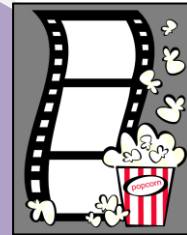
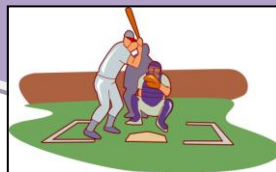


Learning and evaluation situation

Elementary Cycle 2



Let's Go...



Teacher's guide

GENERAL OVERVIEW OF THE LES

TITLE : Let's Go...

LENGTH: 5 periods of 50 minutes

LEVEL : Elementary cycle 2

BROAD AREA OF LEARNING : none

CROSS-CURRICULAR COMPETENCY : to use creativity and cooperate with others

ESL COMPETENCIES :

C1: To interact orally in English

Evaluation criteria

- Participation in exchanges
- ☞ Evaluation of this competency is optional

C2 : To reinvest understanding of oral and written texts

Evaluation criteria

- Use of knowledge from texts in a reinvestment task

C3 : To write texts

Evaluation criteria

- Characteristics of the written text

DESCRIPTION :

In this LES, students will familiarize themselves with a variety of leisure activities. They will do a series of tasks where they will learn vocabulary about different leisure activities and they will write a personalized version of the story.

Using the book « *Let's Go for a Drive* », students will discover what is needed to do different leisure activities.

As a final task, students will produce a mini-book to illustrate a specific leisure activity.

DOCUMENTS INCLUDED	MATERIAL NEEDED
<ul style="list-style-type: none"> • Student booklet • Teacher's guide • Picture dictionary • Team topic cards • Labels • Model: <i>Let's Go to the Pool!</i> • Checklist "I listen to texts" • Evaluation grid 	<ul style="list-style-type: none"> • Children's book : <i>Let's Go for a Drive</i>, written by Mo Willems, Disney-Hyperion, ISBN-10: 1423164822 ISBN-13: 978-1423164821

ESSENTIAL KNOWLEDGE :

Functional language

- Theme-related vocabulary: leisure activities and words related to them
- Suggestions: Let's...
- Pronouns (that, those)

Strategies

- Planning
- Attention
- Cooperation
- Resourcing
- Accepting not being able to understand everything listened to or read

Language conventions

- Simple sentence
- Verb tense : imperative

Text components

- Contextual cues : title, illustrations
- Overall meaning
- Key elements: character, object, animal.

Cultural products

- Text : children's book

Sources :

- Pictures : www.graphicsfactory.com (all rights paid by Manon Jetté)
www.clkr.com , Microsoft clip gallery, Clipart (all rights paid by CSBJ)
- Based on an activity created by Louise Mangalino, language monitor Odyssee Program

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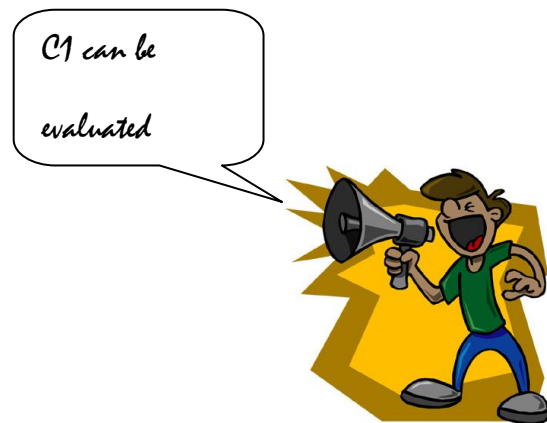
CLASSROOM ACTIVITIES										
PREPARING THE TASK										
<p><u>Activity 1 – The Story</u></p> <p>This activity will allow students to learn about all the materiel needed to do a leisure activity.</p> <p>Time: 15-20 minutes</p> <p>Material:</p> <ul style="list-style-type: none">• <i>Let’s Go for a Drive</i> story book	<p>Procedure:</p> <ul style="list-style-type: none">• Distribute the student booklet;• Show the book to the students;• Ask them to read the title and look at the illustration on the cover page;• Ask them to predict what will happen in the story;• Read the story;• Ask them about their predictions.									
CARRYING OUT THE TASK										
<p><u>Activity 2 - Association</u></p> <p>This activity will allow students to show their understanding of the text. They will start learning vocabulary about leisure activities.</p> <p>Time: 15-20 minutes</p> <p>Material:</p> <ul style="list-style-type: none">• Student booklet : page 2	<p>Procedure:</p> <ul style="list-style-type: none">• Ask students to match each word with the correct picture and to answer the two questions;• Correct with the students. <p>Answers:</p> <p>Association</p> <table><tr><td>1) D</td><td>4) H</td><td>7) G</td></tr><tr><td>2) E</td><td>5) F</td><td>8) I</td></tr><tr><td>3) C</td><td>6) A</td><td>9) B</td></tr></table> <p>Questions</p> <p>1) Car, map, bags, sunglasses, umbrellas</p> <p>2) They are objects used to go fishing</p>	1) D	4) H	7) G	2) E	5) F	8) I	3) C	6) A	9) B
1) D	4) H	7) G								
2) E	5) F	8) I								
3) C	6) A	9) B								
<p><u>Activity 3 – Labels</u></p> <p>This activity will allow students to classify the different objects related to</p>	<p>Procedure:</p> <ul style="list-style-type: none">• Ask students to cut the labels and place them in the appropriate leisure activity;									

different leisure activities

Time: 20-25 minutes

Material:

- Student booklet: page 3
- Labels



- Ask the students to use the language provided in their student booklet;
- Correct the activity with the students;
- Ask the students to glue the labels in their student booklet.

Answers:

Let's go to the pool:

- Water
- Floaters
- Goggles
- Bathing suit
- Bathing cap

Let's cook:

- Utensils
- Chef's hat
- Food
- Stove
- Apron

Let's go trick or treating:

- Flashlight
- Bag
- Make up
- Candies
- Costume

Activity 4.1 – My Partner and Our Activity

This activity will allow students to create their own story book with a partner.

Time: 30 minutes

Material:

- Student booklet : page 4
- Team topic cards (cut in

Procedure:

- Distribute half a card to each student;
- Students walk around the class to find the other half of their picture; They use the functional language provided in the student booklet; Once they find their match they know who their partner is and what their topic is;
- Students copy their title in the space

<p>advance)</p> <ul style="list-style-type: none"> Picture dictionary <div data-bbox="248 394 784 804" data-label="Image"> </div>	<p>provided on page 4 of the student booklet;</p> <ul style="list-style-type: none"> Using the picture dictionary students find all the word related to their subject and write them in the provided space on page 4 of the student booklet.
<p><u>Activity 4.2 – Plan Our Story</u></p> <p>This task will allow students to plan the creation of their story book.</p> <p>Time: 50 minutes</p> <p>Material:</p> <ul style="list-style-type: none"> Student booklet : 5 to 7 Model Mini -book: <i>Let's Go to the Pool!</i> List of adjectives 	<p>Procedure:</p> <ul style="list-style-type: none"> Show the mini-book <i>Let's Go to the Pool!</i> to the students; Ask them to read the title and look at the illustration on the cover page; Read the story. Teacher puts emphasis on the pronouns <i>that</i> and <i>those</i>; Invite students to refer to the model to create their own mini-book story; Students fill in the boxes on pages 5 to 7 in the student booklet, guided by the teacher; Students use the list of adjectives to fill out the blank space on page 1 of their mini-book plan (student booklet last box at the bottom of page 5).
<p><u>Activity 4.3 – Final Copy</u></p> <p>This task will allow students to do the final copy of their mini-book with the characters, the illustrations, and the</p>	<p>Procedure:</p> <ul style="list-style-type: none"> Hand out the blank paper to the students; Students write their mini-book story and draw illustrations according to

text.

Time: 2 periods of 50 minutes

Material:

- Student booklet: page 7
- Blank paper 8 ½ x11 sheets cut in two
- Evaluation grid

*C2-C3 are
evaluated*



their plan;

- Students present their final copy to the teacher.