



What Would You Bring to a Picnic?

LES

① Broad areas of learning

➤ health and well-being ☒

➤ personal and career planning ☐

➤ media literacy ☐

➤ environmental awareness and consumer rights and responsibilities ☐

➤ citizenship and community life ☐

Focus of development: Awareness of his/her basic needs

② Cross-curricular competencies

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


③ ESL Competencies and key features

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

Description : AFTER BEING EXPOSED TO THE STORY *DORA'S PICNIC*, STUDENTS WILL EXPRESS THEIR LIKES AND DISLIKES CONCERNING CERTAIN FOOD ITEMS AND ACTIVITIES AT THE PARK AND WILL EXPRESS THEIR OPINIONS ON WHAT FOOD IS GOOD FOR THE BODY AND WHAT IS NOT. STUDENTS WILL THEN COLLABORATE TO CREATE A PERSONALIZED VERSION OF THE STORY.

Cycle : 1, Elementary 2

Duration : 5 - 6

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

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

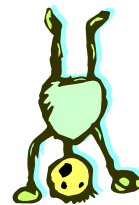
The Cycle One student: → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements

CONTEXTUAL LANGUAGE	
<u>Routines:</u> <ul style="list-style-type: none"> Uses common inquiries and statements Joins in during playful choral responses Responds to instructions 	→ → →
<u>Repertoire of words and short expressions:</u> <ul style="list-style-type: none"> Expresses personal and immediate needs Expresses ideas Uses expressions during pair work Uses vocabulary related to objects and people 	→ → → →
<u>Language related to songs, rhymes and stories:</u> <ul style="list-style-type: none"> Builds personal repertoire by joining in recurrent passages of stories 	→
<u>Key elements</u> <ul style="list-style-type: none"> Orally identifies characters, actions, objects and places 	→
STRATEGIES	
A. Compensatory strategies <ul style="list-style-type: none"> Asking for help Asking for clarification 	→
B. Learning strategies <ul style="list-style-type: none"> Self-monitoring Self-evaluation Directed attention Inferencing 	→









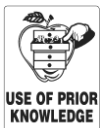














<ul style="list-style-type: none"> • Predicting • Use of prior knowledge • Practice • Using resources: Makes use of human and material resources targeted for the task: • Cooperation • Risk-taking 	
Discovers CULTURAL ELEMENTS through:	
Stories	→

⑤	
Materials needed	<p>For the teacher:</p> <p>Dora flashcards, coloring pages and activities available at : http://www.nickjr.com/parenting/activity_finder/printables/dora/index.jhtml?partner=pip</p> <ul style="list-style-type: none"> • Teacher Tool 1: flashcards for pre-listening (predicting) • Teacher Tool 2: flashcards for pre-listening (presentation of key elements) • Teacher Tool 3: flashcards for listening • Teacher Tool 4: reference chart for posting the flashcards from the story • Teacher Tool 5: enlarged, laminated copy of Handout 1 (to be prepared by the teacher) • Teacher Tool 6: enlarged, laminated copy of Handout 2 (to be prepared by the teacher) • Teacher Tool 7: flashcards representing “I like”, “I don’t like”, “strong”, “not strong” • Teacher Tool 8: small replicas of Teacher Tool 7 • Teacher Tool 9: <i>Slide and ladder</i> game (7 to 11 laminated copies) • Teacher Tool 10: Flashcard “My turn/Your turn” for the <i>Slide and ladder</i> game • Teacher Tool 11: Visual instructions for the <i>Slide and ladder</i> game • Teacher Tool 12: enlarged, laminated copy of planning tool for model story: <i>Picnic at the Park</i> by Réjane and Donna (to be prepared by the teacher) • Teacher Tool 13: model story: <i>Picnic at the Park</i> by Réjane and Donna • Teacher Tool 14: flashcards that accompany Teacher Tools 12 and 13 • Teacher Tool 15a: example of resource chart • Teacher Tool 15b: headings for the resource chart • Teacher Tool 16: enlarged copy of Handout 5 for creating a class story (to be prepared by the teacher) • Teacher Tool 17: enlarged copy of Handout 6 for creating a class story (to be prepared by the teacher) • Observation grids <p>For the student:</p> <ul style="list-style-type: none"> • Handout 1: key elements (food) • Handout 2: key elements (in the playground) • Handout 3: labels for Handout 1 • Handout 4: labels for Handout 2 • Tokens and dice (1 per team) • Handout 5: story organizer • Handout 6: template for creating a personalized version of the story • Reflection sheet

⑤ CLASSROOM ACTIVITY


















STEP 1: PREPARING THE TASK






Role of the students	Role of the teacher
First period: Activity 1 	First period: Activity 1  Prepares students to listen to the story. Comes to class ready for a picnic: tablecloth, plates, a bowl, sandwiches, apple juice, fruit, popcorn ...
 Focus attention on the teacher and visual cues. 	 Says that he/she is ready for a picnic and presents what he/she has brought.
 Answer teacher's question.	 Asks students if they like to go on picnics.
 Answer teacher's question.  	 Asks students what they like to eat when they are on a picnic.
 Focus attention on the teacher and visual cues. 	 Puts up flashcards "Concentrating on the teacher" and "Using English in pair/group activities".  Presents Dora on the cover page of the book and says that Dora is also going for a picnic.
 Predict what will happen in the story by observing elements on the cover page. Draw upon personal repertoire of words to answer teacher's questions and take risks.  	 Divides the blackboard into three sections. Has students predict some of the elements of the story by having them focus on the cover page of the book. Asks students if they can identify some of the things Dora has at her picnic. Puts up the corresponding flashcards from Teacher Tool 1 in the first section on the blackboard. This will be the picnic section. (See Teacher Tool 4 as reference)
 Predict what will happen in the story by observing elements on the cover page. Draw upon personal repertoire of words to answer teacher's questions and take risks.  	 Asks students if they know who Dora's friends on the cover page are. Puts up the flashcard of the monkey and that of the squirrel (Teacher Tool 1) in the second section on the board. This will be the friend section.



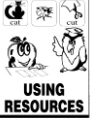


<p>❧ Predict what will happen in the story by observing elements on the cover page. Draw upon personal repertoire of words to answer teacher's questions and take risks.</p> <div data-bbox="142 268 235 388" data-label="Image"> </div> <div data-bbox="284 268 376 388" data-label="Image"> </div>	<p>❧ Asks students where they think Dora is having her picnic and puts up the flashcard of the park (Teacher Tool 1) in the third section on the board. This will be the park section.</p>
<p>❧ Try to answer the teacher's question.</p> <div data-bbox="142 457 235 577" data-label="Image"> </div>	<p>❧ Asks students if they know the names of the two games in the park. Puts up the flashcard of the slide and that of the swings (Teacher Tool 1) in the third section on the board.</p>
<p>❧ Reflect on their use of directed attention and on whether or not they participated by using English.</p> <div data-bbox="94 699 186 819" data-label="Image"> </div> <div data-bbox="284 699 441 819" data-label="Image"> </div> <div data-bbox="516 699 657 819" data-label="Image"> </div>	<p>❧ Guides students in their reflection on directed attention and use of English.</p>
<p>❧ Direct attention on the teacher.</p> <div data-bbox="121 909 214 1029" data-label="Image"> </div> <p>❧ Name the animals on the flashcards.</p> <div data-bbox="94 1119 186 1239" data-label="Image"> </div>	<p>❧ Redirects students' attention on the flashcards "Concentrating on the teacher" and "Using English in pair/group activities".</p> <p>❧ Tells students that Dora will have a picnic with four other friends. Shows the flashcards of a cow, a chicken, a bird and a dinosaur (Teacher Tool 2) and asks students if they know what these animals are. Puts up the flashcards in the second column on the board.</p>
<p>❧ Take risks and participate.</p> <div data-bbox="126 1392 219 1512" data-label="Image"> </div>	<p>❧ Shows flashcards of other things that the friends will eat at the picnic (Teacher Tool 2). Asks students to try to identify the items and asks certain students to come up and post the corresponding flashcards in the first column on the board.</p>
<p>❧ Focus on the visuals.</p> <div data-bbox="146 1606 238 1726" data-label="Image"> </div>	<p>❧ Presents the other objects in the park, the sandbox, a tree and a picnic table. Puts up the flashcards in the third column on the board.</p>
<p>❧ Reflect on their use of directed attention and on whether or not they participated by using English.</p> <div data-bbox="94 1822 186 1942" data-label="Image"> </div> <div data-bbox="256 1833 414 1953" data-label="Image"> </div> <div data-bbox="472 1833 613 1953" data-label="Image"> </div>	<p>❧ Guides students in their reflection on directed attention and use of English.</p>

<p>Activity 2</p> <p>🚲 Listen to the story, compare information with the flashcards.</p> <div data-bbox="125 275 217 396"> </div> <div data-bbox="267 275 360 396"> </div> <div data-bbox="407 275 500 396"> </div>	<p>Activity 2</p> <p>🚲 Directs students' attention on the flashcard "Concentrating on the teacher".</p> <p>🚲 Reads the story, <i>Dora's Picnic</i> to the students a first time using facial expressions, the pictures in the book, gestures, varying the intonation and referring to the appropriate flashcards.</p>
	<p>🚲 Uses Teacher Tool 3 to introduce new vocabulary as the words come up in the story. Adds the flashcards in the appropriate column on the board.</p>
<p>🚲 Reflect on their use of directed attention.</p> <div data-bbox="97 676 190 798"> </div> <div data-bbox="235 676 393 808"> </div>	<p>🚲 Guides students in their reflection on directed attention.</p>
<p>Activity 3</p> <p>🚲 Take out their scrapbook.</p>	<p>Activity 3</p> <p>🚲 Asks students to take out their scrapbook. Distributes Handout 2.</p>
<p>🚲 Glue Handout 2 in their scrapbook.</p>	<p>🚲 Asks students to glue Handout 2 in the scrapbook.</p>
<p>🚲 Direct attention to the teacher's explanations.</p> <div data-bbox="172 1205 264 1327"> </div> <p>🚲 Raise their hand if they like to ride a bicycle.</p>	<p>🚲 Directs students' attention on the flashcard "Concentrating on the teacher".</p> <p>🚲 Uses the flashcards, Teacher Tool 6, to introduce <i>like</i> and <i>don't like</i>.</p> <p>🚲 Explains <i>like</i> by showing a happy face and making a sound of approval and <i>don't like</i> by showing an unhappy face and grunting.</p> <p>🚲 Points to the flashcard of the bicycle (Teacher Tool 3) and says: <i>I LIKE to ride a bicycle</i> (showing the BIG HEART).</p> <p>🚲 Puts a small heart, Teacher Tool 8, on TOP of the flashcard of the bicycle.</p> <p>🚲 Asks the class: <i>Who likes to ride a bicycle?</i></p>

<p>⌘ Direct attention to the teacher's explanations.</p>  <p>⌘ Raise their hand if they don't like that activity.</p>	<p>⌘ Points to another activity, something he/she does NOT like and says: <i>I DON'T LIKE to slide</i> (showing the BIG HEART WITH AN X)</p> <p>⌘ Puts a small heart with an x across, Teacher Tool 8, on top of that flashcard of that activity.</p> <p>⌘ Asks the class: <i>Who doesn't like to slide?</i></p> <p>⌘ Gives more examples of <i>like</i> and <i>don't like</i> if needed.</p> <p>⌘ Removes the small hearts from the flashcards.</p>
<p>⌘ Reflect on their use of directed attention.</p>  	<p>⌘ Guides students in their reflection on directed attention.</p>
<p>⌘ Direct attention to the teacher's explanations and to the flashcard.</p>  <p>⌘ Copy the word on their Handout 2.</p>	<p>⌘ Directs students' attention on the flashcard "Demonstrating understanding -responding to instructions".</p> <p>⌘ Uses an enlarged version of Handout 2 to model the activity. Has students look at the first picture on the handout. Points to the flashcard of the sandcastle (Teacher Tool 3) and copies the word "sandcastle" under its picture on the enlarged Handout 2.</p> <p>⌘ Asks students to copy the word on their Handout 2.</p> <p>(The teacher could also distribute handout 4 and ask students to label the pictures)</p>
<p>⌘ Direct attention to the modeling. Answer the teacher's questions. Circle the appropriate heart.</p> 	<p>⌘ Asks students what the hearts next to the picture mean. Models what to do. <i>Sandcastle. Hum! I like to make sandcastles. I will circle the heart. How about you? Who likes to make sandcastles? Good. Circle the heart.</i> (Points to the heart on Handout 2 and the big heart, Teacher Tool 6.) <i>Who doesn't like to make sandcastles? Good. Circle the heart with the X.</i> (Points to the heart with the X on Handout 2 and the big heart with an X, Teacher Tool 6)</p>
<p>⌘ Pay attention to the second example.</p> 	<p>⌘ Gives another example of what to do. Points to the second picture on the enlarged version of Handout 2 and repeats the same steps.</p>

<p>☞ Reflect on their use of demonstrating understanding (responding to instructions).</p> <div data-bbox="144 207 237 327">  </div> <div data-bbox="409 201 521 327">  </div>	<p>☞ Guides students in their reflection on demonstrating understanding -responding to instructions.</p>
<p>☞ Continue the activity by using the flashcards and using English.</p> <div data-bbox="92 434 183 554">  </div>	<p>☞ Directs students' attention on the flashcards "Concentrating on the visuals", "Using English in pair/group activities" and "Using English in songs and rhymes".</p> <p>☞ Lets the students continue by themselves as soon as they feel comfortable to do so.</p>
<p>☞ Practice their songs.</p> <div data-bbox="99 621 190 741">  </div>	<p>☞ Plays songs that students have already practised in the background. Helps students in need.</p>
<p>☞ Participate.</p>	<p>☞ Once everyone has finished, questions students about some of the other pictures on the handout. <i>Who likes to play on the swings? Who doesn't like to play on the swings?</i></p>
<p>☞ Reflect on their concentration on the visuals and their use of English.</p> <div data-bbox="99 963 190 1083">  </div> <div data-bbox="241 963 472 1094">  </div> <div data-bbox="505 963 634 1094">  </div> <div data-bbox="667 963 797 1094">  </div>	<p>☞ Guides students in their reflection on their concentration on the visuals and their use of English.</p>
<p>☞ Glue Handout 1 in their scrapbook.</p>	<p>☞ Distributes Handout 1.</p> <p>☞ Asks students to glue Handout 1 in their scrapbook.</p>
<p>Direct attention to the teacher's explanations.</p> <div data-bbox="172 1304 264 1423">  </div> <p>☞ Raise their hand if they think grapes give them energy and make them strong.</p>	<p>☞ Directs students' attention on the flashcard "Concentrating on the teacher".</p> <p>☞ Uses the flashcards, Teacher Tool 7, to introduce <i>strong</i> and <i>not strong</i>.</p> <p>☞ Explains <i>strong</i> by showing his/her muscles and making the association "strong like Popeye" and <i>not strong</i> by showing that he has no energy and cannot pick up a dictionary for example.</p> <p>☞ Points to the flashcard of the grapes (Teacher Tool 1) and says: <i>Grapes make me strong like Popeye. They are good for my body. They give me energy.</i> (showing the strong character).</p> <p>☞ Puts a small strong character, Teacher Tool 8, on TOP of the flashcard of the grapes.</p> <p>☞ Asks who thinks grapes give them energy and make them strong.</p>

<p>⌘ Direct attention to the teacher's explanations.</p>  <p>⌘ Answer by saying "yes" or "No".</p> <p>⌘ Participate by naming food that is not good for their body.</p> 	<p>⌘ Points to another food item, popcorn, and says: <i>Popcorn doesn't make me strong. I like popcorn but it doesn't give me energy. It doesn't make me strong like Popeye. (showing the strong character WITH AN X).</i></p> <p>⌘ Puts a small character with an x across, Teacher Tool 8, on top of that flashcard of popcorn.</p> <p>⌘ Asks the class: <i>Does popcorn make YOU strong?</i></p> <p>⌘ Gives more examples of <i>strong</i> and <i>not strong</i> if needed. Teacher could use other examples of non-healthy food, for instance chips and also ask students to give examples.</p> <p>⌘ Removes the small characters from the flashcards.</p>
<p>⌘ Reflect on their use of directed attention.</p> 	<p>⌘ Guides students in their reflection on directed attention.</p>
<p>⌘ Direct attention to the teacher's explanations and to the flashcard.</p>  <p>⌘ Copy the word on their Handout 1.</p>	<p>⌘ Directs students' attention on the flashcard "Demonstrating understanding -responding to instructions".</p> <p>⌘ Uses an enlarged version of Handout 1 to model the activity. Has students look at the first picture on the handout. Points to the flashcard of the grapes (Teacher Tool 1) and copies the word "grapes" under its picture on the enlarged Handout 1.</p> <p>⌘ Asks students to copy the word on their Handout 1.</p> <p>(The teacher could also distribute handout 3 and ask students to label the pictures)</p>
<p>⌘ Direct attention to the modeling. Answer the teacher's question. Circle the appropriate heart.</p> 	<p>⌘ Has students look at the first picture on the handout and the hearts. Reminds students that the first heart means "I like" and the second "I don't like". Models what to do.</p> <p><i>Grapes. Hum! I like grapes. I will circle the heart. How about you? Who likes grapes? Good. Circle the heart. (Points to the heart.) Who doesn't like grapes? Good. Circle the heart with the X. (Points to the heart with the X.)</i></p>

<p>⌘ Direct attention to the modeling. Answer the teacher's question. Circle the appropriate character.</p> 	<p>⌘ Continues the modeling. Points to the strong character on the enlarged Handout 1, mimes strong and asks: <i>Are grapes good for me? Do they make me strong? Are they good for my body? Hum! I think so. I will circle the strong character. How about you? Circle the strong character.</i> (Points to the strong character.) <i>Who thinks grapes are not good for the body? Circle the character with the X.</i> (Points to the character with the X.)</p>
<p>⌘ Pay attention to the second example.</p>	<p>⌘ Gives another example of what to do. Points to the second picture on the enlarged version of Handout 1 and repeats the same steps.</p>
<p>⌘ Reflect on their use of demonstrating understanding (responding to instructions).</p> 	<p>⌘ Guides students in their reflection on demonstrating understanding -responding to instructions.</p>
<p>⌘ Continue the activity by using the flashcards and using English.</p> 	<p>⌘ Directs students' attention on the flashcards "Concentrating on the visuals", "Using English in pair/group activities" and "Using English in songs and rhymes".</p> <p>⌘ Lets the students continue by themselves as soon as they feel comfortable to do so.</p>
<p>⌘ Practice their songs.</p> 	<p>⌘ Plays songs that students have already practised in the background. Helps students in need.</p>
<p>⌘ Participate.</p>	<p>⌘ Once everyone has finished questions students about some of the other pictures on the handout. <i>Who likes jelly? Who doesn't like bread? Is popcorn good for the body? Are bananas good for the body?</i></p>
<p>⌘ Reflect on their concentration on the visuals and their use of English.</p> 	<p>⌘ Guides students in their reflection on their concentration on the visuals and their use of English.</p>

Activity 4

- Direct attention to the teacher's explanations.



Activity 4

- Directs students' attention on the flashcard "Concentrating on the teacher".
- Uses an enlarged version of Teacher Tool 9 to present the "Slide and Ladder" game. Shows students where the game starts and points to the picto of the person starting the race. Explains the use of the arrows to show direction, the ladder to go up, the slide to go down and the picto that represents the end. (Note: Students may have problems following the right direction in the game so it is very important to insist on the use of the arrows. The teacher may also draw an arrow going left and an arrow going right on the board with the word "arrow" under it.) Has students notice that all the pictures in the game are elements seen in the story, "Dora's Picnic".
- Posts Teacher Tools 10 and 11 (flashcard with expressions "My turn/Your turn" and visual instructions for the game).

- Students volunteer to play with the teacher. Chosen student participates in the modeling. After the teacher has played, says: *My turn*. Rolls a die, says the number, and advances the corresponding spaces counting out loud. Looks at the posted flashcards and names the object in the space. Says: *Your turn*.

Other students look and listen to the modeling.

- Asks for a volunteer to participate to the modeling of how to play the game. Says: *My turn* (Points to Teacher Tools 10 and 11). Rolls a die, (points to step 2, Teacher Tool 11), says the number (points to step 3, Teacher Tool 11), and advances the corresponding spaces counting out loud (points to step 4, Teacher Tool 11). Looks at the posted flashcards and names the object in the space (points to step 5, Teacher Tool 11). Says: *Your turn* (points to step 6, Teacher Tool 11).

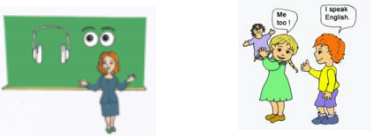



- Uses the flashcards and helps the teacher.







- Says: *My turn*. Rolls a die, says the number, and advances the corresponding spaces counting out loud. Looks at the posted flashcards and says: *Problem, help me please*.






Thanks partner and says *Your turn*.





(The aim of the game is to practise vocabulary seen in "Dora's Picnic". Students who do not know the word do not go back to their last space. They learn by asking for help.)

<p>⌘ Continues the modeling with the teacher if necessary.</p>	<p>⌘ Continues the modeling if the students seem to need it. The teacher could ask two students to come up front and model how to play the game. The teacher gives the two students help if needed by referring back to Teacher Tool 11 and has the other students participate at the same time by counting out loud the number of spaces to advance (step 4, Teacher Tool 11) and by repeating “Your turn” and by pointing to the person whose turn it is. (step 6, Teacher Tool 11)</p> <p>⌘ Explains that it is not necessary to have the exact number to finish the game.</p>
<p>⌘ Reflect on their use of directed attention and use of English.</p> 	<p>⌘ Guides students in their reflection on directed attention and use of English.</p>
<p>⌘ Participate by saying what is expected during the game.</p> <p>⌘ Place themselves in groups of two or three to play the game. Play the game by using English. Ask for help or clarification when needed.</p> 	<p>⌘ Directs students’ attention on the flashcard “Using English in pair/group activities”. Asks students to repeat the exact expectations about the use of English: saying <i>My turn</i>; counting out loud with the teacher after the die has been rolled; saying the word of the picture in the appropriate space; saying <i>Your turn ...</i> (Teacher Tool 11).</p> <p>⌘ Forms groups of two or three. Distributes Teacher Tool 9 and a die to each team. Helps and supports students.</p>
<p>⌘ Reflect on their use of English.</p> 	<p>⌘ Guides students in their reflection on their use of English during the game.</p>
<p>Self-evaluate concentration, use of English and demonstration of understanding.</p> 	<p>Guides students in their self-evaluation of concentration, use of English and demonstration of understanding.</p>

STEP 2: CARRYING THE TASK

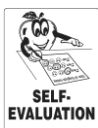

Role of the students	Role of the teacher
<p>Activity 5</p> <p>🚲 Listen to the story and compare information with the flashcards if needed. Join in by saying the words represented by pictograms in the storybook.</p> 	<p>Activity 5</p> <p>🚲 Directs students' attention on the flashcard "Using English to join in during storytelling".</p> <p>🚲 Reads the story a second time pointing to the flashcards as needed and by asking students to participate by saying the words represented by pictograms in the storybook.</p>
<p>🚲 Reflect on their use of English to join in during storytelling.</p> 	<p>🚲 Guides students in their reflection on their use of English to join in during storytelling.</p>
<p>Activity 6</p> <p>🚲 Listen to the teacher's story and explanations.</p> 	<p>Activity 6</p> <p>🚲 Directs students' attention on the flashcard "Concentrating on the teacher".</p> <p>🚲 Tells students that they are going to write a story similar to <i>Dora's Picnic</i>.</p> <p>🚲 Shows the model storybook, Teacher Tool 13. Draws students' attention to the fact that each page is accompanied by a drawing. Reads the story to the students. Uses flashcards from Teacher Tool 14 when necessary. Models how to read, using facial expressions, intonation and gestures. Makes frequent reference to the illustration of the action on the opposite page as he/she reads the story.</p>
<p>🚲 Answer the teacher's questions. Refer to the flashcards if needed.</p> 	<p>🚲 Refers to the food items in the model story and the flashcards if necessary. Asks students if they like these.</p> <p><i>Who likes chocolate milk?</i></p> <p>Asks students if these items are good for the body.</p> <p><i>Is chocolate milk good for your body?</i></p>
<p>🚲 Answer the teacher's questions.</p>	<p>🚲 Asks students if they like the activities in the model story.</p> <p><i>Who likes to play ball?</i></p>

<p>🚲 Reflect on their use of directed attention.</p> 	<p>🚲 Guides students in their reflection on directed attention.</p>
<p>Activity 7: Modeling how to create a story</p> <p>🚲 Brainstorm ideas for the story with the help of the teacher.</p> 	<p>Activity 7: Modeling how to create a story</p> <p>🚲 Redirects students' attention on the flashcards "Concentrating on the teacher", "Concentrating on the visuals", and "Using English in pair/group activities".</p> <p>🚲 Prepares the students to write their storybook by modelling how to imagine and write a story using the available resources.</p> <p>🚲 Uses a resource sheet on chart paper (see Teacher Tool 15a as example and Teacher Tool 15b for the headings) to brainstorm ideas for the different sections: friends, food and drink, park activities. Uses the headings, Teacher Tool to build the resource sheet.</p>
<p>🚲 Reflect on directed attention on the teacher and on the visuals and their use of English.</p> 	<p>🚲 Guides students in their reflection on directed attention on the teacher and on the visuals and their use of English.</p>
<p>🚲 Directs attention on the teacher's explanations and makes links among the different resources needed to write a story.</p> 	<p>🚲 Redirects students' attention on the flashcards "Concentrating on the teacher", "Concentrating on the visuals", and "Using English in pair/group activities".</p> <p>🚲 Presents the planning tool (Teacher Tool 12) used for the model story by Réjane and Donna (Teacher Tool 13). Has students notice the different sections and how they refer to the resource sheet they prepared. Names the different food items on the planning tool, shows that these come from the resource sheet and were then used for the writing of the model story. Does the same thing with the drinks and the activities in the park.</p>
<p>🚲 Participate by making suggestions for their class story.</p> 	<p>🚲 Uses Teacher Tool 16 (the enlarged version of Student Handout 5) to plan the writing of the class story. Goes through each section, pointing to the corresponding section on the resource sheet and asks students what they would like to use for their class story. Writes some of the suggested answers on the planning tool.</p>

<p>🚲 Reflect on directed attention on the teacher and the visuals and their use of English.</p> 	<p>🚲 Guides students in their reflection on directed attention on the teacher and the visuals and their use of English.</p>
<p>🚲 Listen to the teacher's explanations and participate to the making of the class book.</p> 	<p>🚲 Redirects students' attention on the flashcards "Concentrating on the teacher", "Concentrating on the visuals", and "Using English in pair/group activities".</p> <p>🚲 Uses Teacher Tool 17 (the enlarged version of Student Handout 6) to write a class version of <i>Dora's Picnic</i>.</p> <ol style="list-style-type: none"> 1. Presents the cover page and writes his/her name and the students' group number to show that they are the authors. 2. Presents the first page and writes his/her name in the blank. Makes an illustration. 3. Asks the students the names of the two friends on the class planning tool, Teacher Tool 16, and writes their names on the second page. Makes an illustration. 4. Continues this way having students name the food items, drinks or activities written on the planning tool. Continues to illustrate the pages. 5. Reads the last page of <i>Dora's Picnic</i> and has students notice "best picnic". Reads the last page of the model storybook and has students notice "great picnic". Asks students what word they chose, referring again to the planning tool, to describe the picnic and writes it on the last page. Illustrates the page.
<p>🚲 Reflect on directed attention on the teacher and the visuals and their use of English.</p> 	<p>🚲 Guides students in their reflection on directed attention on the teacher and the visuals and their use of English.</p>
<p>Self-evaluate concentration and use of English.</p> 	<p>Guides students in their self-evaluation of concentration and use of English.</p>

STEP 3: ASSIMILATION-TRANSFER OF LEARNING

Role of the students	Role of the teacher
<p>Activity 8</p> <p>🚲 Work in pairs to write their own story, closely guided by the teacher.</p> <div data-bbox="121 447 212 562" data-label="Image"> </div> <div data-bbox="290 447 375 562" data-label="Image"> </div> <div data-bbox="121 590 207 705" data-label="Image"> </div>	<p>Activity 8</p> <p>🚲 Redirects students' attention on the flashcards "Concentrating on the visuals", and "Using English in pair/group activities".</p> <p>🚲 Closely guides students as they write their story and scaffolds the task.</p> <ol style="list-style-type: none"> 1. Tells students to pair up. 2. Distributes a planning tool to each student. 3. Asks students to glue their sheet in their scrapbook. 4. Asks students to find ideas for their own story by filling in their planning tool. Students will share ideas but both students will make a book. 5. Asks all students to do one section of the planning tool, for instance, friends, by referring to the resource sheet and the models used for the class story and Réjane and Donna's story. Stops, checks to see if everyone has done the job and continues with another section of the planning tool until all the sections have been completed. 6. Distributes the cover page only and asks students to write their names. 7. Hands out the first story page and tells them to write their name in the first sentence. 8. Asks them to illustrate the first page. Those who finish early may start coloring the cover page. 9. After making sure everyone understands what to do, continues with the next page, referring students to their planning tool but also to the available models. 10. Continues this way until the completion of the story. 11. Provides plenty of encouragement.
<p>🚲 Reflect on their concentration on the visuals and their use of English.</p> <div data-bbox="121 1709 354 1839" data-label="Image"> </div> <div data-bbox="453 1709 586 1839" data-label="Image"> </div>	<p>🚲 Guides students in their reflection on their concentration on the visuals and their use of English.</p>

<p>⌘ When students have finished their storybook, the pairs exchange books and read one another's story.</p>	<p>⌘ When students have finished their storybook, asks pairs to exchange books and read one another's story.</p>
	<p>⌘ Post the students stories in the hall on a bulletin board.</p>
<p>Self-evaluate concentration and use of English.</p> <div>   </div>	<p>Guides students in their self-evaluation of concentration and use of English.</p>

Transfer of learning in different contexts


Analysis of what took place
(Please write your notes here: questions, solutions, modifications, links with next pedagogical planning ...)

➤

➤

➤

➤




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

COMPETENCY 1

Observation Grid

Progress:

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

 Class List	Evidence of understanding of texts		Use of strategies (for regulation)				CCC: To construct his/her identity <ul style="list-style-type: none"> To react to facts and events (food the characters bring to the picnic)
	Use of words and expressions from texts during storytelling	Use of words and expressions from texts and provided resources to create a personalized version	directed attention	cooperation	practice	using resources	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

COMPETENCY 2

Observation Grid


Progress:

A: Autonomously

S: Supported by the teacher

G: Guided by the teacher

D: Much difficulty

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