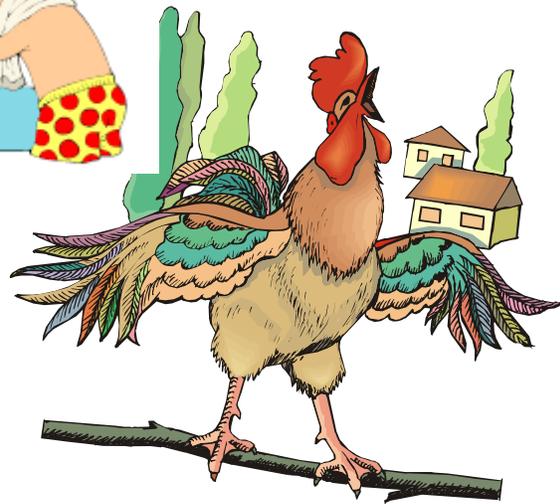




# A Good Morning!



## Teacher's Guide

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Bird's Eye view of the LES

| Elementary 2  | Elementary 3  |
|---|---|
| <b>Constructing meaning and demonstrating understanding of the song</b>   |   |
| <b>Introductory Task : The Wake-Up Song</b><br>Pre-listening activities.<br>Listening activities and singing the song   |   |
| Winding down moment<br>Students cut and glue their personal routines.   | Winding down moment<br>Students play a memory game.   |
| <b>Constructing meaning and demonstrating understanding of the story</b>  |   |
| <b>Task 1: Good Morning</b><br>Singing the song<br>Pre-reading activities<br>Reading of the story<br>Winding down moment: labelling   |   |
| <b>Task 2: When I Open My Eyes</b><br>Listening and singing the song<br>Reading of the story<br>Choose from three<br>Winding down moment: playing Tic Tac Toe                                       |   |
| <b>Task 3: Sequencing</b><br>Reading of the story<br>Sequencing activity  |   |
| <b>Creating a personalized version of the story (Elementary 2)</b>  |   |
| <b>Creating a personalized product (Elementary 3)</b>   |   |
| <ul style="list-style-type: none"> <li>• Drawing of a possible end</li> <li>• Word Search</li> </ul>  | <ul style="list-style-type: none"> <li>• Completion of the teacher's model</li> <li>• Building resources</li> <li>• Introduction of the writing process</li> <li>• Writing a class version</li> </ul> |
| <ul style="list-style-type: none"> <li>• Presentation of the teacher's model</li> <li>• Building class resources</li> <li>• Writing a class version</li> <li>• Writing their own version</li> </ul> | <ul style="list-style-type: none"> <li>• Writing their final version</li> </ul>   |
| Sharing the stories   |   |

**Note: It would be appropriate to do this LES during the first term of the year.**



## General overview of the LES

**Title:** A Good Morning!

**Suggested duration:** 5-6 60-minute periods

**Level:** Grade 2/3 multi-level classrooms

**Broad Area of Learning:** Health and well-being

**Educational aim:**

To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health and well-being.

**Focus of development:**

Need to develop harmoniously as a boy or a girl.

**Cross-curricular competency:** To cooperate with others (Appropriate attitudes and behaviours).

**ESL competencies:**

| Grade 2  | Grade 3  |
|--|--|
| <b>Competencies</b>  | <b>Competencies</b>  |
| C1: To act on understanding of texts<br>C2: To communicate orally in English   | C1: To interact orally in English<br>C2: To reinvest understanding of texts<br>C3: To write texts  |
| <b>Evaluation criteria</b>   | <b>Evaluation criteria</b>   |
| <ul style="list-style-type: none"> <li>↪ Evidence of understanding of texts</li> <li>↪ Evidence of understanding of oral messages.</li> <li>↪ Use of words and expressions to transmit oral messages.</li> </ul> | <ul style="list-style-type: none"> <li>↪ Use of functional language</li> <li>↪ Participation in exchanges</li> <li>↪ Evidence of understanding of texts</li> <li>↪ Use of knowledge from texts in a reinvestment tasks.</li> <li>↪ Application of targeted language conventions</li> <li>↪ Characteristics of the written texts</li> </ul> |



## General overview of the LES

### Purpose of the LES:

Students will get acquainted with morning routines and adopting a positive attitude about them.

### Documents included:

- 🌀 Teacher's guide (TG)
- 🌀 Student booklet (SB) two versions \_ grade 2 and grade 3
- 🌀 Teacher's resource booklet (TRB)

### Picture sources:

- Pictures for flashcards: Cliparts « Copyright © 2010 [Josée Thériault] Micro Application et ses concédants. Tous droits réservés. »  
You can print and photocopy this document. However, you cannot copy and paste the cliparts.
- <http://www.mes-english.com/flashcards.php>
- <http://www.eslflashcards.com> (tummy)

#### Copyright

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- Microsoft for other pictures

### Essential knowledge:

#### Cultural products:

- Story: *When I Open My Eyes* by Marvin  
(<http://abralite.concordia.ca/pd/en/story3.pdf> by the Centre for the Study of Learning and Performance (CSLP))
- Song: Wake Up song ( <http://www.dreamenglish.com/wakeup> )



### **Cycle One:**

Contextual language:

- Repertoire of words and short expressions (body parts, every day routines, cheers and pair work.)
- Routines (responds to instructions)

Strategies:

- Physical response, predicting, cooperation, self-monitoring and using resources

Text Components:

- Language related to the song
- Key elements (orally identifies characters, actions, objects and places)
- Events (orally identifies main events)

### **Cycle Two:**

Functional language:

- Expressions promoting harmonious exchanges and teamwork
- Theme-related vocabulary (body parts, routines)
- Instructions
- Vocabulary related to immediate environment, personal pronouns and possessive forms (I – my).

Strategies:

- Planning, predicting, cooperation, self-monitoring and using resources

Language conventions:

- Word order
- Punctuation
- Spelling

Text components:

- Contextual cues to construct meaning
- Overall meaning (identifies general ideas stated explicitly)
- Key elements (identifies and briefly describes characters, people, animals, objects, place and setting)



Introductory Task: *Wake Up Song*

**Time:** 60 minutes

**Material needed:**

- Song <http://www.dreamenglish.com/wakeup>
- Routines (SB p. 2)
- Flashcards (TRB p. 2-7)
- Drawings to cut out (TRB p. 9)
- Memory Game Cards (TRB p. 9)

**Evaluation:**

**Grade 3: C1** (when they play the game during the winding down moment)

**Procedure for the task:**

- To set the tone, bring realia related to the song: alarm clock, toothbrush, face cloth, slippers hair brush, box of cereals... You could set the alarm clock to ring and then stretch out, put on your house coat and slippers...Have the students watch the video.

**Wake Up**

Here we go!  
I wake up  
I wake up  
I wash my face  
I wash my face

This is what I do when I wake up in the morning  
This is what I do, when I wake up

I brush my teeth  
I brush my teeth  
I comb my hair  
I comb my hair

(chorus)

I eat breakfast  
I eat breakfast  
I go to school  
I go to school



(Chorus)  
I wake up  
I wash my face  
I brush my teeth  
I comb my hair  
I eat breakfast  
I go to school

- Introduce key words and listen to the song a second time pointing to the flashcards.
- At the third hearing, teacher stops singing after a key routine is mentioned and the students have to gesture the morning routine. Teacher encourages students to sing along at all times.
- After the fourth hearing, students are asked to rapidly identify the routine named by the teacher. They place their fingers on the picture in their SB as they repeat the key routine. If possible, teacher circulates to correct any mistakes.

Routines: EAT BREAKFAST – WAKE UP – WASH MY FACE – GO TO SCHOOL – BRUSH MY TEETH – COMB MY HAIR

**Winding down moment:**

- Students cut and glue their personal routines according to what they do in the morning (SB p. 2).
- Students play a memory game using the functional language provided in their student booklet. Each time they turn a card, they name the routine (TRB p.9).

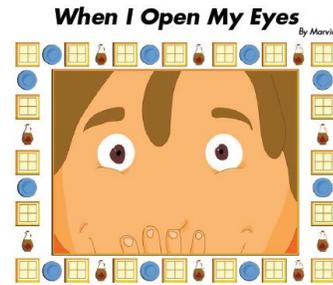


## Task 1: Good Morning!

**Time:** 60 minutes

**Material needed:**

- When I Open My Eyes (Story Book)
- Flashcards (TRB p. 10 to 29)
- Vocabulary (SB p. 3-4)



**Evaluation:**

**Grade 2: C1** Evidence of understanding of texts

**Procedure for the task:**

- Sing the song again. Observe how the grade 2 students join in.
- Predicting to construct meaning (using the Booklet *When I Open My Eyes*):  
Cover page: Is it an adult or a child? Is it a boy or a girl? Is she happy or sad?  
Page 2: Draw their attention to the alarm clock – What time is it? 7; Is it morning or night? (Mime waking up or going to sleep)  
Page 7: Is she eating cereal? Is she eating an apple? Is she eating...  
Page 11: Is she going to school (name of the school)? Is she going to the park? Is it cold or hot?
- Introduce the vocabulary flashcards : eye – face – nose – mouth – tummy – head – open – smile – smell – itch – get dressed – run – hug – wink – waffles– friends – dad – morning – yummy – fast
- Read the story a first time.
- Verify the predictions.
- If time permits, play Simon Says game with the flashcard vocabulary.

**Winding down moment:**

- Students (grades 2 and 3) label the 10 words that are not labelled in the SB. on p. 3-4.



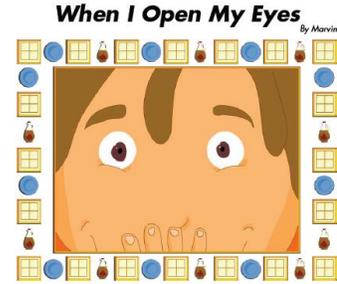
## Task 2: When I Open My Eyes

**Time:** 60 minutes

**Material needed:**

- SB p. 5-6-7-8

**Evaluation:**



**Grade 2:** C2 – Evidence of understanding of texts (for the vocabulary)

Use of words and expressions to transmit oral messages

**Grade 3:** C1 – Use of functional language and Participation in exchanges

**Procedure for the task:**

- Listen to the song one more time.
- Going back to the introductory activity, grade 2 students, one at a time, mime their routines in front of the class; grade 3 students have to guess what they are miming using the class resources and then grade 3 students will mime.
- Ask students to exchange with a friend and start over again.
- Give one or two large flashcards to each student and ask them to stand up and show their flashcards when the word is mentioned in the story.
- Read the story a second time.
- After the reading, ask students to circle the routines or the words mentioned by the teacher among three pictures (SB p. 5-6). Model number 1 (tummy).
- Words suggested: 2. *Eat breakfast* 3. *Comb my hair* 4. *Wash my face*
- 5. *Brush my teeth* 6. *Go to school* 7. *Mouth* 8. *Dad* 9. *Hug* 10. *Run* 11. *Itch*.

**Winding moment:**

- Students play *Tic Tac Toe* in pairs (SB p. 7-8-9). In order to win the square, they must correctly identify the picture. Change partners after each game. Grade 3 students are evaluated during this activity.



### Task 3: Sequencing

**Time:** 20 minutes

**Material needed:**

- Sequences (SB p. 10-11)

**Evaluation:**

**Grade 3:** C2 (sequencing)

**Procedure for the task:**

**Sequencing**

- Read the story a third time.
- Refer students to pages 10-11 in their SB. Do the example with the students.
- Ask them to listen carefully to the sequences presented by the teacher. (It might not be the logical order).
- Students have to number the pictures according to the order presented by the teacher.
- Repeat each sequence twice and, if needed, a third time.

### Task 4: Personalized Version/Personalized Product

**Time:** 90 minutes

**Material needed:**

- Grade 2: Word search (SB p. 11)  
Story builder (SB p. 12)
- Grade 3: Writing process (SB p. 11)  
Story builder (SB p. 12)

**Evaluation:**

**Grade 2:** C1 (personalized version)

**Grade 3:** C3 (personalized product)

**Procedure for the task:**

**Personalized version/Personalized product**



Grade 2 students are asked to draw one final illustration for *When I Open My Eyes* to tell where they think the main character is going. Their drawing could be posted in the class. When they are finished, they can work on the Word Search (SB p. 12).

Meanwhile, the grade 3 students will work with the teacher.

- Complete the teacher's model of the personalized product; then brainstorm with the class to build up the resources they will need to write their texts. Leave the information on the board. (Be sure to keep a copy of their ideas to post for next class).
- Introduce the writing process (SB p. 13). Use it to complete a class version using the brainstormed vocabulary. Deliberately, leave out capital letters, capital I, punctuation and misspell a few words to illustrate the revision step.
- Then students complete their first drafts using the writing process on p. 13 of the SB and the story builder on p.14.
- When their drafts are completed and revised, they write their final version on the sheet provided (TRB p. 34, 35 and 36).

When the grade 3 students are writing their texts, work with grade 2 students to introduce how to play the game. (Appendix 1)

- Present the teacher's model of a personalized version; then brainstorm with the class to build up the resources they will need to write their texts. Leave the information on the board.
- Complete a class version.
- Ask students to write their own version using the story builder on p. 13 of their SB.
- When they are ready, they write their final version on the sheet provided (TRB p. 34, 35 and 36)

When the final versions are completed, students practise reading their stories. They then read them, either to the class or to small groups of students.