



What's this all about?

Junior LES

① Broad areas of learning

➤ health and well-being <input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities <input type="checkbox"/>
➤ personal and career planning <input checked="" type="checkbox"/>	➤ citizenship and community life <input type="checkbox"/>
➤ media literacy <input type="checkbox"/>	

Focus of development: Self-knowledge and awareness of his/her potential and how to fulfill it

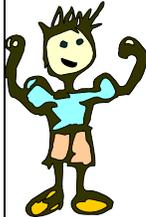
② Cross-curricular competencies

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 type="checkbox"/>	➤ To communicate appropriately <input type="checkbox"/>
➤ To solve problems <input checked="" type="checkbox"/>	➤ To use information and communications 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 TEXTS	TO COMMUNICATE ORALLY IN ENGLISH
➤ Explores authentic 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"/>

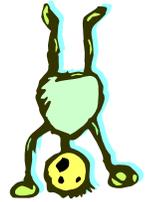
First LES for Elementary 1	④ TITLE: WHAT'S THIS ALL ABOUT?
Description: STUDENTS ARE FACED WITH THE BIG CHALLENGE OF PARTICIPATING IN AN ALL ENGLISH CLASS. STUDENTS DISCOVER SOME STRATEGIES THAT ENSURE SUCCESS.	
Cycle: One, Elementary 1	Duration: 3 periods

⑥	Cross-curricular competencies	ESL competencies
Evaluation criteria 	<ul style="list-style-type: none"> ➤ Use of effective strategies <p>N.B. At this early stage of learning English as a second language, reflecting on <i>To solve problems</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>N.B. The teacher will probably use the first two periods to get acquainted with the students and the ESL program. During the third period, he/she may want to start recording observations on some of these criteria. All of them are observable in this LES so the teacher may choose the ones with which he/she feels more comfortable.</p>
Evaluation means	<ul style="list-style-type: none"> • Teacher's observation grids • Students' reflection sheets 	

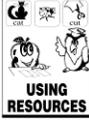
<p>Essential Knowledge: The symbols used below refer to the Progression of Learning document. They show, for each element of learning, what is expected by the end of the school year.</p> <p>The Cycle One student: → constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements</p>	
<p>CONTEXTUAL LANGUAGE</p>	
<p><u>Routines:</u></p> <ul style="list-style-type: none"> - Joins in during playful choral responses - Responds to instructions - Uses cheers 	<p>→</p> <p>→</p> <p>→</p>
<p><u>Repertoire of words and short expressions:</u></p> <ul style="list-style-type: none"> - Expresses personal and immediate needs - Uses expressions containing action words (e.g. Clap your hands.) 	<p>→</p> <p>→</p>
<p><u>Language related to songs, rhymes and stories:</u></p> <p>-Builds personal repertoire of words and short expressions when joining in to perform songs</p>	<p>→</p>
<p><u>Key elements</u></p> <p>-Orally identifies actions</p>	<p>→</p>
<p>STRATEGIES</p>	
<p>A. Compensatory strategies</p> <ul style="list-style-type: none"> • Asking for help 	<p>→</p>
<p>B. Learning strategies</p> <ul style="list-style-type: none"> • Self-monitoring • Self-evaluation • Directed attention • Inferencing • Use of prior knowledge • Physical response • Practice • Using resources: Makes use of human and material resources targeted for the task: • Risk-taking 	<p>→</p>
<p>Discovers CULTURAL ELEMENTS through:</p>	
<p><u>Songs:</u> action songs</p>	<p>→</p>
<p><u>Authentic audio-models:</u> audio productions</p>	<p>→</p>

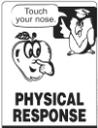
<p>⑤</p>	
<p>Materials needed</p>	<p>For the teacher:</p> <ul style="list-style-type: none"> • <i>Reach for the Sky</i>, the song on cassette or CD (Wee Sing—Children Songs and Finger Plays, Track 52) • Teacher Tools 1a & 1b: flashcards with key elements from song • Teacher Tools 2a & 2b: large size (11" X 17") reflection sheet for modelling • Teacher Tool 3: large labels • Teacher Tool 4 (a to g): large reproduction of the students' reflection sheet pictograms <p>For the student:</p> <ul style="list-style-type: none"> • Student Handout 1: lyrics • Student Handouts 2a or b: reflection sheets • Student Handout 3: labels • Student Handouts 4a & 4b: flashcards with illustrations of the key elements of the song

⑤ CLASSROOM ACTIVITY



STEP 1: PREPARING THE TASK

Role of the students	Role of the teacher
<p>First period: Step 1</p> <p>✎ Sit facing the teacher.</p> <p>✎ Direct attention on the teacher and the resources.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>✎ Try to decode what is being said by the teacher.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>✎ Listen to the song and direct attention on the teacher pointing at the different flashcards.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>First period: Step 1</p> <p>✎ Asks students to sit down in front of him/her.</p> <p>✎ Hums the beginning of the song and tells the students that they are going to learn an English song called <i>Reach for the Sky</i>. Using Teacher Tool 1a or 1b, he/she puts up flashcard 5 on the board or on a bulletin board.</p> <p>✎ Tells students that they have to pay attention, LISTEN and LOOK. Demonstrates this by touching his/her ears and eyes.</p> <p>✎ Shows the other flashcards (Teacher Tool 1a or 1b) illustrating important actions in the song. Mimes the actions as he/she puts up the flashcards.</p> <p>✎ Plays the song. Points to the different flashcards as the song is being played.</p>
<p>Step 2:</p> <p>✎ Go back to their seat.</p> <p>✎ Observe the teacher's modelling and write their name on their reflection sheet.</p>  <p>✎ Complete the date on the first line of their reflection sheet.</p>	<p>Step 2:</p> <p>✎ Asks students to go back to their seats. Hands out Student Handout 2a or 2b to each student. Uses an 11" X 17" version of the reflection sheet Teacher Tool 2a or 2b to model its use.</p> <p>✎ Writes his/her name on the model reflection sheet and asks students to write their names on their sheet or uses prelabelled and predated sheets with Elementary 1 students, if they can't write.</p> <p>✎ Writes the date on the model reflection sheet and asks students to complete the date on the first line of their reflection sheet.</p>

<p>👏 Direct attention to the modelling.</p>  <p>👏 Raise their hand if they feel they have been a SUPER listener. Colour a smiley, if deserved.</p>   <p>👏 Ask for help, if needed.</p>  <p>👏 Participate by saying <i>I'm finished</i> or <i>I'm not finished</i>.</p> 	<p>👏 Reflects aloud using Teacher Tool 4a along with Teacher Tool 2a or 2b. Says: <i>Look at this picture. There are eyes and a teacher. Oh! I was supposed to LOOK at and LISTEN to the teacher.</i> <i>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! Yeah!</i></p> <p>👏 Asks, <i>And you? Did you LOOK at me? (touching the eyes) Who LOOKED at me? Did you LISTEN to me? (touching his/her ears) Who LISTENED to me? Who has been a SUPER listener?</i></p> <p>👏 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.</p> <p>👏 Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p> <p>👏 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>
<p>Step 3:</p> <p>👏 Move to the appropriate area in the classroom.</p> <p>👏 Imitate the teacher's actions and pay attention to the corresponding words.</p> 	<p>Step 3:</p> <p>👏 Asks students to come to the centre, or to an open space in the classroom.</p> <p>👏 Names the actions in the song and asks students to do the actions with him/her.</p>
<p>👏 Listen to the song and do the appropriate actions.</p> 	<p>👏 Plays the song a few times and asks students to do the actions at the appropriate moment.</p>

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 actions.



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 CLAP my hands? Yes. Did I WIGGLE my fingers? Yes. Did I TOUCH my nose? Yes. Did I ...? 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 ACTIONS? Who DID the actions? Who CLAPPED their hands? Who WIGGLED their fingers? Who TOUCHED their nose? etc.

 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 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 up by their seats. Plays the song again and asks students to do the actions and to 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. Did I ...? Good job! I will colour another smiley.* (The teacher colours a smiley on his/her model reflection sheet.)

✎ Asks,
And you? (touching the illustration of the students singing along). *Did you SING the words? Who SANG the words? Who JOINED IN? Who said SOME WORDS of the song? ...*

✎ 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 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.

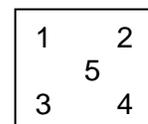


✎ Take out their scrapbook. Respond to the teacher's question by saying *I'm finished* or *I'm not finished*.



Step 7:

✎ Takes out his/her scrapbook and shows students how to glue the reflection 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.

✎ Asks students to take out their scrapbook. Asks them *Who's finished?* Encourages students to say *I'm finished* or *I'm not finished*.

✎ Put glue on the four corners and in the centre of the reflection sheet. Count with the teacher as they are putting glue on their sheet. Paste their sheet in their scrapbook.

✎ Answer teacher by saying *I'm finished* or *I'm not finished*.



✎ Reminds students to put glue only on the four corners and in the centre of the sheet. Counts with the students as they are doing this.

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

Step 8:

✎ Direct attention to the modelling.



✎ Raise their hand if they feel they have looked at the teacher and listened carefully. Colour a smiley, if deserved.

✎ Direct attention to the modelling.



✎ Raise their hand if they feel they have followed the teacher's instructions carefully. Colour a smiley, if deserved.

✎ Ask for help, if needed.



Step 8:

✎ Reflects aloud using Teacher Tool 4a along with Teacher Tool 2a or 2b. Points to the picture of the eyes and headphone. Says:
Did I LOOK at the teacher gluing the sheets in her scrapbook? Did I LISTEN carefully? Oh, yes. I will colour a little smiley.

✎ Asks,
Now, did you LOOK at the teacher? Who LOOKED at the teacher? (touching the picture of the eyes). *Did you LISTEN to the teacher? Who LISTENED to the teacher?* (touching the picture of the headphones).

✎ Asks students to raise their hand. Checks raised hand to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.

✎ Guides students' reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks,
Now, did you PUT GLUE on the four corners and in the centre of the sheet? Did you GLUE the sheet in your scrapbook?

✎ 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 a little smiley.

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

<p>Step 9:</p> <p> Direct attention to the modelling.</p>  <p> Self-evaluate their progress during the period.</p>   <p> Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.</p> <p> Ask for help, if needed.</p>  <p>End of first period</p>	<p>Step 9:</p> <p> Reflects aloud to model how to self-evaluate 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, CLAP your HANDS, TOUCH your TOES... Yes... I did well! A BIG SMILEY FOR ME!</i></p> <p> 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 NAME the flashcards, CLAP your HANDS? TOUCH your TOES? Etc. Do YOU deserve a BIG SMILEY?</i></p> <p> 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.</p> <p> Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p> <p>End of first period</p>
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STEP 2: CARRYING OUT THE TASK

Role of the students	Role of the teacher
<p>Second period: Step 1</p> <p> Direct attention.</p> 	<p>Second period: Step 1</p> <p> Shows students Teacher Tool 4a and his/her model reflection sheet to remind students that they have to LOOK at and LISTEN to the teacher.</p>

<p>👏 Name the song.</p> <p>👏 Name the actions illustrated on the flashcards.</p>  <p>👏 Take out their scrapbook</p> <p>👏 Open their scrapbook on the reflection sheet page.</p>	<p>👏 Asks the students if they remember the name of the song they sang last period. May use Teacher Tool 1b, flashcard 5 to help students name the song.</p> <p>👏 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.</p> <p>👏 Asks students to take out their scrapbook.</p> <p>👏 Shows the reflection sheet in his/her scrapbook and asks students to open their scrapbook on the reflection sheet page.</p>
<p>Step 2:</p> <p>👏 Complete the date on the second line of their reflection sheet.</p> <p>👏 Raise their hand if they feel they have used English to name the actions. Colour a smiley, if deserved.</p>   <p>👏 Ask for help, if needed.</p>  <p>👏 Respond to the teacher's question by saying <i>I'm finished</i> or <i>I'm not finished</i>.</p> 	<p>Step 2:</p> <p>👏 Uses Teacher Tool 2a or 2b. Writes the date and asks students to complete the date on the second line of their reflection sheet.</p> <p>👏 Guides students' reflection on the prior knowledge activity in Step 1 using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks, <i>Did you SPEAK English? Did you PARTICIPATE in naming the actions of the song? Did you SAY clap your hands? wiggle your fingers? touch your toes? Etc.</i></p> <p>👏 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.</p> <p>👏 Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p> <p>👏 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:

☞ Direct attention to what they hear and the appropriate resources.



☞ Listen to the song and do the appropriate actions.



Step 4:

☞ Raise their hand if they feel they have listened to the song carefully. Colour a smiley, if deserved.



☞ Raise their hand if they feel they have done the actions. 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*.



Step 3:

☞ Plays the song and asks students to pay attention to what they hear. Points to the different flashcards as the song is being played.

☞ Plays the song again and asks students to do the actions at the appropriate time.

Step 4:

☞ Guides students' reflection using Teacher Tool 4B along with Teacher Tool 2a or 2b. Asks, *Did you LISTEN to the song? Who LISTENED to the song?*

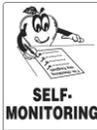
☞ Asks students to raise their hand. Checks raised hands to see if he/she agrees. Congratulates students, *Good job! Excellent!* Asks deserving students to colour a little smiley.

☞ Guides students' reflection using Teacher Tool 4c along with Teacher Tool 2a or 2b. Asks, *Did you DO the actions? Who CLAPPED their hands? Who TOUCHED their toes?*

☞ 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 a little 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> <p>☞ Try to sing along and do the actions. Use the resources displayed, as needed.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Step 5:</p> <p>☞ Plays the song again, once or twice, and asks students to try to sing along and to do the actions.</p>
<p>Step 6:</p> <p>☞ Direct attention.</p>  <p>☞ 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> <div style="display: flex; justify-content: space-around;">   </div> <p>☞ Direct attention to the modelling.</p>  <p>☞ Raise their hand if they feel they sang the song. Colour a smiley, if deserved.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>☞ Ask for help, if needed.</p>  <p>☞ Respond to the teacher's question by saying <i>I'm finished</i> or <i>I'm not finished</i>.</p> 	<p>Step 6:</p> <p>☞ 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 CLAPPED their hands? Etc.</i></p> <p>☞ 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.</p> <p>☞ 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? (Sings the song voluntarily hesitating now and then and skipping some of the words) Clap your hands, touch Turn around and ... nose. 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.)</p> <p>☞ Asks, <i>Did you SING the song? Did you JOIN IN for parts of the song? Who SANG the song?</i></p> <p>☞ 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.</p> <p>☞ Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p> <p>☞ 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:

☞ Direct attention to the modelling.



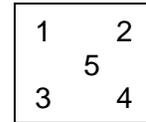
☞ Put glue on the four corners and in the centre of the lyric sheet. Count with the teacher as they are putting glue on their sheet. Glue their sheet in their scrapbook.

☞ Answer teacher by saying *I'm finished* or *I'm not finished*.



Step 7:

☞ Takes out one Student Handout 1 (lyric sheet) and his/her scrapbook. Shows students how to glue the lyrics 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.

☞ Hands out the lyric sheets. Reminds students to glue only on the four corners and in the centre of the sheet. Counts with the students as they are doing this.

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

Step 8:

☞ Direct attention to the modelling.



☞ Raise their hand if they feel they have looked at the teacher and listened carefully. Colour a smiley, if deserved.



Step 8:

☞ Reflects aloud using Teacher Tool 4a along with Teacher Tool 2a or 2b. Says:
Did I LOOK at the teacher gluing the sheets in her scrapbook? Did I LISTEN carefully? Oh, yes. I will colour a little smiley.

☞ Asks,
And you? Did you LOOK at the teacher? Who LOOKED at the teacher? (touching the eyes). Did you LISTEN to the teacher? Who LISTENED to the teacher? (touching the ears)

☞ 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 a little smiley.

<p>👏 Raise their hand if they feel they have followed the teacher's instructions carefully. Colour a smiley, if deserved.</p>   <p>👏 Ask for help, if needed.</p> 	<p>👏 Guides students' reflection using Teacher Tool 4d along with Teacher Tool 2a or 2b. Asks, <i>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></p> <p>👏 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.</p> <p>👏 Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p>
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<p>Step 9:</p> <p>👏 Direct attention to the modelling.</p>  <p>👏 Self-evaluate their progress during the period.</p> <p>👏 Raise their hand if they THINK they deserve the BIG SMILEY. Colour the BIG SMILEY, if deserved.</p>   <p>👏 Ask for help, if needed.</p>  <p>End of second period</p>	<p>Step 9:</p> <p>👏 Reflects aloud to model how to self-evaluate 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 NAME the flashcards? Let's see, CLAP your HANDS, TOUCH your TOES? Yes... I did well! A BIG SMILEY FOR ME!</i></p> <p>👏 Asks, <i>How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did I 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, CLAP your HANDS? TOUCH your TOES? Etc. Do YOU deserve a BIG SMILEY?</i></p> <p>👏 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.</p> <p>👏 Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p> <p>End of second period</p>
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Role of the students	Role of the teacher
<p>Third period: Step 1</p> <p>👋 Try to sing along and do the actions. Use resources displayed, as needed.</p> <div style="display: flex; justify-content: space-around;">    </div>	<p>Third period: Step 1</p> <p>👋 Puts flashcards, Teacher Tool 1a or 1b, on display.</p> <p>👋 Plays the song, once or twice, and asks students to try to sing along and to do the actions.</p>
<p>Step 2:</p> <p>👋 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> <div style="display: flex; justify-content: space-around;">   </div> <p>👋 Direct attention to the modelling.</p> <div style="display: flex; justify-content: space-around;">  </div> <p>👋 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> <div style="display: flex; justify-content: space-around;">   </div> <p>👋 Ask for help, if needed.</p> <div style="display: flex; justify-content: space-around;">  </div>	<p>Step 2:</p> <p>👋 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? (touching the picture of the students moving). Who CLAPPED their hands? Etc.</i></p> <p>👋 Asks students to raise their hand. Checks raised hand to see if he/she agrees. Congratulates students, <i>Good job! Excellent!</i> Asks deserving students to colour a little smiley.</p> <p>👋 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? (Sings the song voluntarily hesitating now and then and skipping some of the words.) Clap your hands, touch Turn around and ... nose. 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.)</p> <p>👋 Guides students' reflection using Teacher Tool 4e along with Teacher Tool 2a or 2b. Asks, <i>Did you SING the song? Who SANG the song? Etc.</i></p> <p>👋 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.</p> <p>👋 Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p>

<p>✋ Respond to the teacher's question by saying <i>I'm finished</i> or <i>I'm not finished</i>.</p> 	<p>✋ Asks them <i>Who's finished?</i> Encourages students to say <i>I'm finished</i> or <i>I'm not finished</i>.</p>
<p>Step 3:</p> <p>✋ Direct attention to the modelling. Participate by saying <i>Yes, that's correct</i> or <i>No, that's not correct</i>.</p>  	<p>Step 3:</p> <p>✋ Uses a set of large cut labels, Teacher Tool 3. Asks students to look at Teacher Tool 1b (flashcards). Takes the first label and asks, <i>Where's "Clap your hands"?</i> Asks a student to point to the flashcard. If students have difficulty, mimes the action and/or points to the picture in his/her scrapbook.</p> <p>✋ Puts blue gum on the label and asks the student to put the label on the flashcard.</p> <p>✋ Asks the class <i>Is this the correct picture for (name of flashcard)? Is it correct?</i> Encourages students to answer together <i>Yes, that's correct</i> or <i>No, that's not correct</i>.</p>
<p>Step 4:</p> <p>✋ Raise their hand if they feel they spoke English. Colour a smiley, if deserved.</p>  	<p>Step 4:</p> <p>✋ Guides students' reflection using Teacher Tool 4f along with Teacher Tool 2a or 2b. Asks, <i>Did you SPEAK English? Did you PARTICIPATE? Did you SAY "That's correct."? Did you SAY "That's not correct."? Did you SPEAK ENGLISH?</i></p> <p>✋ 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.</p>
<p>Step 5:</p> <p>✋ Put the handout on their desk.</p> <p>✋ Direct attention to the modelling, and then glue their sheet in their scrapbook.</p> 	<p>Step 5:</p> <p>✋ Distributes Student Handout 4a or 4b.</p> <p>✋ Uses his/her scrapbook to show students which page to use to glue the handout. Models again 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.</p>

✎ Raise their hand if they feel they have looked and listened to the teacher and if they have followed the instructions. Colour a smiley, if deserved.



✎ Ask for help, if needed.



✎ Guides students' reflection using Teacher Tool 4a along with Teacher Tool 2a or 2b. Asks, *Did you LOOK at the teacher gluing the sheets in his/her scrapbook? Did you LISTEN to the teacher? Did you GLUE your sheet in your scrapbook?*

✎ 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 a little smiley.

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

Step 6:

✎ Direct attention to the modelling.



✎ Select the appropriate label, cut it out and paste it.

✎ Volunteer to answer.

✎ Direct attention to the modelling. Participate by saying *Yes, that's correct* or *No, that's not correct*.



✎ Direct attention.



✎ Select the appropriate label, cut it out and paste it.

Step 6:

✎ Distributes Student Handout 3 and demonstrates how to select the label that matches *Clap your hands* on Student Handout 4a or 4b. Cuts it out and glues it on the handout in his/her scrapbook.

✎ Asks students to do the same.

✎ Refers to the flashcards. Asks students *Where's "Touch your toes"?* Asks a student to point to the flashcard. If students have difficulty, mimes the action and/or points to the picture in his/her scrapbook.

✎ Puts blue gum on the label and asks the student to put the label on 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*.

✎ Goes back to Student Handout 3, selects, cuts and pastes the appropriate label in his/her scrapbook.

✎ Asks students to do the same.

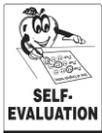
<p> Select the appropriate labels, cut them out and paste them.</p>	<p> Continues in the same manner with the other flashcards.</p>
<p>Step 7:</p> <p> Raise their hand if they feel they have watched the teacher carefully. Colour a smiley, if deserved.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p> Raise their hand if they feel they have cut and glued the labels in their scrapbook following teacher's instructions. Colour a smiley, if deserved.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p> Ask for help, if needed.</p> 	<p>Step 7:</p> <p> 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></p> <p> 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.</p> <p> 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 at the correct place in your scrapbook?</i></p> <p> 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.</p> <p> Walks around the classroom to help students fill in their reflection sheet. Encourages students who have problems to say <i>Problem</i>.</p>
<p>Step 8:</p> <p> Colour the pictures when they have finished.</p>	<p>Step 8:</p> <p> Asks students who have finished to colour the pictures.</p>

Step 9:

👋 Direct attention to the modelling.



👋 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.



End of period

Transfer of learning in similar contexts.

- Use of self-monitoring in the next LES.
- Use of directed attention, physical response, risk-taking, practice and other strategies in the next LES where a song or a rhyme is introduced.

Step 9:

👋 Reflects aloud to model how to self-evaluate using Teacher Tool 4g along with Teacher Tool 2a or 2b. Says:

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, CLAP your HANDS, TOUCH your TOES? Etc. Yes... I did well! Not perfect, but I did well! A BIG SMILEY FOR ME!

👋 Asks,

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, CLAP YOUR HANDS? TOUCH YOUR TOES? Etc. 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. Encourages students who have problems to say *Problem*.

End of period

Analysis of what took place

(Please write your notes here: questions, solutions, modifications, links with next pedagogical planning ...)



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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 tasks and activities.”

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 <ul style="list-style-type: none"> Use of words and expressions from texts along with appropriate actions to perform songs 	Use of learning strategies (for regulation)			
		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

 Class List	Evidence of understanding of oral messages <ul style="list-style-type: none"> Reaction to messages using verbal or nonverbal responses 	Use of words and expressions to transmit oral messages <ul style="list-style-type: none"> Initiation of exchanges and responses to others using or combining single 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.					