hot man
 - winter
 - summer
 - Observe the *out popped* heading.
 - Answer the teacher’s questions on the left:
 - a snowman
 - Santa Claus
 - a tourist
- Elicits from students other possible characters and their adjectives for each season. Asks students to suggest adjectives that describe the weather/temperature, such as “cold”.
 - Encourages them to speak English and to use the functional language poster, *How do you say . . . ?* when they do not know a word in English.
 - Provides English words to students, when they make suggestions in French.
 - Writes the students’ suggestions under the *adjective character* heading next to the corresponding
 - Take risks in speaking English and use the functional language poster provided.
 - Give suggestions such as: *a cold man for winter, a cool girl for spring, a warm lady for autumn, a hot boy for summer, a cool kid for autumn, etc.*

<p>season.</p> <ul style="list-style-type: none"> Accompanies the words with a little drawing when possible. Elicits from students what could pop out for each season when a person hiccups. Writes the students' suggestions under the <i>out popped</i> heading next to the corresponding season. <p><i>🌀</i></p> <ul style="list-style-type: none"> Uses TT2a and TT2b to record observations of students' strategy use (<i>risk-taking, asking for help or clarification</i>) and ability to communicate/interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> Observe the teacher's drawings/illustrations. Provide examples such as: <i>a scarecrow in autumn, the Easter Bunny in spring, a soccer player in summer, a hockey player in winter, etc.</i> <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 12. Guides students in their reflection on the use of the strategy <i>Risk-taking</i> and their use of English, and for Elementary 3 students only, the use of the functional language <i>How do you say . . . ? (asking for help or clarification)</i>. Asks questions such as: <ul style="list-style-type: none"> Did you repeat the words from the story? Did you try to participate? Did you try to speak English? Did you use the functional language on the posters? (Elementary 3 students only) 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 12. Reflect on their use of the strategy <i>Risk-Taking</i>, their use of English, and their use of the functional language (Elementary 3 students only) during the activity. Answer the teacher's questions orally. Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. <div data-bbox="1377 1003 1474 1129" data-label="Image"> </div>
<p>Activity 13: Modelling How to Fill in the Common Part of the Class Riddle Builder (Part A)</p> <p><i>🌀</i></p> <ul style="list-style-type: none"> Prepares TT2b and TT2b beforehand for recording observations of students' strategy use (<i>using resources</i>) for feedback purposes. Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i> and the competency poster <i>Using English</i>. <ul style="list-style-type: none"> Informs students that they are now going to participate together in the creation of the class versions of the story. Reminds students that it is very important to concentrate, look at and listen to the teacher. Uses an enlarged copy of the riddle builder (SH5) to plan the creation of the class riddles for each level. Elicits from students the resources that can help 	<ul style="list-style-type: none"> Observe the strategy posters <i>Directed attention</i> and <i>Using resources</i> and the competency poster <i>Using English</i>. <div data-bbox="946 1486 1044 1617" data-label="Image"> </div> <div data-bbox="1101 1486 1198 1608" data-label="Image"> </div> <div data-bbox="1255 1486 1377 1629" data-label="Image"> </div> <ul style="list-style-type: none"> Prepare to focus on the teacher's explanations. Name the resources: the class resources

<p>them plan the class riddles.</p> <ul style="list-style-type: none">Writes his/her name and the class number as the friend's name since they are working together.Points to the word "season" on the riddle builder and then points to the same word on the class resources.Asks students which season they would like to use for their class riddle.Writes the most popular suggestion in Part A of the enlarged riddle builder.Points to the words "adjective" and then "character" on the riddle builder and then points to the same words from the class resources.Asks students which adjective and character they would like to use for the class riddle according to the selected season.Writes students' suggestions in Part A of the enlarged riddle builder.Points to the words "out popped" on the riddle builder and then points to the same words from the class resources.Guides students in choosing what pops out according to the suggested character and season.Writes the most popular suggestion on Part A of the enlarged riddle builder.	<p>and the key elements flashcards.</p> <ul style="list-style-type: none">Participate by using the class resources to fill in the different sections of the riddle builder.Focus on the teacher's modelling.Agree on a season they would like to use for the class riddle.Observe Part A of the enlarged riddle builder.Observe the class resources.Give suggestions for corresponding characters with adjectives.Observe Part A of the enlarged riddle builder.Provide suggestions for what could pop out according to chosen character and season and agree on one choice.Observe Part A of the enlarged riddle builder.								
<p>Activity 14: Building Class Resources (Part B)</p> <p></p> <ul style="list-style-type: none">Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>risk-taking</i> and <i>asking for help or clarification</i>) and ability to communicate/interact orally in English for feedback purposes.Inform students that they are now going to build Part B of the class resources.Places the heading, <i>swallowed</i> (TT13b), on the board or chart paper.Draws four columns under the heading, <i>swallowed</i>, and places the following categories in each column: winter objects, spring objects, summer objects, autumn objects (TT13c -TT13d), in the following manner: <table border="1"><tr><th colspan="4">Swallowed</th></tr><tr><td>winter objects</td><td>spring objects</td><td>summer objects</td><td>autumn objects</td></tr></table>	Swallowed				winter objects	spring objects	summer objects	autumn objects	<ul style="list-style-type: none">Focus on the teacher's explanations for Part B of the class resources.
Swallowed									
winter objects	spring objects	summer objects	autumn objects						

<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Risk-taking</i>, and the competency poster <i>Using English</i>. • Posts and points to the following functional language poster: 14 - <i>How do you say . . . ?</i> • Encourages students to take risks in speaking English and to use the functional language poster <i>How do you say . . . ?</i> when they want to say a word in English. • Points to the heading, <i>swallowed</i>. • Invites students to demonstrate their understanding of the word <i>swallowed</i> by making a gulping sound. • Points to the first heading, <i>winter objects</i>. • Asks students: - <i>What objects did the cold lady swallow in the story?</i> • Copies these answers under the <i>winter objects</i> heading. 	<ul style="list-style-type: none"> • Observe the posters. <div data-bbox="922 218 1468 365"> </div> <ul style="list-style-type: none"> • Prepare to take risks using the functional language poster <i>How do you say . . . ?</i> when they want to say a word in English. • Make a gulping sound to demonstrate swallowing. • Look at the <i>winter objects</i> heading. • Answer the teacher's question on the left: - <i>some snow, a pipe, some coal, a hat, a stick, a scarf</i>
<ul style="list-style-type: none"> • Takes the Elementary 2 Teacher Model (TT9) and asks students: - <i>What objects did the cold man swallow in my story?</i> - <i>Which adjectives describe these objects?</i> • Copies the answers under the <i>winter objects</i> heading. • Takes the Elementary 3 Teacher Model (TT11) and asks students: - <i>What objects did the hot man swallow in my story?</i> - <i>Which adjectives describe these objects?</i> • Copies the answers under the <i>summer objects</i> heading. 	<ul style="list-style-type: none"> • Answer the teacher's questions on the left: - <i>big boots; a long, black belt; red mittens; a warm hat; a large, brown bag</i> - <i>big, long, black, red, warm, large, brown</i> • Answer the teacher's questions on the left: - <i>a big camera; blue jeans; a large T-shirt; cool, new running shoes</i> - <i>big, blue, large, cool, new</i>
<ul style="list-style-type: none"> • Points to the <i>out popped</i> heading from Part A of the resources and chooses a character from the spring season. • Asks students to brainstorm objects for this character. • Writes the students' suggestions under the <i>spring objects</i> heading. • Repeats the procedure with a character from the autumn season in Part A. • Completes Part B of the resource chart by eliciting from students objects for different characters for different seasons. 	<ul style="list-style-type: none"> • Provide examples of objects that a character can pop out in spring: - <i>a carrot, a basket, a bicycle, a soccer uniform, etc.</i> • Provide examples of objects that a character can pop out in autumn: - <i>an umbrella, rain boots, a pumpkin, a Halloween costume, etc.</i>


Swallowed			
winter objects	spring objects	summer objects	autumn objects
some snow a pipe some coal a hat a stick a scarf boots a belt mittens a bag etc.	a carrot a basket a bicycle a soccer uniform etc.	a camera jeans a T-shirt running shoes etc.	an umbrella rain boots a pumpkin a Halloween costume etc.

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- Uses TT2a and TT2b to record observations of students' strategy use (*risk-taking* and *asking for help or clarification*) and ability to communicate/interact orally in English for **feedback** purposes.
- Posts and points to the strategy poster *Self-monitoring*.
- Has students take out SH1, *I reflect on my learning*, and go to Activity 14.
- Guides students in their reflection on the use of the strategy *Risk-taking* and their use of English, and for **Elementary 3 students only**, their use of the functional language *How do you say . . . ? (asking for help or clarification)*.
- Asks questions such as:
 - Did you repeat the words from the story?
 - Did you try to suggest objects for the different seasons?
 - Did you try to describe the objects?
 - Did you try to speak English?
 - Did you use the functional language on the posters to ask for help? (**Elementary 3 students only**)

ONLY **Elementary 3** students are expected to use the targeted functional language.

- Observe the poster.
- Take out SH1 and go to Activity 14.
- Reflect on their use of the strategy *Risk-Taking*, their use of English, and their use of the functional language (**Elementary 3 students only**) during the activity.
- Answer the teacher's questions orally.
- Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection.


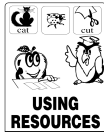








Activity 15: Building Class Resources (Part C)



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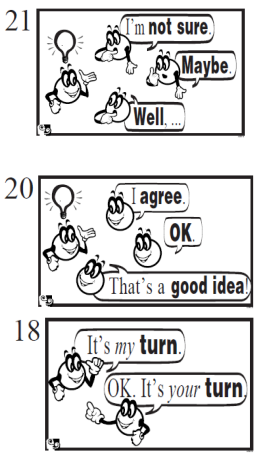
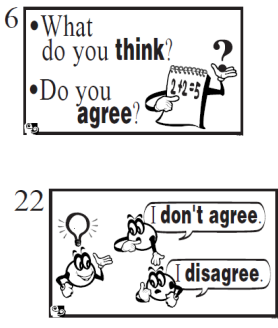


- Prepares TT2b beforehand for recording observations of **Elementary 3** students' strategy use (*risk-taking* and *asking for help or clarification*) and ability to interact orally in English for **feedback** purposes.
- Informs students that Part C is **only for Elementary 3** students, but that the entire class will build the resources together.
- Draws a new column with the heading *verb* **OR** places the flashcard of the heading on the board or on a chart paper (TT13e).
- Asks students:
 - *What other verbs could be used to replace the verb "swallowed"?*
 - *What did the cold lady do in the story?*

- Focus on the teacher's explanations.
- Observe the last heading, *verbs*.
- Answer the teacher's questions:
 - *Gulped down... (page 3 of story book)*
 - *She gobbled... (page 7 of story book)*

<ul style="list-style-type: none">- Which verb was used in the teacher's model?Writes these verbs under the <i>verb</i> heading.Encourages students to take risks and to speak English using the functional language poster <i>How do you say . . . ?</i> when they want to know how to say a verb in English.Provides students with some synonyms in the past tense if they have difficulties providing ideas for swallowing. For example: <i>devoured, chewed, gobbled down.</i> <table border="1"><thead><tr><th>Verb</th></tr></thead><tbody><tr><td>swallowed</td></tr><tr><td>gulped down</td></tr><tr><td>gobbled</td></tr><tr><td>ate</td></tr><tr><td>chewed</td></tr><tr><td>devoured</td></tr><tr><td>etc.</td></tr></tbody></table> <p><i>👁️</i></p> <ul style="list-style-type: none">Uses TT2b to record observations of Elementary 3 students' strategy use (<i>risk-taking</i> and <i>asking for help or clarification</i>) and ability to interact orally in English for feedback purposes.	Verb	swallowed	gulped down	gobbled	ate	chewed	devoured	etc.	<ul style="list-style-type: none">- AteObserve the teacher's modeling.Take risks to speak English by asking: <i>How do you say . . . ?</i>Notice the different verbs (synonyms) that can be used to replace "swallowed".
Verb									
swallowed									
gulped down									
gobbled									
ate									
chewed									
devoured									
etc.									
<ul style="list-style-type: none">Posts and points to the strategy poster <i>Self-monitoring</i>.Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 15.Guides students in their reflection on the use of the strategy <i>Risk-taking</i> and their use of English, and for Elementary 3 students only, their use of the functional language <i>How do you say . . . ?</i> (<i>asking for help or clarification</i>).Asks questions such as:<ul style="list-style-type: none">- Did you try to suggest verbs?- Did you try to speak English?- Did you ask for help?- Did you use the expression: "<i>How do you say . . . ?</i>" (Elementary 3 students only)	<p>ONLY Elementary 3 students are expected to use the targeted functional language.</p> <ul style="list-style-type: none">Observe the poster.Take out SH1 and go to Activity 15.Reflect on their use of the strategy <i>Risk-Taking</i>, their use of English, and their use of the functional language (Elementary 3 students only) during the activity.Answer teacher's questions orally.Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. <div><p>SELF-MONITORING</p></div>								
<p>Activity 16: Modelling How to Fill in the Common Part of the Class Riddle Builder (Part B)</p> <p><i>👁️</i></p> <ul style="list-style-type: none">Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>using resources</i>) for feedback purposes.Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>.Informs students that they are now going to continue filling in Part B of the class riddle builder together.	<ul style="list-style-type: none">Observe the posters. <div></div> <ul style="list-style-type: none">Focus on the teacher's explanations.								

<ul style="list-style-type: none"> Reminds students that it is very important to concentrate, look at and listen to the teacher. Elicits from students what they will use to create their own versions. 	<ul style="list-style-type: none"> Name the tools they need: <i>the class resources and the riddle builders</i>.
<ul style="list-style-type: none"> Uses the enlarged copy of the riddle builder (SH5) and goes to Part B to continue planning the writing of the class riddle. Goes through each section of Part B, pointing to the corresponding section from the class resources and asks students what they would like to use for their class riddle according to what they chose in Part A. Writes some of the suggested answers on the enlarged riddle builder. Completes Part B of the riddle builder by creating the title of the riddle for Elementary 2. <p></p> <ul style="list-style-type: none"> Uses TT2a and TT2b to record observations of students' strategy use (<i>using resources</i>) for feedback purposes. 	<ul style="list-style-type: none"> Provide suggestions for the class riddle builder according to what they chose as a season and what pops out in Part A. Participate in creating the title for the Elementary 2 riddle by using the information in Parts A and B.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 16. Guides students in their reflection on the use of the strategies <i>Directed attention</i> and <i>Using resources</i>. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you pay attention to the modelling? Did you use the resources (e.g. <i>flashcards, riddle builder</i>)? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 16. Reflect on the use of the strategies <i>Directed attention</i> and <i>Using resources</i> during the activity. Answer the teacher's questions orally. Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 17: Modelling How to Fill in the Elementary 3 Part of the Class Riddle Builder (Part C)</p> <p></p> <ul style="list-style-type: none"> Prepares TT2b beforehand for recording observations of Elementary 3 students' strategy use (<i>using resources</i>) for feedback purposes. Points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>. Reminds students to continue to concentrate, look at and listen to the teacher. 	  <ul style="list-style-type: none"> Observe the posters. Focus on the teacher's explanations.
<ul style="list-style-type: none"> Goes to Part C, <i>Verb</i>, of the enlarged copy of the riddle builder (SH5) to finish planning the writing of the personalized product with the class. Points to the corresponding section, Part C, from the class resources and asks students what they would like to use as a verb to replace the verb <i>swallowed</i>. Writes one suggested verb on the enlarged riddle builder. 	<ul style="list-style-type: none"> Observe Part C of the class resources and agree on a verb to replace <i>swallowed</i>.

<ul style="list-style-type: none"> Asks students to help invent a title for the Elementary 3 riddle. Completes Part C of the riddle builder by copying the name of the season from Part A. Asks students to verify if the elements in Part B lead to guessing the riddle correctly. Helps them modify the planning, as needed. <p>✍</p> <ul style="list-style-type: none"> Uses TT2b to record observations of Elementary 3 students' strategy use (<i>using resources</i>) for feedback purposes. 	<ul style="list-style-type: none"> Participate in creating the title for the Elementary 3 riddle by using the information in Parts A, B and C. Name the season and verify it according to the clues on the riddle builder. Modify the planning, if needed.
<p>Activity 18: Filling in the Personal Riddle Builders</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. When students work in pairs, they share the task of planning and creating their personalized versions/products together. They support each other during the process, but they create an individual final product so they can each take one home.</p> </div> <p>✍</p> <ul style="list-style-type: none"> Prepares TT2a and TT2b beforehand for recording observations of students' strategy use (<i>asking for help or clarification, using resources</i>) and ability to communicate/interact orally in English for feedback purposes. Informs students that they are going to work in pairs to plan their riddle. Pairs up students by grade level. Distributes a copy of the riddle builder (SH5) to each student. Asks students to write their name and group. 	<ul style="list-style-type: none"> Pair up according to grade level. Write their name and group on SH5.
<ul style="list-style-type: none"> Points to the strategy posters <i>Using resources</i> and the competency poster <i>Using English</i>. Reminds students to speak English and to use resources in order to complete their riddle builder (class resources, flashcards, class models of the riddle builders). 	<ul style="list-style-type: none"> Observe the posters. Prepare to speak only English and to use resources in order to complete their riddle builder. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

<ul style="list-style-type: none"> • Posts and points to the functional language posters for Elementary 3: <ul style="list-style-type: none"> 18 - <i>It's my turn. It's your turn.</i> 6 - <i>Do you agree?</i> 20 - <i>I agree.</i> 21 - <i>I'm not sure.</i> 22 - <i>I don't agree.</i> • Goes over the functional language posters with the class. 	<ul style="list-style-type: none"> • Observe the functional language posters. <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> </div>
<ul style="list-style-type: none"> • Has students work in pairs to fill out their individual riddle builder. • Tells students to use English only. • Circulates and helps out, as needed. • Observes students using resources and speaking English. <p></p> <ul style="list-style-type: none"> • Uses TT2a and TT2b to record observations of students' strategy use (<i>asking for help or clarification, using resources</i>) and ability to communicate/interact orally in English for feedback purposes. 	<ul style="list-style-type: none"> • Complete their individual riddle builder with a partner, using English only. • Asks for help, if needed. <p>ONLY Elementary 3 students are expected to use the targeted functional language.</p>
<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 18. • Guides students in their reflection on the use of the strategy <i>Using resources</i>, the use of English and, for Elementary 3, the use of functional language (<i>asking for help or clarification, agreeing/disagreeing</i>). • Asks questions such as: <ul style="list-style-type: none"> - Did you use resources (e.g. <i>posters, flashcards, riddle builder, class resources, class model, peers</i>)? - Did you try to speak English? - Did you ask for help? - Did you use the functional language on the posters? (Elementary 3 students only) 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 18. • Reflect on their use of the strategy <i>Using resources</i> and on their use of English and of the functional language poster during the activity. • Answer the teacher's questions orally. • Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. <div style="text-align: right;">  </div>
<p>Activity 19: Elementary 2:</p> <ul style="list-style-type: none"> -Winding down moment: Season mystery words <p>Elementary 3:</p> <ul style="list-style-type: none"> -Modelling how to use the C3 Checklist and Draft 	

N.B. Elementary 3 students go over the C3 Checklist and Draft and participate in the modelling of how to write a class product with the teacher, while **Elementary 2** students complete SH9 (winding down moment).

Elementary 2: Season Mystery Word

- Posts and points to the flashcards of the four seasons TT7a-TT7d and the strategy poster *Using resources*.
- Explains that **Elementary 2** students will do a quiet activity while **Elementary 3** students will observe the modelling and write the draft copy of the class riddle.
- Uses a copy of SH9 to model the activity with first word (soccer) and says:
 - I look at the picture of the season (in the top left corner of the handout).
 - I use the corresponding flashcard (on the wall).
 - I label the picture of the season using the flashcard (spring).
 - I copy the name of the season (spring) in the gray column of the grid.
 - I look at the first picture and word (soccer).
 - I find the word "soccer" in the word bank.
 - I check off the word "soccer" in the word bank.
- Elicits from students the resources that can help them to complete the handout.



- Observe the flashcards for the four seasons (TT7a-TT7d) and the strategy poster.
- Pay attention to the teacher's modelling and explanations.

- Name the resources:
 - *The posted flashcards*
 - *The word bank at the top of SH9*

Elementary 2: Season Mystery Word

- Distributes SH9 (spring) to **Elementary 2** student and has them write their name and group.
- Has them quietly engage in the activity.
- Has students verify their answers using the answer key (TT17).
- Prepares copies of SH10 (summer) for students who finish early. Students can verify their answers using TT18.

Elementary 2

- Write their name and group on SH9.
- Complete SH9 quietly .
- Verify their answers with the answer key (TT17).
- Complete SH10 in the same manner and verify answers using TT18.

Elementary 3: Modelling How to Use the C3 Checklist and Draft




- Posts and points to the strategy poster *Directed attention*.
- Tells **Elementary 3** students to concentrate, look at and listen to the teacher.
- Posts the completed riddle builder as a model (TT12).
- Posts enlarged copies of the C3 Checklist (TT15) and Blank Draft for Modelling (TT16) side by side on the board to plan the writing of the personalized product (riddle flap book) with the class.
- Draws students' attention to the C3 Checklist

Elementary 3


- Observe the poster.
- Pay attention to the teacher's explanations and modelling.
- Focus on the **Elementary 3** riddle builder, the C3 Checklist and Draft Copy handout.



<p>(TT15).</p> <ul style="list-style-type: none"> Tells them that this checklist is a tool that shows a procedure for writing. <div style="border: 1px dashed black; padding: 10px;"> <p>N.B. Writes these instructions on the board. Informs students that they will receive feedback on the following:</p> <ul style="list-style-type: none"> Write a title <u>and</u> your name as the author of your riddle. Write four clues (objects eaten) that correspond to the chosen season of your riddle. Write what pops out at the end of your riddle. Write the season that corresponds to what pops out at the end of your riddle. Write complete sentences. Use a capital letter at the beginning <u>and</u> a period at the end of each sentence. Place adjectives before nouns. Write commas between adjectives. Verify the spelling of words taken from the class resources. </div>	
<ul style="list-style-type: none"> Points to Step 1. <i>I prepare to write.</i> Models how to use the checklist with the class tools. Reads and briefly explains the logo and the sentences in Step 1. <i>I prepare to write:</i> <ul style="list-style-type: none"> <i>The first thing to do is to think of the <u>instructions</u>. What do I have to do? I have to write a title and my name as the author of my riddle. I have to write four clues (objects eaten) that correspond to the chosen season of my riddle. I have to write what pops out at the end of my riddle. I have to write the season that corresponds to what pops out at the end of my riddle. I have to write complete sentences. I have to use a capital letter at the beginning and a period at the end of each sentence. I have to place adjectives before nouns. I have to write commas between adjectives. I have to verify the spelling of words taken from the class resources. Okay, I know what to do so, I put a check mark in the box.</i> <i>Then, I need <u>resources</u>. What are my resources? The class resources and the flashcards. I put a check mark in the box.</i> <i>I take out my <u>completed riddle builder</u>. I put a check mark in the box.</i> <i>I look at the <u>teacher's model of the riddle</u>. I put a check mark in the box.</i> 	<ul style="list-style-type: none"> Pay attention to the teacher's modelling of Step 1 of the checklist: <i>I prepare to write.</i>
<p>Writing the draft copy of the class riddle</p> <ul style="list-style-type: none"> Informs students they are now ready to write the 	

<p>draft copy of the class riddle.</p> <ul style="list-style-type: none"> • Points to Step 2 in the writing checklist: <i>I write a draft</i>. • Reads and briefly explains the logo and the sentences. • Uses the completed class riddle builder (SH5) to write the class draft of the riddle on the enlarged copy of TT16. • Checks off each box in Step 2 as the modelling is completed. 	<ul style="list-style-type: none"> • Pay attention to the teacher's modelling of Step 2 of the checklist: <i>I write a draft</i>. • Observe the teacher demonstrate how to write the class draft of the riddle on the enlarged copy of TT16.
<p>Activity 20: Elementary 2:</p> <ul style="list-style-type: none"> - Participating in the modelling of the class version <p>Elementary 3:</p> <ul style="list-style-type: none"> - Writing the draft copy of their own riddle <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. Elementary 3 students quietly write their draft copies individually while Elementary 2 students participate in the modelling of how to write a class personalized version with the teacher.</p> </div> <p>Elementary 3</p> <ul style="list-style-type: none"> • Draws students' attention to the strategy poster <i>Resourcing</i>. • Distributes a copy of SH6 to all Elementary 3 students. • Has students write their name, group and date. • Asks them to read Step 1 (<i>I prepare to write.</i>) and check off the items. • Has them take out their completed riddle builder (SH5). • Goes over Step 2 of the C3 checklist (<i>I write a draft</i>) and checks off the items: <ul style="list-style-type: none"> - <i>I use my riddle builder (SH5) to write my draft (SH6). I put a check mark in the box.</i> - <i>I also look at the teacher's draft of the riddle (TT16a). I put a check mark in the box.</i> - <i>I remember to write short English sentences. I put a check mark in the box.</i> - <i>Finally, I ask for help, if necessary. I put a check mark in the box.</i> • Reminds students to follow Step 2 as they complete their draft on their handout (SH6). 	<div style="text-align: right; margin-bottom: 20px;">  </div> <p>Elementary 3</p> <ul style="list-style-type: none"> • Observe the strategy poster and think of the resources they need to write their draft copy. • Write their name, group and date on SH6. • Check off the items in Step 1 of their C3 Checklist as they complete them. • Take out their completed riddle builder (SH5). • Observe the modelling for Step 2. • Write their draft individually (SH6) and check off the items in Step 2 of their C3 Checklist as they go along.
<p>Elementary 2</p> <ul style="list-style-type: none"> • Uses an enlarged copy of the template (SH7) to write a class personalized version of <i>There Was a Cold Lady Who Swallowed Some Snow</i>. • Posts and points to the strategy posters <i>Directed attention</i> and <i>Using resources</i>. 	<ul style="list-style-type: none"> • Observe the posters. <div style="display: flex; justify-content: flex-end; gap: 10px;">   </div>

<ul style="list-style-type: none"> Reminds students that they will write their riddle in the form of a flap book. Tells them that it is very important to concentrate, look at and listen to the teacher. Has students look at the class riddle builder they did together and say what pops out from their chosen character. Writes in the last box of the flap book (SH7) what pops out and then sketches a picture in the box below. Asks students to name the adjective and character they chose. Writes this information in the first box to create the title. Asks students to look at no. 1 in Part B of the class riddle builder and name what the character swallows first. Writes this information in the first box to finalize the title. Reads the preposition “by” and elicits from students who is the author of the riddle. Writes the author’s name to complete the first box. 	<ul style="list-style-type: none"> Focus on the teacher’s explanations. Look at the posted riddle builder. Say what pops out. Observe the modeling. Name the adjective and the character they chose for their riddle. Observe the modelling of how to create a title. Go to Part B, no. 1, of the class riddle builder and name what their character swallows first. Decide who the author is by choosing between “my name” and “my friend” on the riddle builder.
<ul style="list-style-type: none"> Goes to the second box of the flap book and copies the information from the title. Draws, in the box below, a picture of what the character swallows first. Reads the second sentence in the second box, chooses between the pronouns he and she (depending on their character) and circles the correct one. Reads the last sentence in the second box. 	<ul style="list-style-type: none"> Observe the modelling of how to complete the second box. Understand how to choose the right pronoun according to their character. Listen to the teacher reading <i>Perhaps you know</i>.
<ul style="list-style-type: none"> Asks students to look at Part B on the riddle builder (SH5) and name what the character swallows next. Completes the third box in the same way as the second box. Draws, in the third box below, a picture of what the character swallows. 	<ul style="list-style-type: none"> Name the second object that their character swallows. Observe the modeling of how to complete the third box.
<ul style="list-style-type: none"> Continues this procedure for the next three boxes. Copies the name of the character in the next-to-last box. Chooses one of the pronouns (he or she) and circles it. Draws, under the picture of the light bulb, a picture of the main character hiccupping. Reads the content of the last box and asks students to join in. 	<ul style="list-style-type: none"> Observe the modeling of how to complete the other boxes. Join the teacher in saying what pops out.

<ul style="list-style-type: none"> • Posts and points to the strategy poster <i>Self-monitoring</i>. • Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 20. • Guides students in their reflection on the use of the strategies <i>Directed Attention</i> and <i>Using resources</i>. • Asks questions such as: <ul style="list-style-type: none"> - Did you look at me? - Did you listen to the instructions? - Did you pay attention to the modelling? - Did you use the resources (e.g. <i>flashcards</i>, <i>riddle builder</i>)? 	<ul style="list-style-type: none"> • Observe the poster. • Take out SH1 and go to Activity 20. • Reflect on their use of the strategies <i>Directed Attention</i> and <i>Using resources</i> during the activity. • Answer the teacher's questions orally. • Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 21: Elementary 2:</p> <ul style="list-style-type: none"> - Filling in their personal templates to create personalized versions <p>Elementary 3:</p> <ul style="list-style-type: none"> - Taking part in the creation of a class personalized product - Modelling how to use the C3 Checklist and Draft to revise their draft <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>N.B. Elementary 2 students complete their template (SH7) while Elementary 3 students go over Step 3 of the C3 Checklist and Draft (SH6) in order to participate in the modelling of how to write a final class product with the teacher.</p> </div> <p>Elementary 2</p> <ul style="list-style-type: none"> • Informs Elementary 2 students that they are going to fill in their templates quietly while Elementary 3 students revise their draft copies. • Distributes a copy of SH7 to all Elementary 2 students. • Has students write their name on the template. • Has them take out their completed riddle builders (SH5). • Asks students to fill in their templates individually by copying the words they chose for their riddle builder on the appropriate lines of the template AND drawing pictures according to their word choices. • Reminds students to refer to the teacher's model. • Reminds students to colour their drawings, if time permits. 	<p>Elementary 2</p> <ul style="list-style-type: none"> • Focus on the teacher's explanations. • Write their name on the template. • Take out completed riddle builders (SH5). • Complete their template individually by copying the words they chose for their riddle builder on the appropriate lines of the template AND drawing pictures according to their word choices. They can refer to the teacher's model. • Colour their drawings, if time permits.

Elementary 3




- Posts and points to the strategy posters *Directed Attention* and *Resourcing*.
- Reminds students to concentrate, look at and listen to the teacher's explanations.
- Points to **Step 3** (*I revise my riddle.*) on the enlarged copy of the C3 Checklist (TT15).
- Reads and briefly explains the logo and the sentences.
- Writes these instructions on the board. Informs students that their riddle should include:
 - four clues (eaten objects) that correspond to the chosen season and what pops out at the end of their riddle
 - a capital letter at the beginning and a period at the end of each sentence
 - commas between adjectives (in an enumeration)
 - adjectives before nouns
 - correct spelling of the words taken from the class resources
- Answers questions students might have.
- Posts and points to the strategy poster *Resourcing*.
- Rereads the class draft made on TT16.
- Reflects aloud to make the necessary adjustments with the class and checks off the boxes in **Step 3**:
 - *Do my four clues correspond to the season and what pops out at the end of my riddle? Hmm . . . let me see. Yes, I put a check mark in the box.*
 - *Did I place adjectives before nouns? Hmm . . . let me check. Yes, I put a check mark in the box.*
 - *Did I use commas between the adjectives? Hmm . . . yes, I did. I put a check mark in the box.*
 - *Did I use a capital letter at the beginning and a period at the end of each sentence? Hmm . . . let me see. Yes, I put a check mark in the box.*
 - *Is my spelling correct? Let me check my resources. Yes, I put a check mark in the box.*


Elementary 3

- Observe the posters.









- Focus on the teacher's explanations for **Step 3** (*I revise my riddle.*)
- Observe the teacher's modelling of the use of the C3 Checklist to revise the draft copy.
- Listen to the instructions and to the aspects of grammar and spelling on which they will be evaluated.
- Participate in the revision of the class draft using the resources available.
- Asks questions, if necessary.
- Observe the poster.
- Observe the modelling.


<ul style="list-style-type: none"> Has Elementary 3 students take out their C3 Checklist and Draft (SH6). Gives them time to revise their draft. Reminds them to check off the sentences in Step 3 as they go along. Circulates and helps out, as needed. 	<ul style="list-style-type: none"> Take out their C3 Checklist and Draft (SH6). Use resources to revise their draft. Check off each box in Step 3 on the C3 Checklist as they complete their revision. Ask for help, if needed.
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-monitoring</i>. Has students take out SH1, <i>I reflect on my learning</i>, and go to Activity 21. Guides students in their reflection on the use of the strategy <i>Directed Attention</i> and <i>Resourcing</i>. Asks questions such as: <ul style="list-style-type: none"> Did you look at me? Did you listen to the instructions? Did you pay attention to the modelling? Did you use resources (e.g. <i>riddle builder</i>, <i>teacher's model</i>, <i>C3 Checklist and Draft</i>)? 	<ul style="list-style-type: none"> Observe the poster. Take out SH1 and go to Activity 21. Reflect on their use of the strategies <i>Directed Attention</i> and <i>Resourcing</i> during the activity. Answer the teacher's questions. Complete the faces of the snowmen by drawing a smile or a frown, based on self-reflection. 
<p>Activity 22: Elementary 2:</p> <ul style="list-style-type: none"> - Winding down moment: Season mystery words <p>Elementary 3</p> <ul style="list-style-type: none"> - Modelling how to complete the template - Filling in their personal templates to create personalized products <p></p> <ul style="list-style-type: none"> Prepares TT1a (second page), TT1b (second page) and TT3 beforehand for recording observations of students' final products for feedback purposes. <p>Elementary 2</p> <ul style="list-style-type: none"> Posts and points to the flashcards of the four seasons (TT7a-TT7d) and the strategy poster <i>Using resources</i>. Distributes SH11 (autumn) to Elementary 2 students. Has students write their name and group. Reviews the instructions given in Activity 19. Elicits from students the resources that can help them complete the handout. Has students quietly engage in the activity. Has students verify their answers using the answer key (TT19). Prepares copies of SH12 (winter) for students who finish early and has them use the answer key to verify their answers (TT20). 	<p>Elementary 2</p> <ul style="list-style-type: none"> Observe flashcards and the poster. Recall the four seasons. Recall how to complete the handout. Write their name and group on SH11 (autumn). Pay attention to the teacher's explanations. Name the resources: <ul style="list-style-type: none"> - <i>The posted flashcards</i> - <i>The word bank on SH11</i> Complete SH11 (autumn) quietly. Verify their answers using the answer key (TT19). Complete SH12 (winter) in the same manner and use the answer key to verify their answers (TT20). 

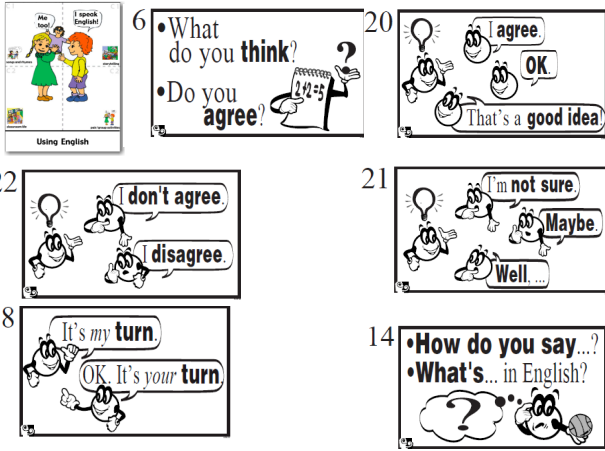
<p>Elementary 3</p> <ul style="list-style-type: none"> Goes back to the C3 Checklist (TT15) and points to Step 4 (<i>I write my final text in my flap book.</i>) Models how to write the final version of the flap book on an enlarged version of the template (SH8), using the draft version of the class riddle (TT16). <p>OR</p> <p>Posts the teacher's draft (TT16a) next to the teacher's model of a flap book (TT11) as a model of how to transfer the information from the draft to the flap book, making links between the two documents.</p> <ul style="list-style-type: none"> Distributes SH8 to Elementary 3 students and has them write their name. Has students refer to their revised draft (SH6) and copy it onto their flap book template (SH8). 	<p>Elementary 3</p> <ul style="list-style-type: none"> Observe the teacher's modelling of Step 4 of the C3 Checklist (TT15) prior to creating the final version of the flap book. Write their name on SH8. Copy their revised draft (SH6) on their flap book template (SH8). Use the draft version of the class riddle (TT16) OR the teacher's draft (TT16a), as a resource. Ask for help, if needed.
<ul style="list-style-type: none"> Circulates and monitors, helping out, as needed. Posts and points to the strategy poster <i>Resourcing</i>. Reads the three questions in Step 4 of the C3 Checklist aloud with the class: <ul style="list-style-type: none"> <i>Did I copy correctly (spelling)? Let me check with my resources. Hmm . . . let me see. Yes, I put a check mark in the box.</i> <i>Do my drawings and my text correspond? Hmm . . . let me check. Yes, I put a check mark in the box.</i> <i>Am I happy with my riddle? Hmm . . . let me see. Yes, I put a check mark in the box.</i> Checks off each box as the modelling is completed with the class riddle flap book. Makes the necessary adjustments. Gives students time to revise the final copy of their riddle using resources. Reminds Elementary 3 students to verify and check off the questions in the last section Step 4: <i>I write my final text in my template</i> on the checklist. <p><i>~</i></p> <ul style="list-style-type: none"> Collects final products (SH7/SH8) and riddle builders (SH5). Collects C3 Checklists and Drafts (SH6) for Elementary 3 students only. Uses TT1a (second page) to provide feedback on the final products of Elementary 2 students. Uses TT1b (second page) and TT3 to provide feedback on the final products of Elementary 3 students. 	<ul style="list-style-type: none"> Observe the poster and the modelling of Step 4 of the C3 Checklist.  <p>RESOURCING</p> <ul style="list-style-type: none"> Revise their final copy and check off the three questions in Step 4 of their C3 Checklist and Draft (SH6).
<p>Activity 23: - Modelling How to Make Flap Books</p> <ul style="list-style-type: none"> - Making Flap Books - Practising and Sharing Flap Books with Peers 	

<ul style="list-style-type: none"> Models how to cut and fold one of the class models to make a flap book. Cuts the template along the exterior lines. Folds the template on the bold line so that the pictures and the text are inside. Cuts the remaining dotted lines to separate the pictures. Presses along the fold line to create the flap book. Opens the first flap on the left. Reads the title. Opens the second flap and continues reading the riddle. Gives students time to cut and fold their riddle flap book following the teacher's modelling. Circulates and monitors, helping out, as needed. 	<ul style="list-style-type: none"> Observe the modelling.
<ul style="list-style-type: none"> Has students practise and share their riddle with peers in one of the following ways: <ul style="list-style-type: none"> Students participate in a gallery walk (products are displayed and students go around the room to read each one) Students share their flap books in small group rotations. Students share their stories with peers from another class. Students' final products are displayed in the school library or in the ESL classroom. 	<ul style="list-style-type: none"> Make their riddle flap book following the teacher's modelling. Ask for help, if needed. Practise and share their riddle with peers.

STEP 3: REFLECTING ON WHAT HAS BEEN LEARNED

Role of the teacher	Students in action
<ul style="list-style-type: none"> Posts and points to the strategy poster <i>Self-evaluation</i>. Informs students that they are now going to reflect on their participation in the activities and their use of English for the entire learning and evaluation situation. Has students take out their colouring pencils, flap books and SH1, <i>I reflect on my learning</i>, and go to the last section: <i>In the end, I am happy with ...</i> Uses an enlarged copy of SH1 to model how to reflect on what has been learned (<i>self-evaluation</i>). 	<ul style="list-style-type: none"> Look at the strategy poster and prepare to self-evaluate their participation throughout the LES. Take out their flap books and SH1. Observe the modelling. 
<p>Part 1: My participation</p> <ul style="list-style-type: none"> Posts the strategy posters: <i>Directed attention</i>, <i>Predicting</i>, <i>Using resources</i>, <i>Risk-taking</i>, and the competency poster <i>Demonstrating understanding</i>. Goes to the first part: My participation. Elicits from students the strategies they practised when doing the activities: <i>We practised using strategies when reading the story. Which ones?</i> Invites students to come and point to the corresponding poster as they name the strategy. 	     <ul style="list-style-type: none"> Volunteer to point and name the corresponding strategy posters.

<ul style="list-style-type: none"> Asks students to recall some activities in which they used the strategies: <i>Directed attention, Using resources, Predicting, Risk-taking.</i> Points to the competency poster, <i>Demonstrating understanding.</i> Asks students: <ul style="list-style-type: none"> <i>What are the recurrent passages in the story?</i> <i>What is the sequence of events in the story?</i> Points to the first part on the final self-evaluation section and uses a marker to model the procedure. 	<ul style="list-style-type: none"> Name some of the activities in which they used the strategies: <i>joining in by saying the recurrent passages, completing the key elements handout, speaking English, etc.</i> Look at the competency poster. Answer: <ul style="list-style-type: none"> <i>There was a cold lady who swallowed (e.g. a pipe, some snow, some coal).</i> <i>I don't know why she swallowed . . .</i> <i>Perhaps you know.</i> Recall collectively the events of the story. Observe the modelling and listen to the teacher.
<ul style="list-style-type: none"> Scaffolds the procedure by thinking aloud. For example: <i>Hmm . . . I look at the faces of the snowmen in the section, My participation in the activities. I count the happy faces. I have 21. Wow!</i> Points to the three snowmen on the self-evaluation part. <i>Hmm . . . 21 happy faces. Do I circle the first snowman, the second or the last one? I am very satisfied with my participation. I circle the first snowman.</i> Helps students reflect on their participation in the activities by asking questions such as: <ul style="list-style-type: none"> <i>Did you draw happy faces on all your snowmen?</i> <i>Count them. Are you satisfied with your participation?</i> Has students observe and count the number of smiles and frowns on the snowmen of their section My participation and then self-evaluate their participation by circling the appropriate snowman. Circulates and monitors, helping out, as needed. 	<ul style="list-style-type: none"> Count the number of smiles on the snowmen in the two first columns on their handout (SH1). Self-evaluate their participation by circling the appropriate snowman. Ask for help, if needed.
<p>Part 2: My English</p> <ul style="list-style-type: none"> Posts and points to the strategy poster <i>Asking for help or clarification.</i> Points to the second part of the self-evaluation handout My English. Elicits from students the strategy they practised when speaking English. <i>Which strategy did we use to build the class resources using English only?</i> Invites students to come and point to the corresponding poster as they name the strategy. Asks them to recall some activities they did to practise <i>Asking for help or clarification.</i> 	<ul style="list-style-type: none"> Observe the poster. Prepare to self-evaluate their use of English throughout the LES. Go to the second part of the self-evaluation section, My English. Look at the poster and their SH1 and name the strategy they practised to speak English. Volunteer to come up and point to the strategy poster as they name it. Name some activities they did to practise the strategy: <i>creating the class resources together, completing the riddle builders together, etc.</i> 

<ul style="list-style-type: none"> Points to the competency poster <i>Using English</i> and the functional language posters. 	
<ul style="list-style-type: none"> Asks students which words and expressions they used during this LES with questions such as: <ul style="list-style-type: none"> <i>What is the title of the book we read?</i> <i>What are the English words we learned?</i> <i>What are some expressions we learned?</i> <i>What language did you use to complete your riddle?</i> 	<ul style="list-style-type: none"> Review the language they learned. Answer the teacher's questions orally: <ul style="list-style-type: none"> <i>There Was a Cold Lady Who Swallowed Some Snow.</i> <i>A pipe; a scarf; a snowman; some coal; some snow; a long, brown branch . . .</i> <i>Perhaps you know; I don't know why.</i> <i>My turn, your turn, How do you say? A T-shirt, pants, winter, seasons, I agree.</i>
<ul style="list-style-type: none"> Models completing the section, My English, by scaffolding the procedure and circling the snowman. Has students observe and count the number of smiles and frowns on the snowmen for the section: My English. Has them self-evaluate their use of English by circling the appropriate snowman. Circulates and monitors, helping out, as needed. 	<ul style="list-style-type: none"> Observe the modelling. Count the number of smiles on the snowmen in the last column of their SH1. Self-evaluate their use of English by circling the appropriate snowman. Ask for help, if needed.
<p>Part 3: My riddle</p> <ul style="list-style-type: none"> Points to the last part of the handout (SH1): My riddle. Asks students to look at their flap book and to say if they are happy with it. Scaffolds by asking questions such as: <ul style="list-style-type: none"> <i>What are the resources that helped you write your riddles?</i> <i>Did you use your C3 Checklist and Draft (Elementary 3 students only)?</i> <i>Are you satisfied with your riddle?</i> <i>Are you satisfied with your drawings?</i> <i>Were you happy to share your riddle with your classmates?</i> Models by telling the class that he/she is very happy with the models (TT9 and TT11) of the riddle. Circles the appropriate snowman on the handout (SH1). Invites students to circle the appropriate snowman for the section: My riddle. Circulates and monitors, helping out, as needed. Invites students to sign their SH1 and write the date. 	<ul style="list-style-type: none"> Go to the third part of the self-evaluation section of the handout (SH1): My riddle. Say if they are happy or not with their flap book. Share their answers with the class. <ul style="list-style-type: none"> <i>The flashcards, the models, the C3 Checklist and Draft, the class resources, etc.</i> <i>Yes.</i> <i>Yes. Funny riddle.</i> <i>Yes. Good pictures. Nice colours.</i> <i>Yes. Fun. I like the riddles.</i> Observe the modelling. Self-evaluate their satisfaction with their riddle by circling the appropriate snowman. Ask for help, if needed. Sign their names and write the date (SH1).

Informing parents

- Collects SH1 and final products.
- Staples SH1, TT1a/T1b, TT2a/TT2b and TT3 to the final products (flap books) and sends the package home for parents' signature and comments on SH1.
- Asks students to return the signed documents in order to include them in students' portfolios.