



IS SALLY A CAMEL?

① Broad areas of learning	
<ul style="list-style-type: none"> ➤ health and well-being <input type="checkbox"/> ➤ personal and career planning <input type="checkbox"/> ➤ media literacy <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ environmental awareness and consumer rights and responsibilities <input type="checkbox"/> ➤ citizenship and community life <input checked="" type="checkbox"/>
<p>Focus of development: Involvement in action in a spirit of cooperation and solidarity (interaction with peers in a spirit of mutual help)</p>	

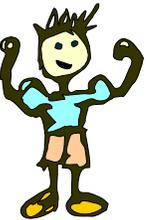
② Cross-curricular competencies			
INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
<ul style="list-style-type: none"> ➤ To use information <input type="checkbox"/> ➤ To solve problems <input type="checkbox"/> ➤ To exercise critical judgment <input type="checkbox"/> ➤ To use creativity <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ To adopt effective work methods <input type="checkbox"/> ➤ To use information and communications technologies <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ To construct his/her identity <input checked="" type="checkbox"/> ➤ To cooperate with others <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ To communicate appropriately <input type="checkbox"/>

③ ESL Competencies and key features	
TO ACT ON UNDERSTANDING OF TEXTS	TO COMMUNICATE ORALLY IN ENGLISH
<ul style="list-style-type: none"> ➤ Explores authentic texts orally <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ Listens to messages <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> ➤ Uses knowledge from texts <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ Transmits simple messages <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> ➤ Monitors own learning <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ Monitors own learning <input checked="" type="checkbox"/>

Third LES for Elementary 1

Description: Students continue exploring authentic English songs. They rely on their previous knowledge to take on other challenges. They learn a new song, *Sally the Camel*; they work with a partner and help each other.

Cycle One: Elementary 1 **Duration:** 4 periods

⑥	Cross-curricular competencies	ESL competencies
<p>Evaluation criteria</p> 	<p>➤Curiosity and openness regarding his/her surroundings At this early stage of learning English as a second language, reflecting on <i>Curiosity and openness regarding his/her surroundings</i> is optional.</p>	<p>Competency 1</p> <ul style="list-style-type: none"> • Evidence of understanding of texts • Use of learning strategies (for regulation only) <p>Competency 2</p> <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)
<p>Evaluation means</p>	<ul style="list-style-type: none"> • Teacher's observation grids • Students' reflection sheets 	

<p>Essential Knowledge: The symbols used below refer to the Progression of Learning document. They show, for each element of learning, what is expected by the end of the school year. <i>The Cycle One student:</i> → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements</p>	
CONTEXTUAL LANGUAGE	
<p><u>Routines:</u> -Uses common inquiries and statements -Joins in during playful choral responses -Responds to instructions - Uses cheers</p>	<p>→ → → →</p>
<p><u>Repertoire of words and short expressions:</u> -Expresses personal and immediate needs -Uses expressions during pair work -Describes characters</p>	<p>→ → →</p>
<p><u>Language related to songs, rhymes and stories:</u> -Builds personal repertoire of words and short expressions when joining in to perform songs</p>	<p>→</p>
<p><u>Key elements</u> -Orally identifies characters, objects</p>	<p>→</p>
STRATEGIES	
<p>A. Compensatory strategies •Asking for help: request assistance</p>	<p>→</p>
<p>B. Learning strategies •Self-monitoring •Self-evaluation •Directed attention •Inferencing</p>	<p>→</p>

Third LES for Elementary 1

<ul style="list-style-type: none"> ●Use of prior knowledge ●Physical response ●Practice ●Using resources <ul style="list-style-type: none"> -Makes use of human and material resources targeted for the task: ●Risk-taking 	
Discovers CULTURAL ELEMENTS through:	
Songs: sing-alongs	→
Authentic audio-models: audio productions	→

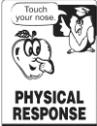
⑤	
Materials needed	<p>For the teacher:</p> <ul style="list-style-type: none"> - <i>Sally the Camel</i>, the song on cassette or CD (Barney's Greatest Hits, The Early Years, Track 17) (Barney's Favorites, Volume 1, Track 11) - Teacher Tools 1a & 1b: flashcards with key elements from song - Teacher Tool 2a and 2b: large size (11" X 17") reflection sheet for modelling - Teacher Tool 3: large labels - Teacher Tool 4 (a to g): large reproduction of pictograms used on the students' reflection sheets - Teacher Tool 5: Card game (with or without the game instructions) <p>For the student:</p> <ul style="list-style-type: none"> - Student Handout 1: lyrics - Student Handout 2: reflection sheets (choose appropriate handout—aa to j—according to month the LES is being carried out) - Student Handout 3: labels - Student handout 4a and 4b: sheet with illustrations of the key elements (flashcards)

CLASSROOM ACTIVITY

STEP 1: PREPARING THE TASK

Role of the students	Role of the teacher
<p>Step 1:</p> <ul style="list-style-type: none"> Look at and listen to the teacher and observes the flashcards presented. Repeat the words “<i>Sally the Camel.</i>” Try to make links between the words and the pictures. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Step 1:</p> <ul style="list-style-type: none"> Hums the beginning of the song and tells the students that they are going to learn an English song called <i>Sally the Camel</i>. Repeats the title. Puts up the <i>Sally the Camel</i> flashcard, Teacher Tool 1a or 1b on the board or on a bulletin board. Shows the other flashcards (Teacher Tool 1a or 1b) illustrating the key elements of the song. Mimes the key elements as he/she puts up the flashcards. (Mimes: 5 humps, he/she shows 5 fingers etc.) Plays the song. Points to the different flashcards as the song is being played.
<p>Step 2:</p> <ul style="list-style-type: none"> Take out Students’ reflection sheet (Handout 2) Complete the date on the next line of their reflection sheet. Direct attention to the modelling. <div style="display: flex; justify-content: space-around; align-items: center;">  </div>	<p>Step 2:</p> <ul style="list-style-type: none"> Posts Teacher Tool 2a on the blackboard. Uses 11”X17” version to model its use. Asks students to take out their Students’ reflection sheet (Handout 2). Writes the date on Teacher Tool 2a on the next line of the reflection sheet. Reflects aloud using Teacher Tool 4a along with Teacher Tool 2a. Says: <i>Look at this picture. Oh! I was supposed to LOOK at and LISTEN to the teacher. Did I LOOK at the teacher? Did I LISTEN to the teacher? Hum! Yes. OK, I will colour a little smiley. (The teacher colours a smiley on his/her model reflection sheet.) Good for me!</i>

Third LES for Elementary 1

<ul style="list-style-type: none"> • Raise their hand if they have been SUPER listeners. Colour a smiley, if deserved.   <ul style="list-style-type: none"> • Ask for help, if needed.  <ul style="list-style-type: none"> • Participate by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<ul style="list-style-type: none"> • Asks, <i>And you? Did you LOOK at me?</i> (touching the eyes). <i>Who LOOKED at me?</i> <i>Did you LISTEN to me?</i> (touching his/her ears). <i>Who LISTENED to me?</i> <i>Who has been a SUPER listener?</i> • Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. • Asks <i>Who's finished?</i> Looks at the students who have raised their hand and encourages them to say <i>I'm finished</i>. Asks <i>Who's not finished?</i> Looks at the students who have raised their hand and encourages them to say <i>I'm not finished</i>.
<p>Step 3:</p> <ul style="list-style-type: none"> • Move to the appropriate area in the classroom. • Imitate the teacher's gestures and pay attention to the corresponding words.  <ul style="list-style-type: none"> • Listen to the song and do the appropriate gestures. 	<p>Step 3:</p> <ul style="list-style-type: none"> • Asks students to come to the centre, or to an open space in the classroom. • Says the key elements of the song and asks students to do the gestures with him/her. • Plays the song a few times and asks students to do the gestures at the appropriate moment.

Step 4:

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



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



- Ask for help, if needed.



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



Step 5:

- Stand up by their seat. Try to sing along and do the gestures.



Step 4:

- Asks students to go back to their seats.
- Reflects aloud using Teacher Tool 4c along with Teacher Tool 2a or 2b. Says:
Did I DO the ACTIONS? Did I show 5 humps? Yes. Did I show 3 humps? Yes. Did I stomp my feet for "RIDE"? Yes. I did. Good job! I will colour another smiley (The teacher colours a smiley on his/her model reflection sheet.)
- Asks,
And you? Did you do the gestures? Who DID the gestures? Who showed the five humps, four humps, three humps, etc. of the camel? Who stomped their feet for "RIDE"?
- Checks raised hands to see if he/she agrees. Congratulates students. *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks *Who's finished?* Looks at the students who have raised their hand and encourages them to say *I'm finished*. Asks *Who's not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

Step 5:

- Asks students to stand by their seat. Plays the song again and asks students to do the gestures and try to join in, singing the song.

Step 6:

- Sit down. Direct attention to the modelling.



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



- Ask for help, if needed.



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



Step 6:

- Asks students to sit down. Reflects aloud using Teacher Tool 4e along with Teacher Tool 2a or 2b. Says:
Did I SING? Did I JOIN IN? Did I SAY some of the words? (Sings the song, voluntarily hesitating now and then and skipping some of the words).
Yes. I did. Good job! I will colour another smiley. (The teacher colours a smiley on his/her model reflection sheet.)
- Asks,
And you. Did you SING the words? Who SANG the words? Who joined in? Who said some words of the song?
- Checks raised hands to see if he/she agrees. Congratulates students. *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks, *Who's finished?* Looks at the students who have raised their hand and encourages them to say *I'm finished*. Asks, *Who's not finished?* Looks at the students who have raised their hand and encourages them to say *I'm not finished*.

Step 7:

- Direct attention to the modelling.



- Put glue on the four corners and in the centre of Student Handout 1. Count with the teacher as they are putting glue on their sheet. Glue their sheet in their scrapbook.

Step 7:

- Takes out Student Handout 1 and his/her scrapbook. Shows students how to glue the lyric sheet in the scrapbook. Puts glue on the four corners and in the centre of the sheet. Counts out loud as this is being demonstrated.
- Glues the sheet in his/her scrapbook.
- Gives Student Handout 1. Reminds students to put glue only on the four corners and in the centre of the sheet. Counts with students as they are doing this.

Third LES for Elementary 1

<ul style="list-style-type: none"> • Answer teacher by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<ul style="list-style-type: none"> • Asks, <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.
<p>Step 8:</p> <ul style="list-style-type: none"> • Direct attention to the modelling.  <ul style="list-style-type: none"> • Raise their hand if they feel they have followed the teacher's instructions carefully. Colour a smiley, if deserved.   <ul style="list-style-type: none"> • Ask for help, if needed. 	<p>Step 8</p> <ul style="list-style-type: none"> • Reflects aloud using Teacher Tool 4d along with Teacher Tool 2a or 2b. Says: <i>Did I LOOK at the teacher gluing the sheet on his/her scrapbook? Did I LISTEN carefully? Now, did I PUT glue on the four corners and in the centre of the sheet? Did I GLUE the sheet in my scrapbook?</i> • Asks, <i>Did you LOOK at the teacher gluing the sheet in his/her scrapbook? Did you LISTEN carefully? Now, did you PUT glue on the four corners and in the centre of the sheet? Did you GLUE the sheet in your scrapbook?</i> • Checks raised hands to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.
<p>Step 9:</p> <ul style="list-style-type: none"> • Direct attention to the modelling. 	<p>Step 9:</p> <ul style="list-style-type: none"> • Models self-evaluation at the end of the period with the help of Teacher Tool 4g along with Teacher Tool 2a or 2b. Says: <i>How did I do today? Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes... OK., Did I listen to the CD? How did I PARTICIPATE? Did I do the GESTURES during the song? Yes.... Did I SING the WORDS of the song? Yes... OK. Now, did I SPEAK English? Did I say "I'm finished."? Did I NAME the flashcards? Let's see, SALLY THE CAMEL, 5 HUMPS, RIDE, Yes... I did well! A BIG SMILEY FOR ME!</i>

Third LES for Elementary 1

<ul style="list-style-type: none"> • Self-evaluate their progress during the period.   <ul style="list-style-type: none"> • Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved. • Ask for help, if needed.  <p>End of first period</p>	<ul style="list-style-type: none"> • Has students self-evaluate themselves. <i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? Did you listen to the CD? Did you participate? Did you do the GESTURES during the song? Did you SING the words of the song? Now, did you SPEAK English? Did you say "I'm finished."? Did you NAME the flashcards, SALLY the CAMEL? HORSE ? RIDE? Etc. Do YOU deserve a BIG SMILEY?</i> • Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour the BIG SMILEY. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. <p>End of first period</p>
--	---

STEP 2: CARRYING OUT THE TASK

Role of the students	Role of the teacher
<p>Second period: Step 1</p> <ul style="list-style-type: none"> • Direct attention. 	<p>Second period: Step 1</p> <ul style="list-style-type: none"> • Shows students Teacher Tool 4a, and reminds students that they have to LOOK at and LISTEN to the teacher.
<ul style="list-style-type: none"> • Give the title of the song. • Name the key elements of the song illustrated on the flashcards.  <ul style="list-style-type: none"> • Take out their scrapbook. 	<ul style="list-style-type: none"> • Asks the students if they remember the name of the song they sang last period. May use Teacher Tool 1b, flashcard 365 to help students name the song. • Activates prior knowledge of key elements in the song. Puts up another flashcard from Teacher Tool 1b and asks students if they remember what it is. Does the same with the other flashcards. • Asks students to take out their scrapbook.

Third LES for Elementary 1

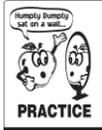
<ul style="list-style-type: none"> • Open their scrapbook at Student Handout 2a or another Student Handout 2 (depending on the month the LES is being carried out). 	<ul style="list-style-type: none"> • Shows the Student Handout 2a or another Student Handout 2 (depending on the month the LES is done) in his/her scrapbook and asks students to open their scrapbook on the same page.
<p>Step 2:</p> <ul style="list-style-type: none"> • Complete the date on the next line of their Student Handout 2a or another Student Handout 2 (depending on the month the LES is being carried out). • Raise their hand if they feel they have used English to name the key elements. Colour a smiley, if deserved. <div data-bbox="142 674 245 806" data-label="Image"> <p>SELF-MONITORING</p> </div> <div data-bbox="537 684 670 819" data-label="Image"> </div> <ul style="list-style-type: none"> • Ask for help, if needed. <div data-bbox="142 1035 245 1171" data-label="Image"> <p>ASKING FOR HELP OR CLARIFICATION</p> </div> <ul style="list-style-type: none"> • Respond to the teacher's question by saying, <i>I'm finished</i> or <i>I'm not finished</i>. <div data-bbox="105 1297 203 1423" data-label="Image"> <p>RISK TAKING</p> </div>	<p>Step 2:</p> <ul style="list-style-type: none"> • Uses Teacher Tool 2a. Writes the date and asks students to complete the date on the next line of their reflection sheet. • Reflects aloud using Teacher Tool 4f along with Teacher Tool 2a or 2b. Says: <i>Did you name the important words of the song? Camel, Ride, Two humps... Good for me.</i> (The teacher colours a smiley.) • Checks raised hands to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. • Asks them <i>who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.
<p>Step 3:</p> <ul style="list-style-type: none"> • Go to appropriate area in the classroom. • Direct attention to what they hear and the appropriate resources. <div data-bbox="170 1698 264 1818" data-label="Image"> <p>DIRECTED ATTENTION</p> </div> <div data-bbox="337 1698 431 1818" data-label="Image"> <p>USING RESOURCES</p> </div> <ul style="list-style-type: none"> • Listen to the song a second time. 	<p>Step 3:</p> <ul style="list-style-type: none"> • Asks students to come to the centre of the classroom. • Plays the song and asks students to pay attention to what they hear. Points to the different flashcards from Teacher Tool 1a or b as the song is being played. • Does it a second time.

<p>Step 4:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they have been a Super listener. Colour a smiley, if deserved.   <ul style="list-style-type: none"> • Ask for help, if needed.  <ul style="list-style-type: none"> • Respond to the teacher's question by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<p>Step 4:</p> <ul style="list-style-type: none"> • Guides student's reflection using Teacher Tool 4b along with Teacher Tool 2a or 2b. Says: <i>Did I listen to the CD and look at the pictures? Yes! And you, did you listen attentively to the song on CD? Etc.</i> • Checks raised hands to see if he/she agrees. Congratulates students: <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. • Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.
<p>Step 5:</p> <ul style="list-style-type: none"> • Try to sing along and do the gestures. Use the resources displayed, as needed.  	<p>Step 5:</p> <ul style="list-style-type: none"> • Plays the song again, once or twice, and asks students to try to sing along and do the gestures.
<p>Step 6:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they have listened to the song and if they have done the actions. Colour a smiley, if deserved.  	<p>Step 6:</p> <ul style="list-style-type: none"> • Reflects aloud using Teacher Tool 4c along with Teacher Tool 2a or 2b. Says: <i>Did you DO the gestures? Who DID the gestures? Who SHOWED the number of humps with his/her fingers? Etc.</i> • Checks raised hand to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.

Third LES for Elementary 1

<ul style="list-style-type: none"> • Direct attention to the modelling.  <ul style="list-style-type: none"> • Raise their hand if they feel they sang the song. Colour a smiley, if deserved.   <ul style="list-style-type: none"> • Ask for help, if needed.  <ul style="list-style-type: none"> • Respond to the teacher's question by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<ul style="list-style-type: none"> • Reflects aloud using Teacher Tool 4e along with Teacher Tool 2a or 2b. Says: <i>Did I sing the song? Yes. Did I JOIN IN for parts of the song? Etc.</i> Sings the song, voluntarily hesitating now and then and skipping some of the words. <i>Sally the camel... five humps... ride Sally ride. Oh, it's difficult but I can sing. I will colour a smiley. Good for me.</i> (The teacher colours a smiley on his/her model reflection sheet.) • Asks, <i>Did you SING the song? Who SANG the song? Did I JOIN IN for parts of the song? Etc.</i> • Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. • Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.
<p>Step 7:</p> <ul style="list-style-type: none"> • Direct attention to the modelling. 	<p>Step 7</p> <ul style="list-style-type: none"> • Models self-evaluation at the end of the period with the help of Teacher Tool 4g along with Teacher Tool 2a or 2b. Says: <i>How did I do today? Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes... Ok, How did I PARTICIPATE? Did I DO the GESTURES during the song? Yes... Did I SING the WORDS of the song? Yes... Ok. Now, did I SPEAK English? Did I say "I'm finished."? Did I NAME the flashcards? Let's see, SALLY the CAMEL, RIDE, HORSE? Yes... I did well! A BIG SMILEY FOR ME!</i>

Third LES for Elementary 1

<ul style="list-style-type: none"> • Self-evaluate their progress during the period.   <ul style="list-style-type: none"> • Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved. • Ask for help, if needed.  <p>End of second period</p>	<ul style="list-style-type: none"> • Has students self-evaluate themselves. <i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you DO the GESTURES during the song? Did you SING the words of the song? Now, did you SPEAK English? Did you say "I'm finished."? Did you NAME the flashcards? SALLY the CAMEL, RIDE, HORSE? Etc. Do you deserve a BIG SMILEY?</i> • Asks students to raise their hand. Check raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour the BIG SMILEY. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. <p>End of second period</p>
<p>Third period: Step 1</p> <ul style="list-style-type: none"> • Perform the song (trying to sing as much of the lyrics as possible) and do the appropriate gestures. Use resources displayed, as needed.   	<p>Third period: Step 1</p> <ul style="list-style-type: none"> • Puts flashcards, Teacher Tool 1a or 1b, on display. • Plays the song, once or twice. • Asks students to perform the song (to sing as much of the lyrics as they can) and, to do the appropriate gestures.
<p>Step 2:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they have done the gestures. Colour a smiley, if deserved.  	<p>Step 2:</p> <ul style="list-style-type: none"> • Guides students' reflection, using teacher Tool 4c, along with Teacher Tool 2a or 2b. Asks, <i>Did you DO the actions? Who DID the actions? Who showed the humps with his/her fingers? Etc.</i> • Checks raised hands to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.

Third LES for Elementary 1

- Direct attention to the modelling.



- Raise their hand if they feel they sang the song. Colour a smiley, if deserved.



- Ask for help, if needed.



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



- Reflects aloud using teacher Tool 4e along with Teacher Tool 2a or 2b. Says:
Did I SING the song? (Sings the song, hesitating now and then and skipping some of the words). *Sally the camel has 5 humps. So, ride, Sally, ride. All right! I can sing most of the song. I will colour a smiley. Good for me.* (The teacher colours a smiley on his/her model reflection sheet.)
- Asks,
Did you SING the song? Who SANG the song?
- Checks raised hand to see if he/she agrees. Congratulates students. *Good job! Excellent!* Asks deserving students to colour a little smiley.
- Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say *Problem*.
- Asks, *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

Step 3:

- Direct attention to the modelling.



- Respond to the teacher's question by saying *Yes, that's correct.* or *No, that's not correct.*



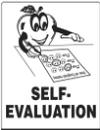
Step 3:

- Uses Teacher Tool 3 (large labels). Asks students to look at Teacher Tool 1b. Takes the first label and asks, *Where is Sally the camel?* Asks students to point to the flashcard. If students have difficulty, points to the picture in his/her scrapbook.
- Puts blue gum on the label and asks a student to put the label under the flashcard.
- Asks the class *Is this the correct picture for* (name of flashcard)? *Is it correct?* Encourages students to answer together *Yes, that's correct.* or *No, that's not correct.*

<p>Step 4:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they participated in identifying the flashcards and if they spoke English. Colour a smiley, if deserved. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Step 4:</p> <ul style="list-style-type: none"> • Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Says: <i>Did you SPEAK English? Did you PARTICIPATE in identifying the flashcards? Did you SAY "That is correct."? Did you SAY "That's not correct."?</i> • Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.
<p>Step 5:</p> <ul style="list-style-type: none"> • Put Student Handout 4a or 4b on the desk. • Direct attention to the modelling, and then glue their sheet in their scrapbook. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Raise their hand if they feel they have looked and listened to the teacher and if they have followed the instructions. Colour a little smiley, if deserved. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Ask for help, if needed. <div style="display: flex; justify-content: space-around; align-items: center;">  </div>	<p>Step 5:</p> <ul style="list-style-type: none"> • Distributes Student Handout 4a or 4b. Uses his/her scrapbook to show students which page to use to glue the handout. Models how to glue the sheet, putting glue on the four corners and in the centre of the sheet. Counts out loud as this is being demonstrated. • Guides students' reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks, <i>Did I LOOK at the teacher gluing the sheet on his/her scrapbook? Did I LISTEN carefully? Now, did I PUT some glue on the four corners and in the centre of the sheet? Did I GLUE the sheet in the scrapbook?</i> • Checks raised hands to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around in the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.
<p>Step 6:</p> <ul style="list-style-type: none"> • Direct attention to the modelling. <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <ul style="list-style-type: none"> • Participate in identifying the flashcard of the camel. 	<p>Step 6:</p> <ul style="list-style-type: none"> • Distributes Student Handout 3 and demonstrates how to select the label that matches <i>Sally the Camel</i> on the Student Handout 4a or 4b. Cuts it out and glues it on the handout in his/her scrapbook. • Refers to the flashcards and asks students <i>Where is the camel?</i> Asks students to point to the appropriate flashcard. If students have difficulty, points to the picture in his/her scrapbook.

Third LES for Elementary 1

<ul style="list-style-type: none"> • Direct attention to the modelling. Participate by saying <i>Yes, that's correct.</i> or <i>No, that's not correct.</i>  <ul style="list-style-type: none"> • Direct attention to the instructions.  <ul style="list-style-type: none"> • Select the appropriate label, cut it and paste it on Student Handout 4a or 4b. • Select the appropriate labels, cut them out and paste them in Handout 4a or 4b. 	<ul style="list-style-type: none"> • Puts blue gum on the label and asks one student to put the label next to the camel's flashcard. • Asks the class Is this the correct picture for (name of flashcard)? Is it correct? Encourages students to answer together <i>Yes, that's correct.</i> or <i>No, that's not correct.</i> • Goes back to Student Handout 3. Asks students to select and cut the appropriate label that identifies the illustration of the camel in Handout 4a or 4b and to paste it in their scrapbook. • Continues in the same manner with the other flashcards.
<p>Step 7:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they have watched the teacher carefully. Colour a little smiley, if deserved   <ul style="list-style-type: none"> • Raise their hand if they have cut and glued the labels in their scrapbook. Colour a little smiley, if deserved.   <ul style="list-style-type: none"> • Ask for help, if needed. 	<p>Step 7:</p> <ul style="list-style-type: none"> • Guides students' reflection using Teacher Tool 4a along with Teacher Tool 2a or 2b. Asks: <i>Did you LOOK at the teacher CUTTING OUT the labels and GLUING them in his/her scrapbook? Who LOOKED at the teacher CUTTING OUT the labels and GLUING them in his /her scrapbook?</i> • Checks raised hand to see if he/she agrees. Congratulates students, <i>Good job!</i> Asks deserving students to colour a little smiley. • Guides students' reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks: <i>Did you CUT OUT the labels and GLUE them in the right place in your scrapbook?</i> • Checks raised hand to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem.</i>

<p>Step 8:</p> <ul style="list-style-type: none"> • Direct attention to the modelling. 	<p>Step 8:</p> <ul style="list-style-type: none"> • Models the self-evaluation at the end of the period using Teacher Tool 4g along with Teacher Tool 2a or 2b. Says: <i>How did I do today? Did I LOOK at the teacher? Did I LISTEN to the teacher? Yes... OK. How did I PARTICIPATE? Did I DO the GESTURES during the song? Yes... Did I SING the WORDS of the song? Yes... OK. Now, did I speak English? Did I SAY, "I'm finished."? Did I glue the labels in the right place? Let's see, SALLY the CAMEL, 5 HUMPS, HORSE? Yes... I did well! A BIG SMILEY FOR ME!</i>
<ul style="list-style-type: none"> • Self-evaluate their progress during the period.   <ul style="list-style-type: none"> • Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved. • Ask for help, if needed.  <p>End of the period</p>	<ul style="list-style-type: none"> • Has students self-evaluate themselves. • Asks, <i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you DO the GESTURES during the song? Did you SING the WORDS of the song? Now, did you SPEAK English? Did you SAY "I'm finished."? Did you glue the labels in the right place? SALLY the CAMEL, 5 HUMPS, HORSE? Etc. Do YOU deserve a BIG SMILEY?</i> • Asks students to raise their hand. Checks raised hands to see if He/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour the BIG SMILEY. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. <p>End of period</p>

Role of the students	Role of the teacher
<p>Fourth period: Step 1</p> <ul style="list-style-type: none"> • Direct attention.  <ul style="list-style-type: none"> • Open their scrapbook on the correct page. • Participate in naming the song. • Name the key elements of the song illustrated by the flashcards. 	<p>Fourth period: Step 1</p> <ul style="list-style-type: none"> • Tells students that they have to pay attention, LOOK and LISTEN. (Demonstrates by touching his/her eyes and ears.) • Shows Teacher Tool 2 in his/her scrapbook and asks students to open their scrapbook on Student Handout 2. • Asks students if they remember the name of the song they sang last period. May use Teacher Tool 1b (<i>Sally the Camel</i>) to help students name the song. • Activates prior knowledge of the key elements in the song. Puts up another flashcard from Teacher Tool 1b and asks students if they remember what it is. Does the same with the other flashcards.
<p>Step 2:</p> <ul style="list-style-type: none"> • Complete the date on the next line of their reflection sheet. • Raise their hand if they feel they have participated well in naming the illustrations. Colour a smiley, if deserved.   <ul style="list-style-type: none"> • Ask for help, if needed. • Responds to the teacher's question by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<p>Step 2:</p> <ul style="list-style-type: none"> • Uses Teacher Tool 2. Writes the date and asks students to complete the date on the next line of their reflection sheet. • Guides students' reflection, using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks: <i>Did you NAME the illustrations on the flashcards?</i> • Checks raised hands to see if he/she agrees. Congratulates students. <i>Good job! Excellent!</i> Asks deserving students to colour a small smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. • Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.

Step 3:

- Direct attention.
- Respond to the teacher's questions, participating in identifying the cards. Join in at every occasion.



Step 3:

- Tells the students that they will play a game called "**Sally's Humps**" with a partner. Asks them to pay attention and participate.
- Models how to play the game, using Teacher Tool 5:
 1. Introduces the cards to the students, beginning with the numbers 0 to 5. Says *OK, 0 humps, 1 hump, 2 humps*, etc. Continues presenting the camels. Says *OK, this is a CAMEL, a HORSE, a MONSTER CAMEL (3 humps), a DROMEDARY, a MONSTER CAMEL (4 humps), a MONSTER CAMEL (5 humps)*.
 2. Has the class participate in identifying the cards, going over each card again.
 3. Asks for a volunteer and chooses a partner.
 4. Shuffles one set of cards, asks his/her partner to cut the deck and lays the cards out, face down on a desk, secretly noting the position of number 2 and the camel.
 5. Says *My turn* and turns one card face up. Has the class identify the card, *Two humps!* Thinks aloud: *OK, two humps, that's a, that's a...? Class, help me: two humps that's a what? "Camel!" Thank you. OK, I need a camel. Where's the camel?*
 6. Has the class participate saying *Yes* or *No* as he/she points to different cards saying *Camel, here?*
 7. Turns one card up (the camel) and says: *A camel! Two humps and a camel, partner? That's correct? Or That's not correct?*
 8. Helps his/her partner say *That's correct*.
 9. Says *Good for me!* Picks up the two cards and puts them in front of him/her then says: *Your turn*.
 10. Helps his/her partner go through his/her turn, making sure he/she identifies the first card aloud, anticipates the card he/she needs for a match by saying it aloud, then turns up and identifies the second card aloud.
 11. Once the two cards are face up, the teacher says *That's correct* (in the case of a match) or *That's not correct* (if there is no match), then says *My turn*. When there is no match, the cards are put back in the game, face down.
 12. Plays a few more turns, as needed, making sure students know how to play, what to say,* and how to handle both situations (a match and a miss)

* Stronger students can play identifying the cards with *Sally has (2) humps* and *Sally is (a camel)*.

Step 4:

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



- Ask for help, if needed.



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



Step 4:

- Guides students' reflection using Teacher Tool 4a along with Teacher Tool 2a or 2b. Asks, *Did you LOOK at me?* (touching his/her eyes) *Who LOOKED at me?* *Did you LISTEN to me?* (touching his/her ears) *Who LISTENED to me?* *Who has been a SUPER listener?*

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

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

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

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



- Ask for help, if needed.



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



- Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks, *Did you PARTICIPATE in the activity?* *Did you SPEAK English?* *Who IDENTIFIED the cards?* *Who JOINED IN?* *Who said "That's correct."?* *Who said "That's not correct."?* *Who SPOKE English?*

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

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

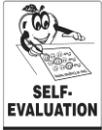
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

<p>Step 5:</p> <ul style="list-style-type: none"> • Form groups of two. • Shuffle the cards and lay them out on the desk, face down. • Play the game with their partner, in the same manner as during the modelling, and speaking English only. • Refer to the posted flashcards, if needed,  <ul style="list-style-type: none"> • Ask for help, if needed. 	<p>Step 5:</p> <ul style="list-style-type: none"> • Pairs students. • Gives a set of cards, Teacher Tool 5, to each group and asks them to get the cards ready. • Tells students to play the game with their partner, using only English, and to look at the posted flashcards, if needed. • Walks around the classroom to observe and help students play the game. Encourages students who have problems to say <i>Problem</i>. • Asks the students who finish early to shuffle the cards and play a second round.
<p>Step 6:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they spoke English during the game. Colour a smiley, if deserved.   <ul style="list-style-type: none"> • Ask help, if needed.  <ul style="list-style-type: none"> • Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<p>Step 6:</p> <ul style="list-style-type: none"> • Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks, <i>Did you speak English during the game? Did you name the cards in English? For example, did you say "One hump."? Did you say "A dromedary."? Who said "Three humps."? Who said "A monster camel."? Who said "That's correct."? Who said "That's not correct."? Who said "MY turn."? Who said "YOUR turn."?</i> • Checks raised hands to see if he/she agrees. Congratulates students, Good job! Excellent! Asks deserving students to colour a little smiley. • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problem to say "Problem". • Asks them Who's finished? Encourages students to say I'm finished or I'm not finished.

<p>Step 7:</p> <ul style="list-style-type: none"> • Change partner. • Play the game with their new partner, in the same manner as during the modelling, and speaking English only. • Refer to the posted flashcards, if needed.  <ul style="list-style-type: none"> • Ask for help, if needed. 	<p>Step 7:</p> <ul style="list-style-type: none"> • Asks students to change partner. • Tells students to play the game in the same manner with their new partner, speaking English only, and to look at the posted flashcards, if needed. • Walks around the classroom to observe and to help students play the game. Encourages students who have problems to say <i>Problem</i>. • Asks the students who finish early to shuffle the cards and play a second round.
<p>Step 8:</p> <ul style="list-style-type: none"> • Raise their hand if they feel they spoke English during the game. Colour a smiley, if deserved.  	<p>Step 8:</p> <ul style="list-style-type: none"> • Guides students' reflection, using Teacher Tool 4f, along with Teacher Tool 2a or 2b. Asks, <i>Did you speak English during this game? Did you name the cards in English? For example, did you say "One hump."? Did you say "A dromedary."? Who said "Three humps."? Who said "A monster camel."? Who said "That's correct."? Who said "That's not correct."? Who said "MY turn."? Who said "YOUR turn."?</i> • Checks raised hand to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.
<ul style="list-style-type: none"> • Ask for help, if needed.  <ul style="list-style-type: none"> • Respond to the teacher's questions by saying <i>I'm finished</i> or <i>I'm not finished</i>. 	<ul style="list-style-type: none"> • Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>. • Asks them Who's finished? Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.

Step 9:

- Self-evaluate their progress during the period.



- Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.
- Ask for help, if needed.



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



End of fourth period

Step 9:

- Guides students' self-evaluation at the end of the period with the help of Teacher Tool 4g and Teacher Tool 2a or 2b. Says:
How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you participate? Did you SING the WORDS of the song? Did you DO the GESTURES during the song? OK, now did you SPEAK English? Did you say "That's correct."? Did you say "That's not correct."? Did you say "A camel."? Did you say "A horse."? Did you say "Four humps."? Did you say "MY turn."? Did you say "YOUR turn."? Do you deserve a BIG SMILEY?
- Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, Good job! Excellent! Asks deserving students to colour the BIG SMILEY
- Walks around the classroom to help students fill in their reflection sheet. Encourage them to say *Problem*.
- Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

End of fourth period

Transfer of learning in similar context

- Use of directed attention, physical response, risk-taking, practice and other strategies in the next LES where a song or rhyme is introduced.
- Use of words and expressions from song in related activities and in other LES.

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.

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

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 words and expressions from texts along with appropriate actions to perform songs	Use of learning strategies (for regulation)				CCC: To construct his/her identity • To react to facts (while playing the game)
		directed attention	physical response	practice	using resources	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

observation grid

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

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