

Learning and evaluation situation

Elementary Cycle 2



Student booklet

Name : _____

Group : _____

Activity I – The Story

INSTRUCTIONS:

- Listen to your teacher who will read a story.
- Use the following strategies to help you understand the story:
 - Pay attention
 - Accepting not being able to understand everything read

Activity 2 - Association

INSTRUCTIONS:

- Match the objects with the pictures

1) Bags _____

2) Boat _____

3) Car _____

4) Fishing rope _____

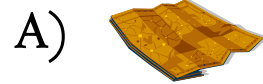
5) Life jacket _____

6) Map _____

7) Sunglasses _____

8) Umbrellas _____

9) Worm _____



- Answer these questions

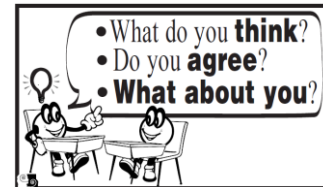
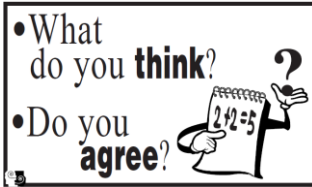
1. What were the five (5) objects Gerald and Piggie needed to go for a drive?

2. What do the extra items have in common?

Activity 3 - Labels

INSTRUCTIONS :

- Look at the 3 categories;
- Your teacher will give you labels;
- With a partner, discuss and decide in which category each label should go;
- Use the following language to help you :



Let's go to the pool

Let's cook

Let's go trick or treating



Activity 4.I – My Partner and Our Leisure Activity

INSTRUCTIONS :

- Your teacher will give you a card with half (1/2) a picture;
- Go around in the classroom and try to find the student who has the other half (1/2) of the picture;
- Use the following functional language to find your partner

- | |
|--|
| |
| <ul style="list-style-type: none">• What's on your card?• Is it a match?• It's a match! It's not a match!• Yes, I found my partner! |

- When you find the other half of the picture you find your partner;
- Read the title on the completed picture, this is the subject of your next task;
- Copy your title here:

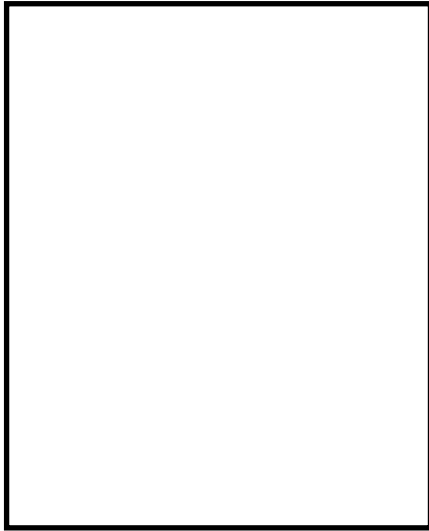
--
- Use the picture dictionary and find all the words related to your leisure activity;
- List all the words here (items for your activity):

--

Activity 4.2 – Plan Our Mini-book Story

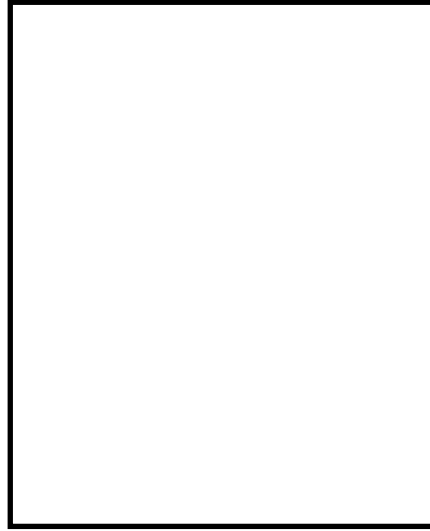
- Listen to your teacher who will read you the model Let's go to the pool!;
- In the stories, there are two main characters. With your partner invent two animal characters for your story. Draw them in the boxes.

Character A



Name:

Character B



Name:

- Complete the blanks for each page.

Cover page

(Title) _____

Written and illustrated by _____ and _____

Page 1

(Character A) _____ , I have an idea! Let's _____ .
(Name of character B) (your subject)

(Character B) That sounds _____ .
(adjective)

Page 2

(Character A) Wait! We need a plan!

First we need _____ .
(item)

Get _____ !
(pronoun) (item)

That
vs
Those

Use **that** in front of singular items. Ex. Get that card.

Use **those** in front of plural items. Ex. Get those cards.

Page 3

(Character A) Wait! We also need _____ .
(item)

Get _____ !
(pronoun) (item)

Page 4

(Character A) Wait! Next we need _____ .
(item)

Get _____ !
(pronoun) (item)

Page 5

(Character A) Wait! We have to get _____ .
(item)

Get _____ !
(pronoun) (item)

Page 6

(Character A) Wait! Finally we need _____ .
(item)

Get _____ !
(pronoun) (item)

I said get _____ !
(pronoun) (item)

Page 7

(Character B) We don't have _____ .
(item from page 6)

Page 8

(Character A) Oh no! What are we going to do?

(Character B) We could _____ !
(other activity)

Page 9

(Character A) Who needs plans when you have a _____ for a friend?
(type of animal B)

Activity 4.3 – Final Copy

INSTRUCTIONS :

- Use blank paper provided by the teacher, write your story and draw illustrations according to your plan;
- Present your book to the other students in the classroom.