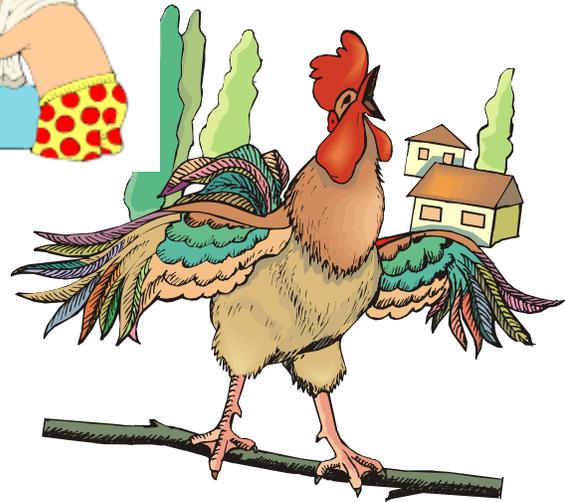


A Good Morning!



Teacher's Resource Booklet



WAKE UP



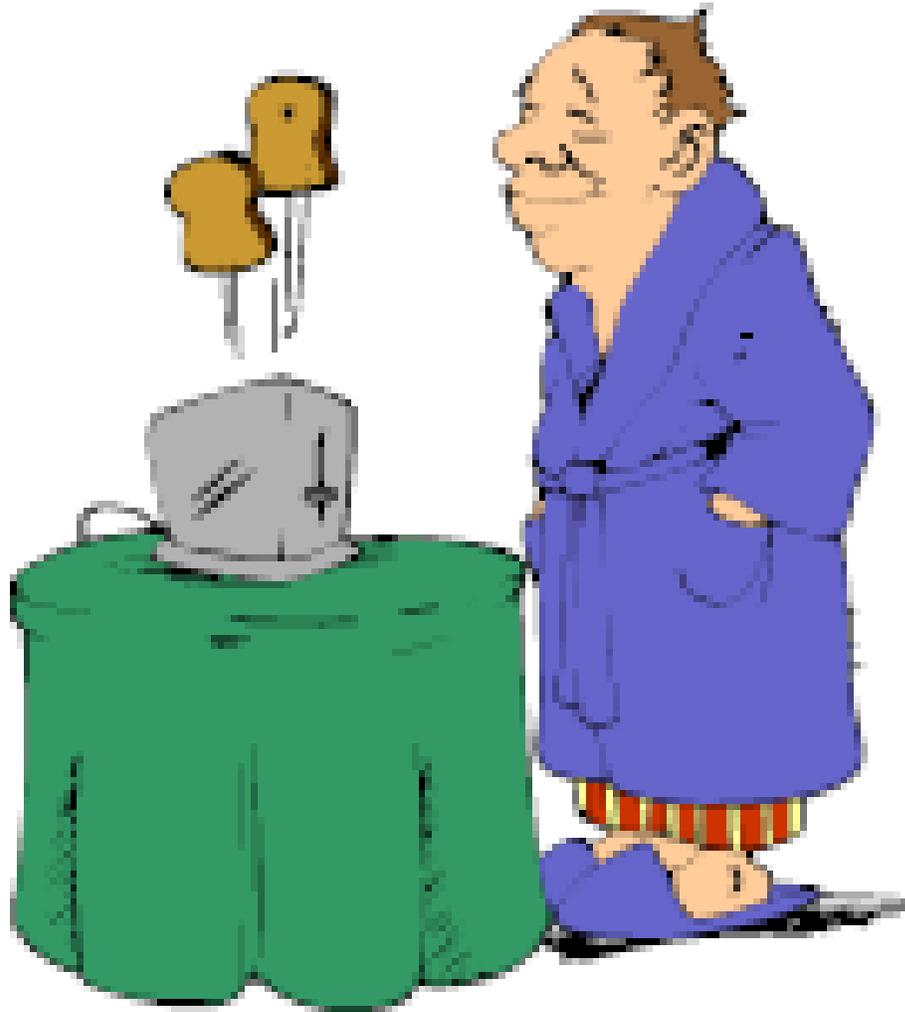
WASH MY FACE



BRUSH MY TEETH



COMB MY HAIR

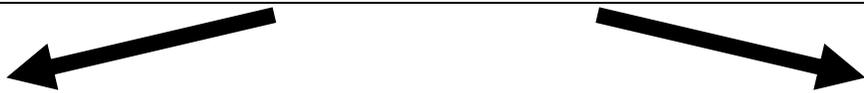


EAT BREAKFAST



GO TO SCHOOL

	<p>My turn.</p>
	



<p>It's the same!</p>



<p>It's not the same</p>



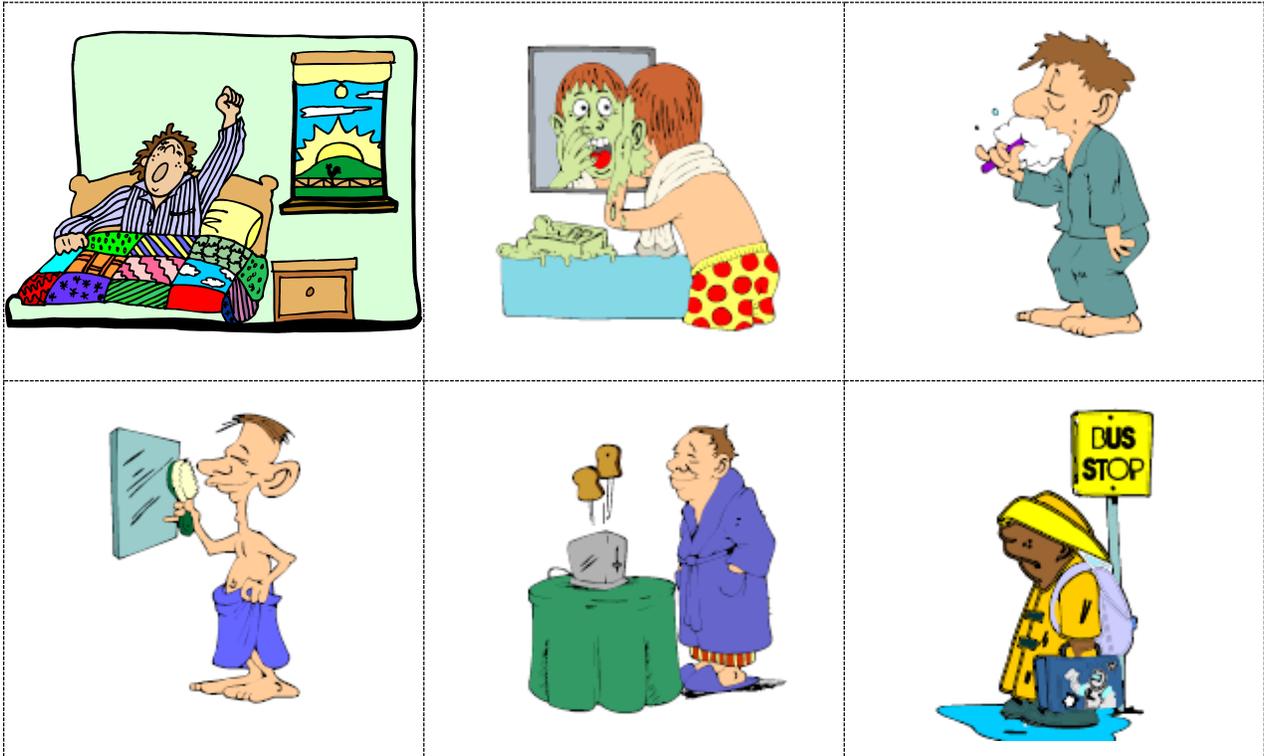
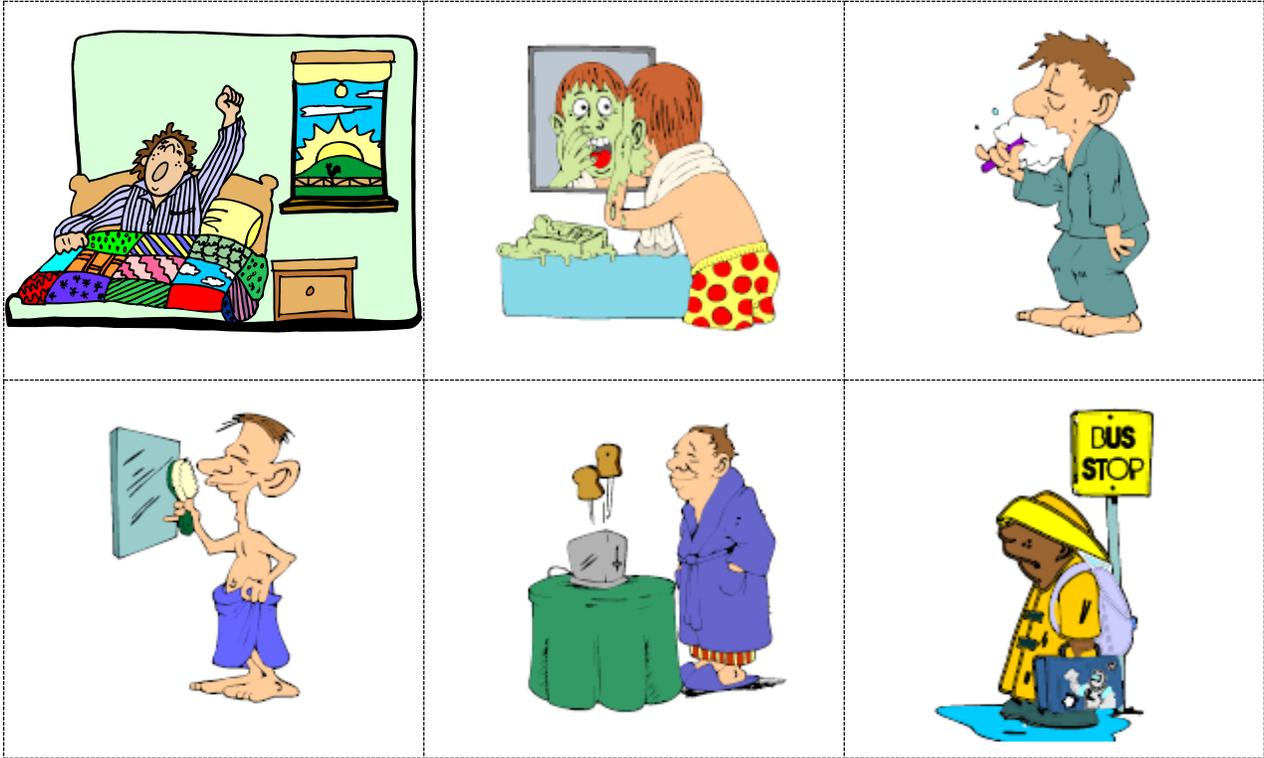


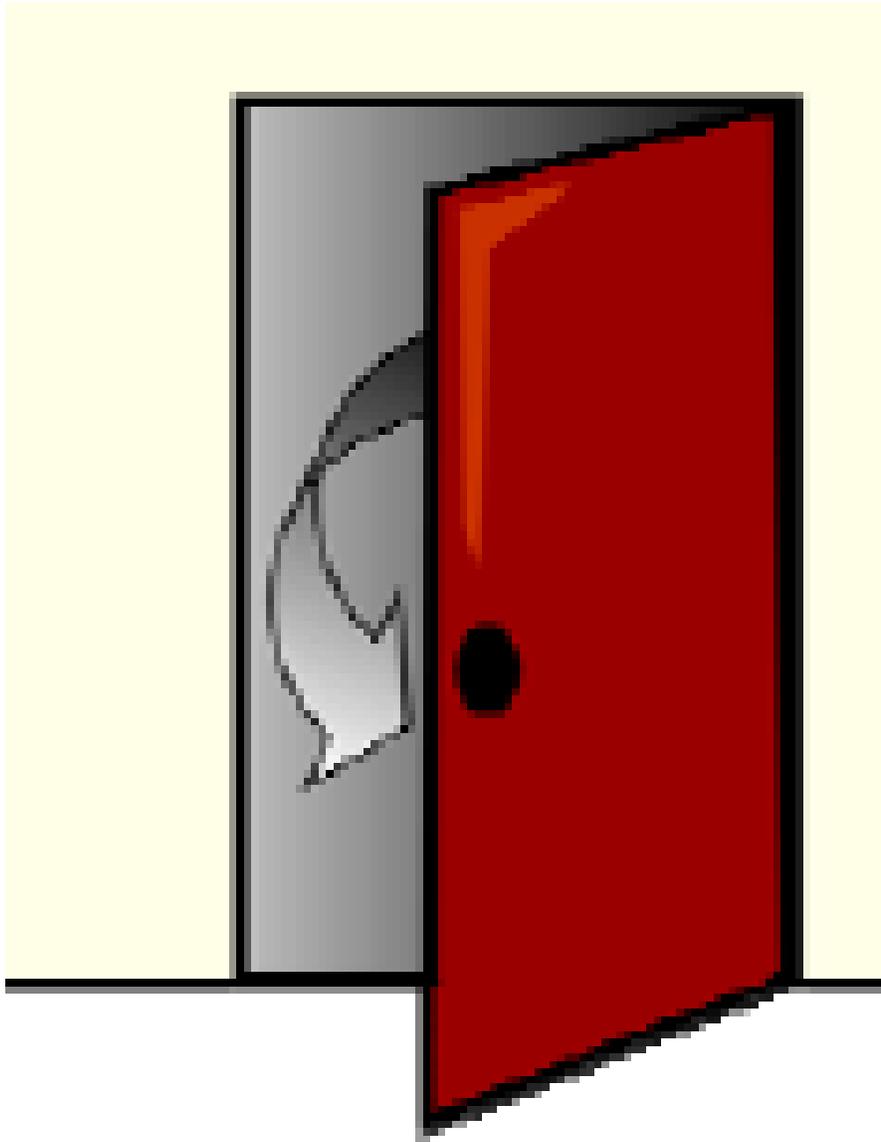
	<p>My turn.</p>		<p>Your turn.</p>
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MEMORY GAME

Introductory Task_ – **Grade 2** (Give one series of pictures per student)

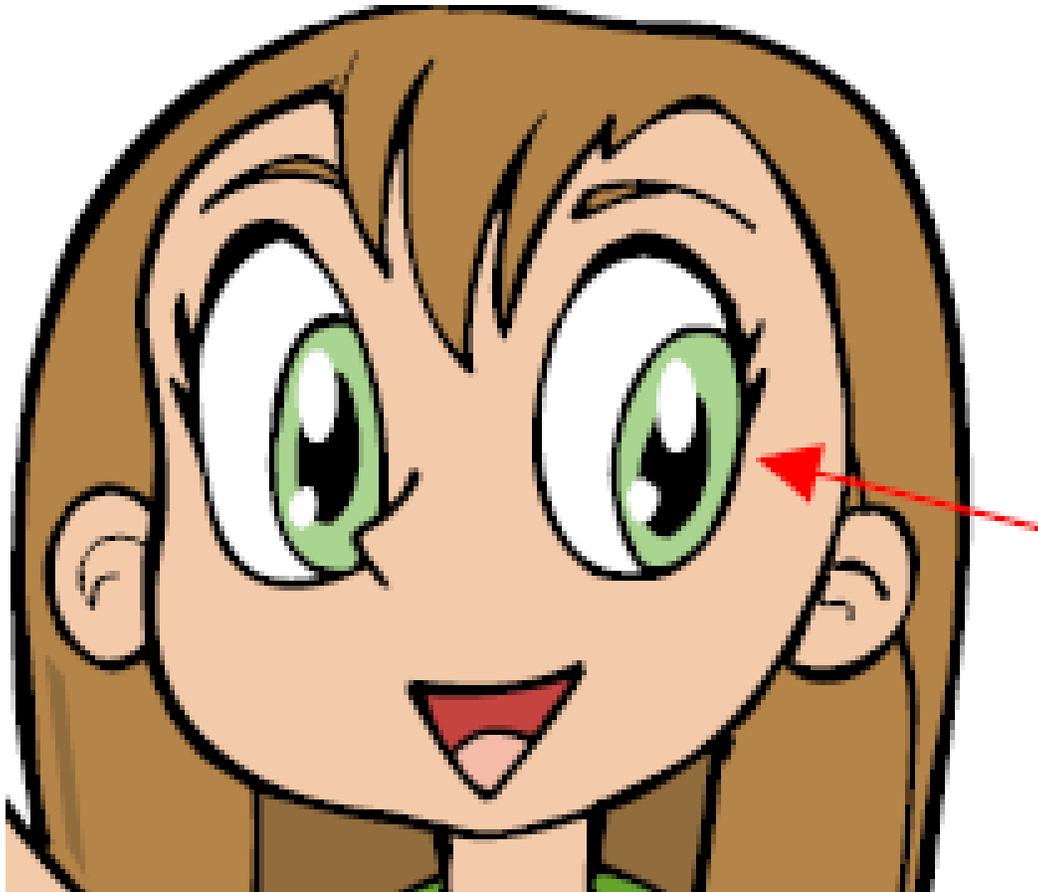
Grade 3 (Give two series per pair of students)





OPEN

Task 1: Good Morning



EYE



FACE

Task 1: Good Morning



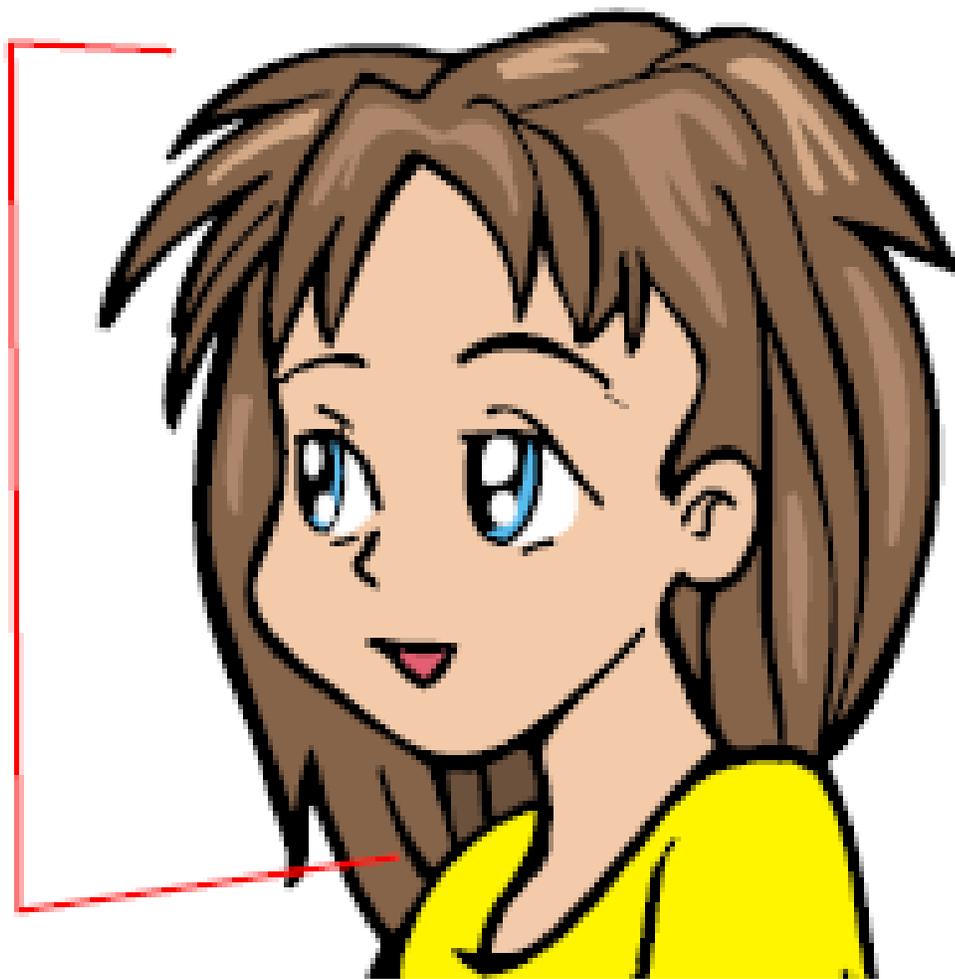
MORNING



SMILE



NOSE

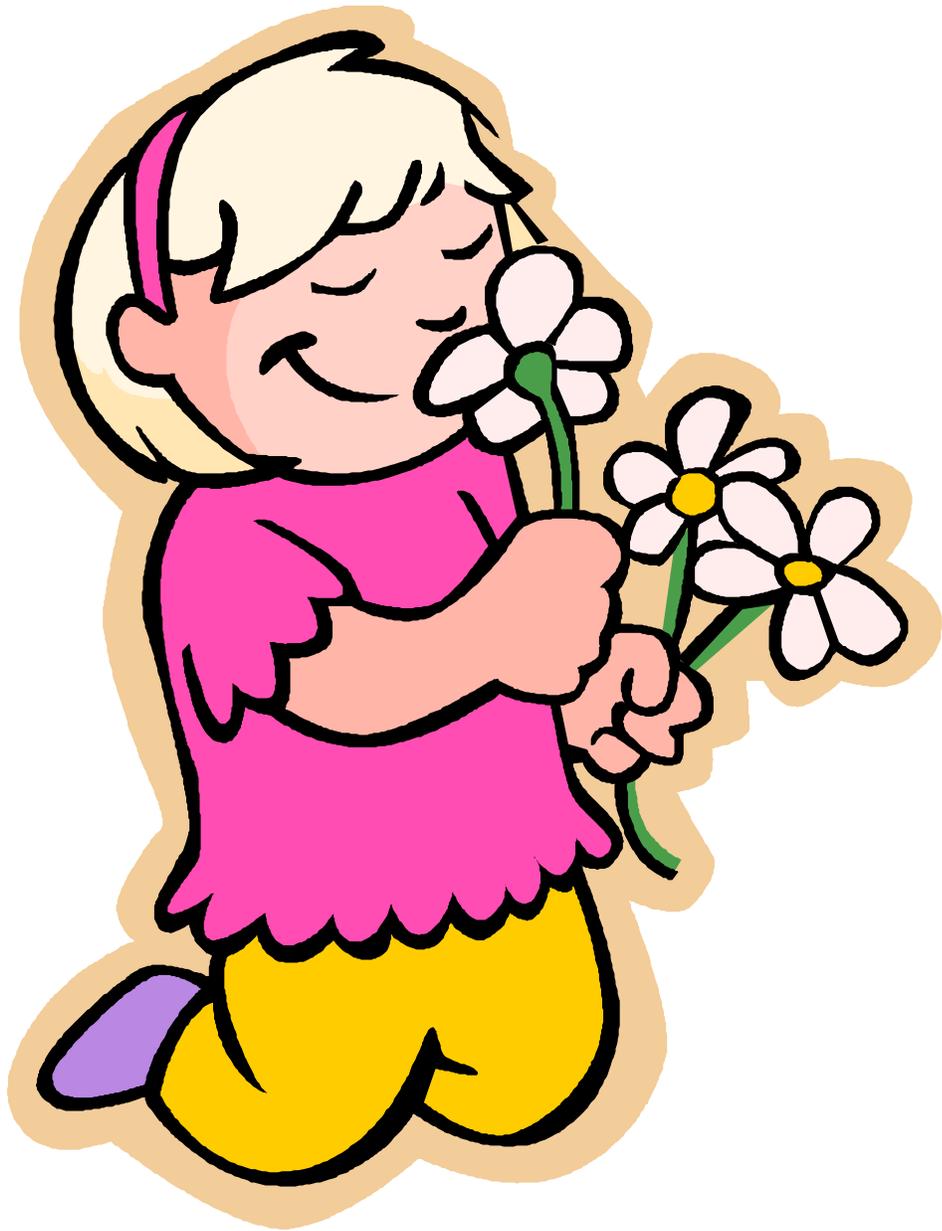


HEAD

Task 1: Good Morning



ITCH



SMELL



FAST

Task 1: Good Morning



MOUTH

Task 1: Good Morning

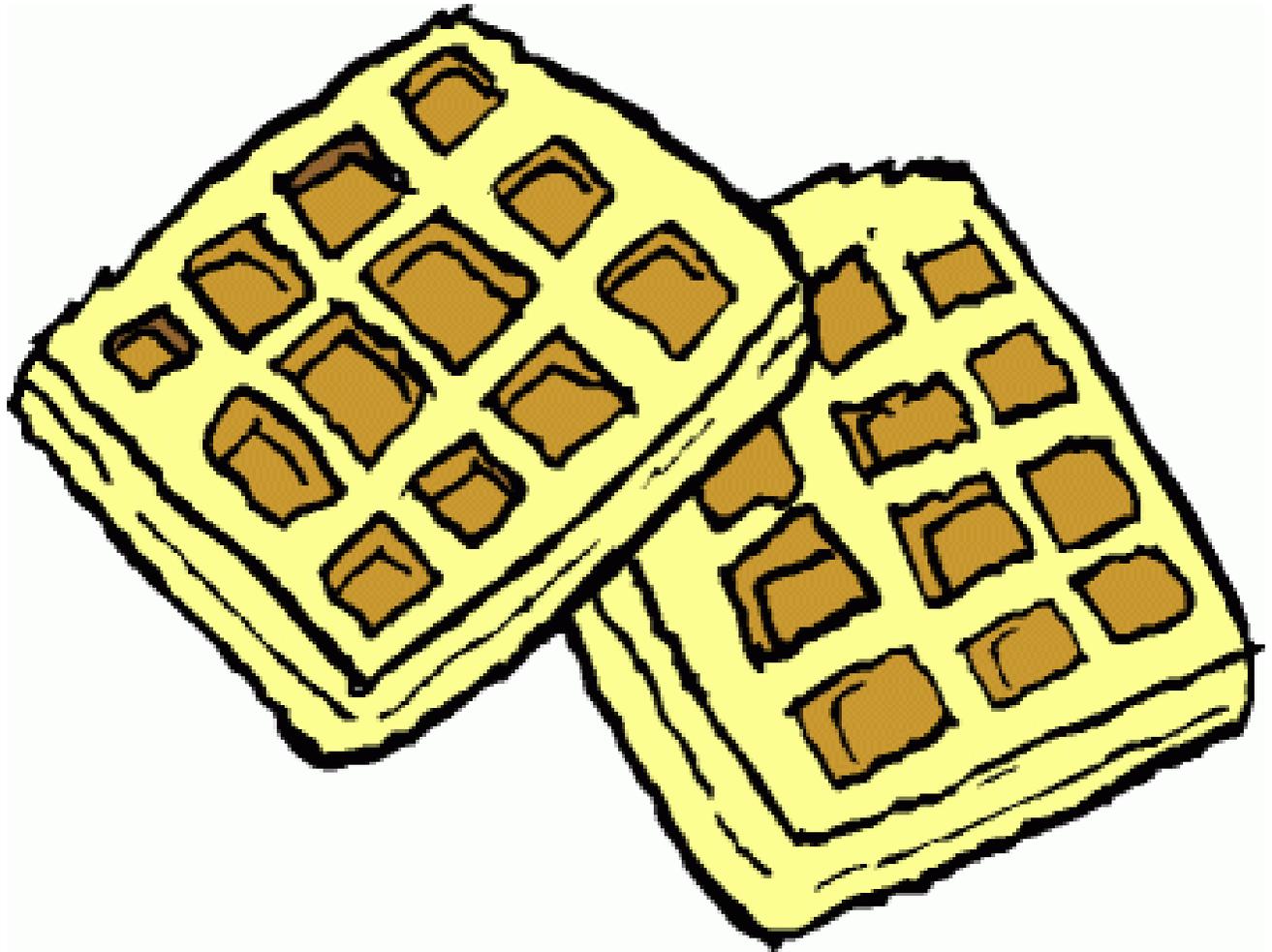


GET DRESSED



RUN

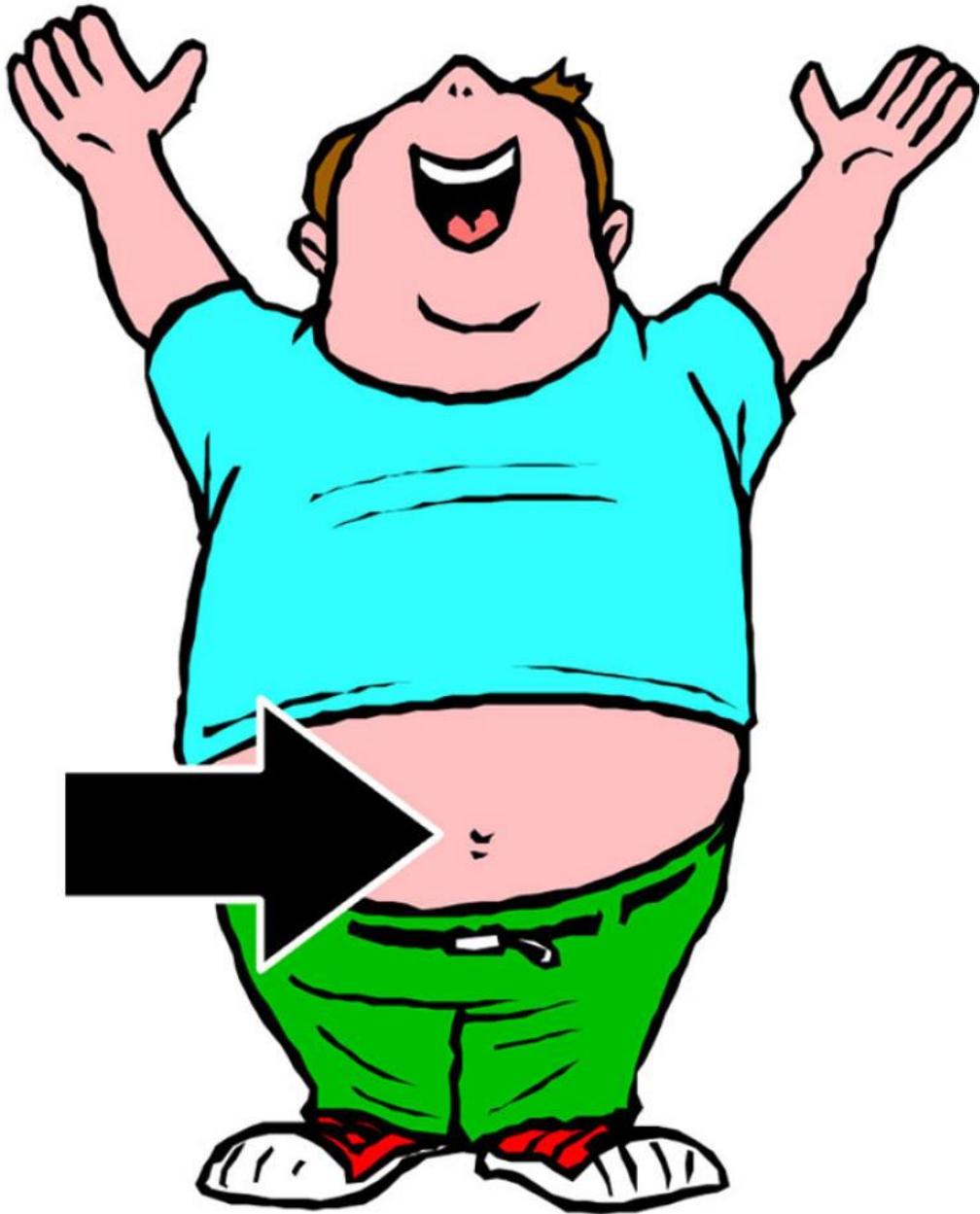
Task 1: Good Morning



WAFFLES



YUMMY



TUMMY

Task 1: Good Morning



DAD



FRIENDS



HUG

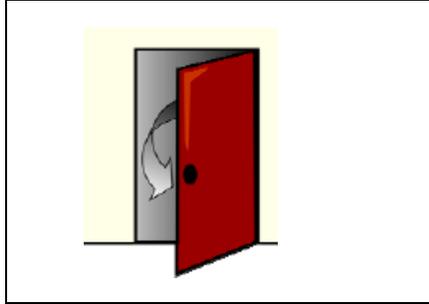
Task 1: Good Morning



WINK

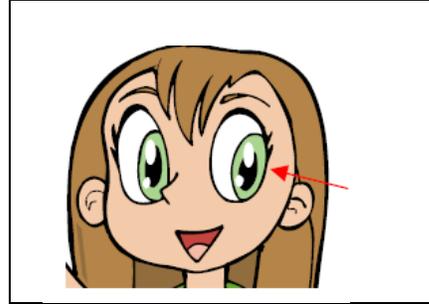
Task 1: Good Morning -- Answer Key

1



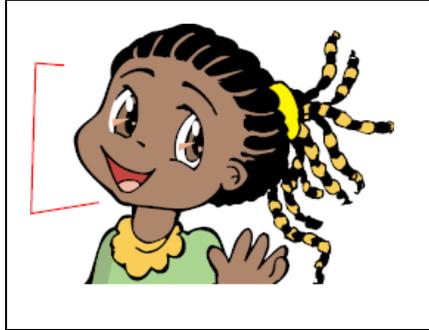
open

2



eye

3



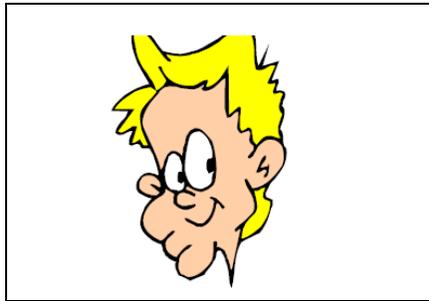
face

4



morning

5



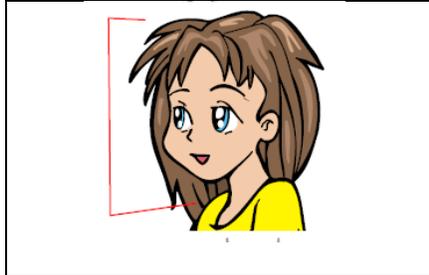
smile

6



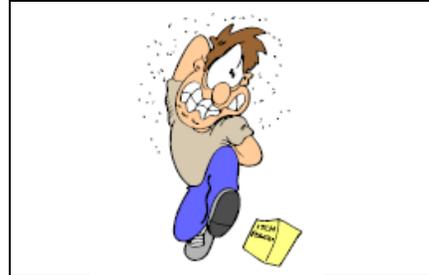
nose

7



head

8



itch

9



smell

10



fast



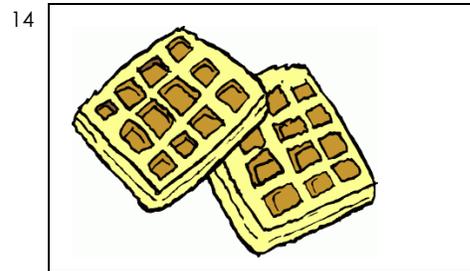
mouth



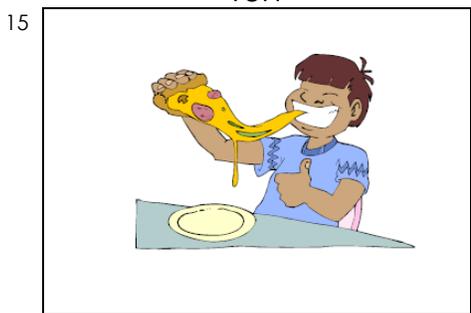
dress



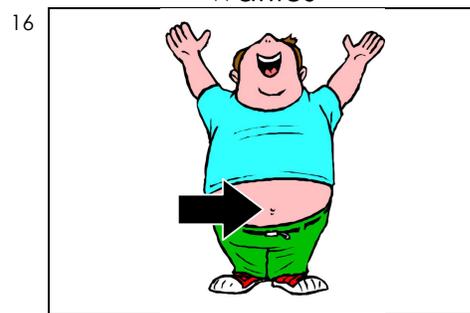
run



waffles



yummy



tummy



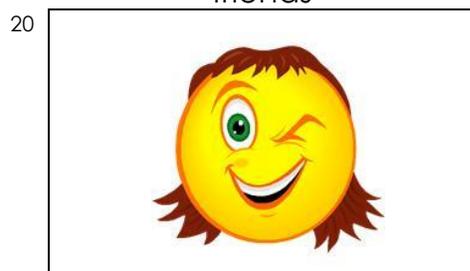
dad



friends



hug



wink

Task 4:

Personalized version – Teacher’s Model

Me: Christine

When I open my eyes,
What do I see?
I see François.

I hear, “Good Morning. How are you today?”
And I say “Fine, thanks and you?”

I shower and I get dressed.

I run to the kitchen and I eat toast.

I yell, “Have a good day!” to my family.

I’ve got to run.

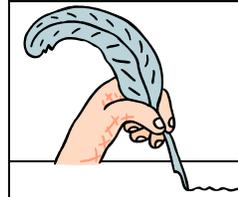
Personalized product – Teacher’s model

In the morning, I really like to relax .
I also like to hug my dog.

I don’t like to move too fast.
And I don’t like to comb my hair.

My favorite breakfast is two toasts with orange juice.

I prepare my school bag and I put my pencil case in it.



3. To write texts

I Write Texts



1. I prepare to write.

- I think of the instructions.
- I take out the resources I need (my books, my dictionary, my bank of expressions...)
- I look at the model.
- I write down ideas in English.
- I put them in order.



2. I write a draft.

- I look at the model again.
- I follow the instructions.
- I use my ideas.
- I write short sentences in English. (Subject/Verb/Object)
- I use the vocabulary and expressions I know.
- If I have a problem :
 - I ask for help, I use my bank of words.



3. I revise my text

- Did I follow the instructions?
- Did I follow the model?
- Are my ideas original?
- Using the resources I have :
 - I check the spelling.
 - I check the word order and the punctuation.
- I ask a teammate to revise my text.
- I correct my text.



4. I write my final text.

- Is it OK?
- Is it neat?
- Is it easy to read?

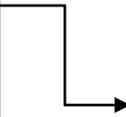


THE END

MY STORY

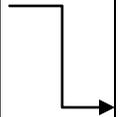
by

When I open my eyes,
Whom do I see?
I see _____.



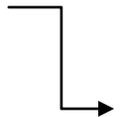
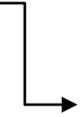
I hear " _____

_____."

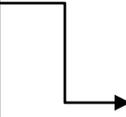


And I say " _____

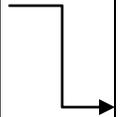
_____."



I _____ and
I _____.

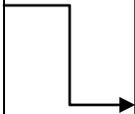


I run to the kitchen and
I eat _____.



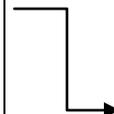
I yell, " _____
_____."
I've got to run.

In the morning, ___
really like _____.
_____.

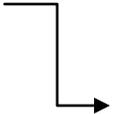


___ also like _____

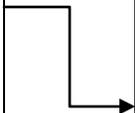
_____."



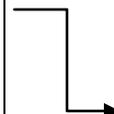
___ don't like _____
_____.



And ___ don't like ___
_____.



My favorite breakfast is
_____ with
_____.



___ prepare my school
bag and ___ put _____
_____ in it.

**Competency 1- To Interact Orally in English
Cycle 2 (50%)**

<u>Criteria</u>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
	<i>Very good development of the competency</i>	<i>Good development of the competency</i>	<i>Minimal development of the competency</i>	<i>Difficulties encountered in the development of the competency</i>	<i>Great difficulties encountered in the development of the competency</i>
1. Participation in exchanges	Participates spontaneously. Occasionally adds facts and personal information. Perseveres in using English at all times.	Initiates and maintains short exchanges. Expresses short personal messages. Uses short sentences. Uses English most of the time.	Answers familiar questions. Maintains short simple exchanges. Reacts appropriately to familiar instructions or requests. Uses English during structured activities.	Needs support when trying to express messages. Speaks when called upon by peers using the models to do so. Makes an effort to speak English, using gestures and mother tongue to fill in for unknown words.	Requires constant support to use English. Relies on nonverbal reactions to understand messages. Uses one-word answers or nonverbal reactions to answer routine questions.
2. Use of functional language	Uses classroom functional language autonomously. Uses familiar expressions and new language. Pronounces well enough so that all messages are easily understood.	Uses classroom functional language and some of the new language. Pronounces well enough so that parts of messages are easily understood.	Uses familiar functional language correctly. Pronounces well frequently used functional language.	Omits parts of familiar functional language. Uses familiar expressions of courtesy appropriately. Needs help to pronounce familiar words correctly.	Repeats new language when prompted. Pronounces a few frequently used words correctly when prompted.

C1 Rubric (Cycle 2) – Class Rubric

<p>Competency 1– To Interact Orally in English Cycle 2 (50 %)</p>																			
Participation in exchanges																			
5	Participates spontaneously. Occasionally adds facts and personal information. Perseveres in using English at all times.																		
4	Initiates and maintains short exchanges. Expresses short personal messages. Uses short sentences. Uses English most of the time.																		
3	Answers familiar questions. Maintains short simple exchanges. Reacts appropriately to familiar instructions or requests. Uses English during structured activities.																		
2	Needs support when trying to express messages. Speaks when called upon by peers using the models to do so. Makes an effort to speak English, using gestures and mother tongue to fill in for unknown words.																		
1	Requires constant support to use English. Relies on nonverbal reactions to understand messages. Uses one-word answers or nonverbal reactions to answer routine questions.																		
Use of functional language																			
5	Uses classroom functional language autonomously. Uses familiar expressions and new language. Pronounces well enough so that all messages are easily understood.																		
4	Uses classroom functional language and some of the new language. Pronounces well enough so that parts of messages are easily understood.																		
3	Uses familiar functional language correctly. Pronounces well frequently used functional language.																		
2	Omits parts of familiar functional language. Uses familiar expressions of courtesy appropriately. Needs help to pronounce familiar words correctly.																		
1	Repeats new language when prompted. Pronounces a few frequently used words correctly when prompted.																		

C2 Rubric (Cycle 2) – Class Rubric

<u>Criteria</u>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
	<i>Very good development of the competency</i>	<i>Good development of the competency</i>	<i>Minimal development of the competency</i>	<i>Difficulties encountered in the development of the competency</i>	<i>Great difficulties encountered in the development of the competency</i>
3. Evidence of understanding of texts.	Correctly guesses the meaning of words and expressions in texts using context. Expresses personal comments and opinions about ideas in texts. Selects important information by scanning for key elements and highlighting them.	Infers information. Identifies specific information in texts. Makes predictions while reading. Retells stories using own words and words from texts. Asks simple questions to clarify understanding. Shares understanding with peers.	Uses print cues to understand the meaning of texts. Answers simple questions. Completes graphic organizer. Puts story events in order. Follows instructions. Refers to texts when needed. Makes personal connections with texts.	Makes guesses to understand the meaning of words when prompted. Identify a few key elements in texts.	Uses mainly non-print cues to understand key words and meaning of texts. Uses cognates. Depends on the teacher or peers to understand overall meaning.
4. Use of knowledge from texts in a reinvestment task.	Creates a personalized product by : <ul style="list-style-type: none"> • Creatively using a wide range of language found in texts. • Reformulating sentences. • Expanding on ideas from texts coherently. 	Selects vocabulary, expressions and ideas from texts and combines them with own repertoire to create a personalized product.	Combines parts of texts with personal language repertoire to carry out the task.	Copies parts of texts and uses familiar words repeatedly. Requires support to carry out the task.	Randomly copies parts of texts and/or repeatedly uses familiar words from language repertoire.

C3 Rubric (Cycle 2) – Class Rubric

<u>Criteria</u>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
	<i>Very good development of the competency</i>	<i>Good development of the competency</i>	<i>Minimal development of the competency</i>	<i>Difficulties encountered in the development of the competency</i>	<i>Great difficulties encountered in the development of the competency</i>
1. Application of targeted language conventions.	Applies the grammar and punctuation targeted for the task autonomously.	Corrects some grammar and punctuation errors.	Correctly copies words from the model. Applies most of the grammar and punctuation targeted for the task with support.	With support, applies some of the grammar and punctuation targeted for the task.	Copies familiar words from models correctly. Spells phonetically.
2. Characteristics of the written text.	Uses the models appropriately. Writes a message that meets all requirements. Adds a few personal ideas or expressions.	Uses the models appropriately. Writes a message that meets the requirements. Uses correctly words and expressions from varied resources (class brainstorm grid, dictionary, own personal repertoire).	Uses most parts of the models appropriately. Writes a message that is understood for the most part. Uses words and expressions from models.	Uses some parts of the models appropriately. Writes a message that is difficult to understand. Uses a few words appropriately.	Copies the models. Writes an incoherent message. Requires constant teacher guidance.
3. Use of strategies	Frequently uses appropriate strategies to write the text (e.g. self-monitoring).	Uses checklists and resources targeted for the task.	Applies the strategies targeted for the task.	Uses the same familiar strategies.	Needs constant teacher guidance to apply strategies. Relies on the teacher as the main resource.

Appendix 1