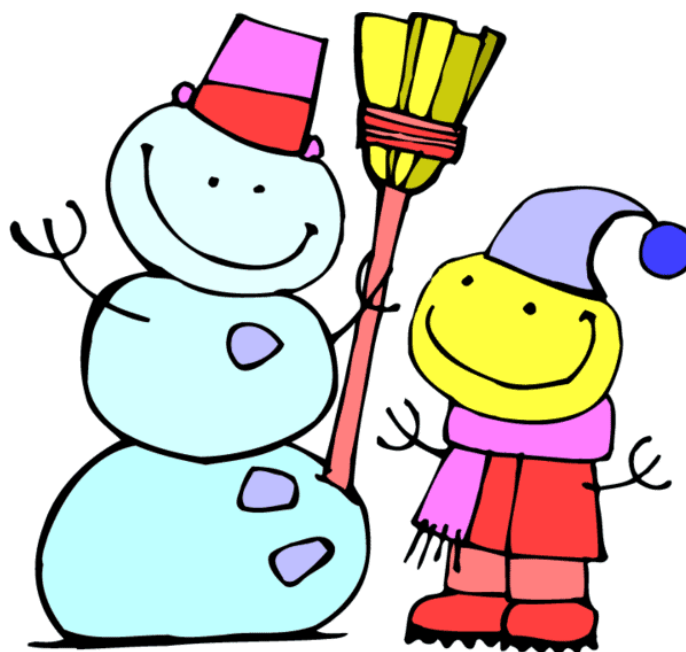




Bundle Up!



Teacher's Guide

Production Team:

Danika Dutil, ESL Teacher, CSDHR

Marie-Christine Léger, Pedagogical consultant, CSDHR

Nancy Rokas, ESL Teacher, CSDHR



General overview of the LES

Title: Bundle Up!

Suggested duration: 5-6 60 minute periods

Level: Grade 2/3 multi-level classrooms (suggested for January)

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, well-being, sexuality and safety.

Focus of development:

Active lifestyle and safe behaviour

Cross-curricular competency: To use creativity

ESL competencies:

Grade 2	Grade 3
Competencies C1: To act on understanding of texts C2: To communicate orally in English	Competencies C1: To interact orally in English C2: To reinvest the understanding of texts C3: To write texts
Evaluation criteria ↗ Demonstration of understanding of texts ↗ Demonstration of understanding of oral messages. ↗ Use of words, string of words and short expressions.	Evaluation criteria ↗ Use of functional language ↗ Participation in exchanges ↗ Demonstration of understanding of key elements and overall meaning ↗ Carrying out tasks ↗ Compliance with instructions ↗ Language conventions targeted for tasks



General overview of the LES

Purpose of the LES:

To learn the vocabulary related to winter, clothes and the concepts of indoor/outdoor. Make appropriate choices when dressing up.

Documents included:

- 🌀 Teacher's guide (TG)
- 🌀 Student booklet (SB) two versions
- 🌀 Rubrics cycle 1 and 2

Essential knowledge:

Cycle one:

Contextual language:

- Repertoire of words and short expressions (clothing, description and pair work.)

Strategies:

- Cooperation, risk-taking and using resources

Cultural elements:

- Story: *The Jacket I Wear in the Snow* by Shirley Neitzel (ISBN: 978-0688045876)

Cycle 2:

Functional language:

- Expressions promoting harmonious exchanges and teamwork
- Theme-related vocabulary (clothing)
- Colours

Cultural products:

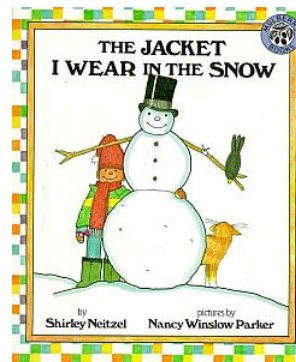
- Stories
- Games (Boardgame, Guess Who?)

Web sources:

- Pictures for flashcard: <http://members.coloringplanet.com/gallery/cgi-bin/imageFolio.cgi?direct=Clothing/>
- Google images for other pictures

**Introductory task: *The Jacket I Wear in the Snow*****Time:** 60 minutes**Material needed:**

- Storybook *The Jacket I Wear in the Snow*
- SB pp. 2-3
- Flash cards (TG pp. 9-26)
- Colouring pencils

**Evaluation:****Grade 2:** NO EVALUATION FOR THIS TASK**Grade 3:** Optional C1 (rubric)**Procedure for the task:**

- Show the book to the students and elicit vocabulary by asking them what they see on the cover.
- Read the book a first time.
- Introduce vocabulary words with the flashcards in the TG on pp. 9-26.
- Handout the SB and go through the Picture Dictionary on pp. 2-3.
- Students complete the picture dictionary. (***Clothing and accessories ONLY!!!***)

There are two versions of the picture dictionary:

Grade 2	Grade 3
<ol style="list-style-type: none">1) Students look at the words on the flashcards and write them under the correct picture on the dotted lines.2) Colour the pictures.	<ol style="list-style-type: none">1) Students write the correct word under each picture.2) Colour the pictures.3) Do the optional C1 task on p.3





Task 1: Color Up!

Time: 60 minutes

Material needed:

- SB p. 4
- Clothing cut outs (TG pp. 27-29)
- Construction paper (or any kind of coloured paper)



Evaluation:

PART A: NO EVALUATION

PART B: **Grade 2:** C1

Grade 3: C2

→ Rubrics

Procedure for the task:

PART A: Colour review

- Prepare three cut outs ahead of time, using the templates in the TG on pp. 27-29.
(We recommend that you stick acetate on the back to make it more solid.)
- Post the coloured sheets of paper on the board for all the students to see.
- Model the activity by holding a cut out in front of a colour and saying:

«This is a red t-shirt.
This is a blue t-shirt.
What is this? »

- Next, asks students to come to the board to play the game.
- Tell the student at the board what you want to see.

«Show me a green hat. »

- The student in front will choose the cut out of the hat and hold it in front of the green paper.
- The other students are encouraged to participate by saying «Good job! » or «Try again! ».

PART B (optional): Colour dictation

- Explain the activity in the SB on p.4
- Students listen to the instructions and colour the clothing the appropriate colour. You decide on the colours for the activity.
- Pick up the sheets and correct them using the rubrics for each cycle.

Example: Johnny has a yellow hat. Sara has purple boots.



Task 2: Game Up!

Time: 60 minutes

Material needed:

- Picture dictionary (SB pp. 2-3)
- Boardgame (TG pp. 30-33)
- Coloured strips of paper
- Dice (One per team)



Evaluation:

Grade 2: C2

Grade 3: C1

Listen for the use of targeted functional language for the task. (Rubrics)

Procedure for the task:

Before the day of the activity: Prepare envelopes for each team with strips of paper of different colours. These will be used during the game. OR you could choose to colour the boardgames yourself!

- Students get into teams of four; it would be preferable to mix the two levels.
- Give each team a boardgame and an envelop with the coloured strips of paper.
- Go through the functional language in the SB on p.3.
- Walk around the class to evaluate oral interaction using the rubrics for each cycle.

How to play the game:

- 1) Roll the die.
- 2) Put your pun on the correct square.
- 3) Pick a strip of paper out of the envelop.
- 4) Answer the three following questions:
 - Colour
 - Item of clothing or accessory
 - Indoor/outdoor

Sample answer: A blue t-shirt, indoor.

- 5) If you land on a snowflake, you lose a turn.
- 6) If your answer is incorrect, you lose a turn.
- 7) The winner is the student that gets to the end first.

**If time permits, students could exchange their games and play again. There are four versions of the game in the TG.*



Task 3: A Story About Winter

Time: 60 minutes

Material needed:

- SB pp. 5-6
- Colouring pencils

Evaluation:

Grade 2: C1

Grade 3: C2



Rubrics



Procedure for the task:

- Read the book *The jacket I wear in the Snow* a second time.
- Go through the instructions for the task in the SB on p.5-6.
- Students read the story and fill-in the missing information.
- **Grade 2:** Write the name of the missing element.
- **Grade 3:** Choose a colour and write the name of the missing element.

**Students use the vocabulary from the Picture Dictionary for this task.*

Suggestion

Another winter day!

Paul wakes up one sunny morning. He takes off his **purple pyjamas**. He puts on his **blue pants** and his **red t-shirt**. He chooses two different **socks**: one **yellow** and one **green**. He puts his **sunglasses** on his nose. He is finally ready for breakfast.

«Here's your bowl of cereal. »

«Thanks mom! What a beautiful day, let's go play outside! »

Paul puts on his **brown snow pants** and his **orange scarf**. His mom says:

«Don't forget your **red mittens** and your **yellow hat**. »

«Yes mom, and my **black boots**! »

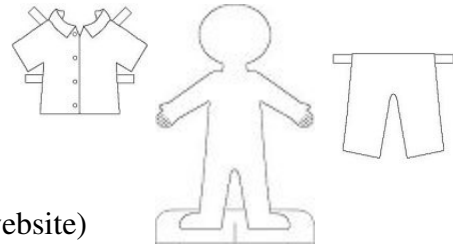


Task 4: Let's Play Dress Up!

Time: 60 minutes

Material needed:

- SB p. 7
- Tongue depressors
- Scissors and glue
- Colouring pencils
- Construction paper (or clothing from a paper doll website)



Evaluation:

Grade 2: NO EVALUATION

Grade 3: C3 (Rubric)

Procedure for the task:

- Students cut out the paper puppet template on p. 7 of the SB and glue it on a tongue depressor.
- Students must create clothing for their puppet using construction paper, clothing from a paper doll website or magazine cut-outs.
- Have students glue the clothing items on the puppets.
- They are free to add any detail they want!
- Students must choose an **INDOOR** or **OUTDOOR** theme.

Writing task for grade 3:

- Now that their paper puppet is complete, **grade 3** students must write a descriptive text about what their puppet is wearing.
- Go through the rubric for C3 with the students before they start.
- Here are some possible prompts for students:

This is my doll.
He/she is dressed for _____ (indoor or outdoor)
He/she has a _____ (colour) _____ (item).
He also has _____.

We chose to use the verb **TO HAVE** instead of “**is wearing**” because of the level of the students

- Pick up the texts for correction and evaluation.

**If you choose to print out clothing for the paper puppets, this website is great:*

<http://familycrafts.about.com/od/paperdolls/tp/paperdolls.htm>



Task 5: Guess Who?

Time: 60 minutes

Material needed:

- SB p.8
- Functional language SB p.8
- Paper puppets made by the students

Evaluation:

Grade 2: C2

Grade 3: C1



Rubrics



Procedure for the task:

- Place all the paper puppets on the blackboard and number them.
- Students get into teams of four.
- Go through the functional language for the task in the SB on p.8.
- Students choose a puppet (but not theirs!!) and write the number in the space provided in the SB on the same page.
- One after the other, they play the **Guess Who?** game to make the others in the team guess which puppet they picked.
- Walk around the class to evaluate oral interaction using the C1 rubric for each cycle.

How to play the game:

- Choose a puppet and write the number in the square. (SB p.8)
- Hide your number so the others can't see it!
- Answer the questions by saying **YES** or **NO, TRY AGAIN!**

Sample interaction:

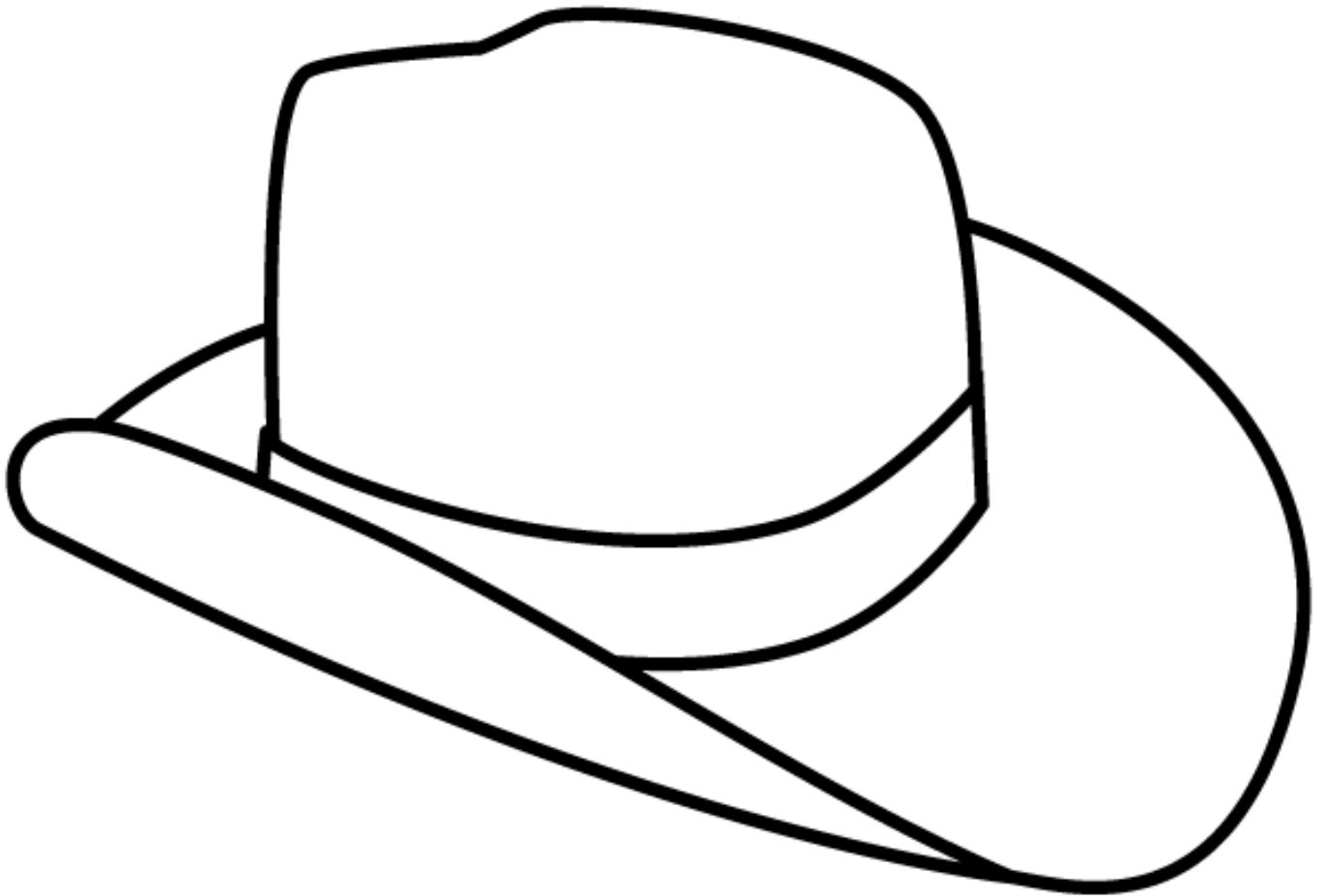
*«Is it a boy?
Yes!
Does he have a cap?
No, try again!
Does he have blue pants?
Yes! »*

- The members of your team must guess which puppet you chose.

**If time permits, students could choose a second puppet and play the game again.*



Hat





Socks



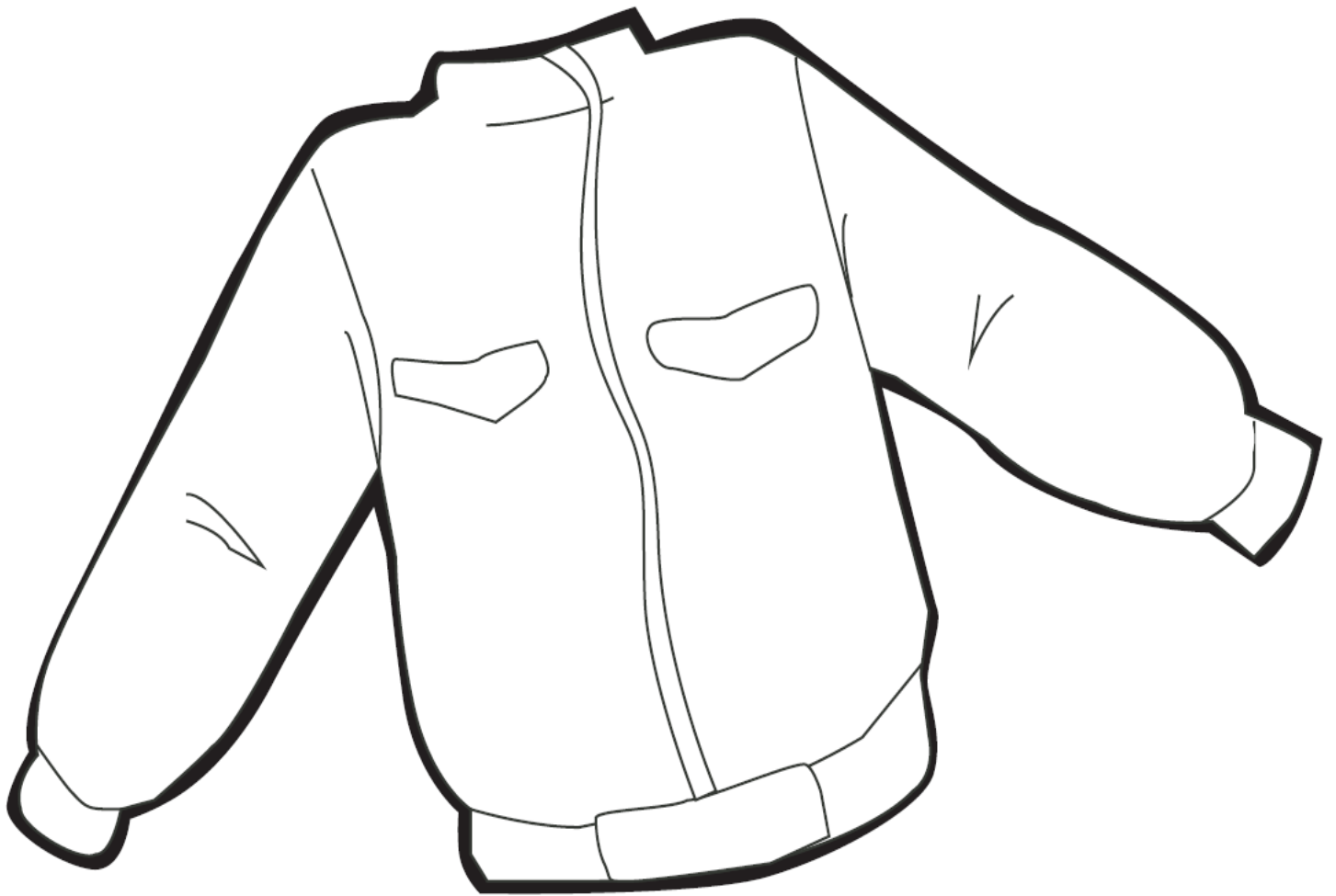


Necklace



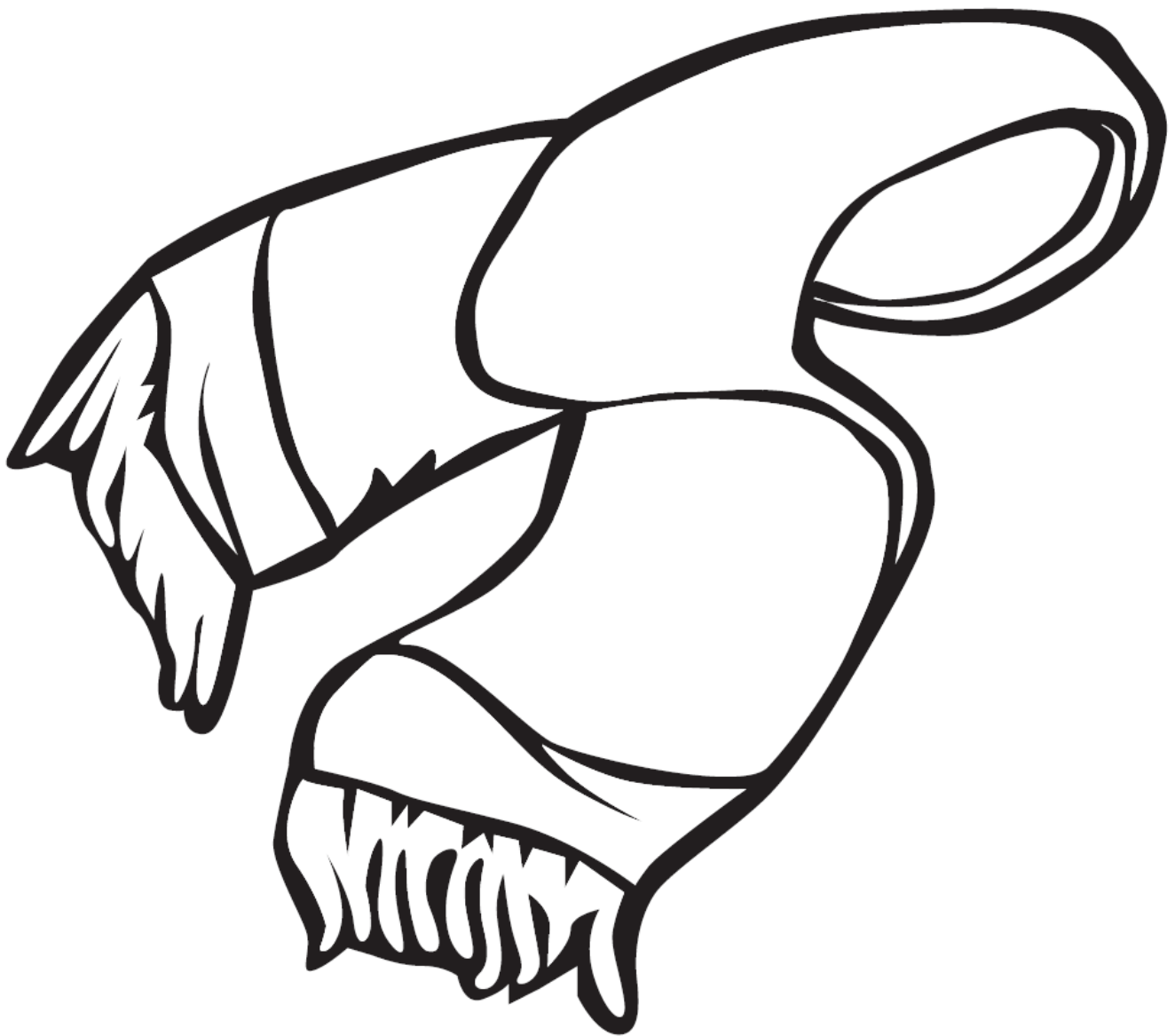


Coat





Scarf



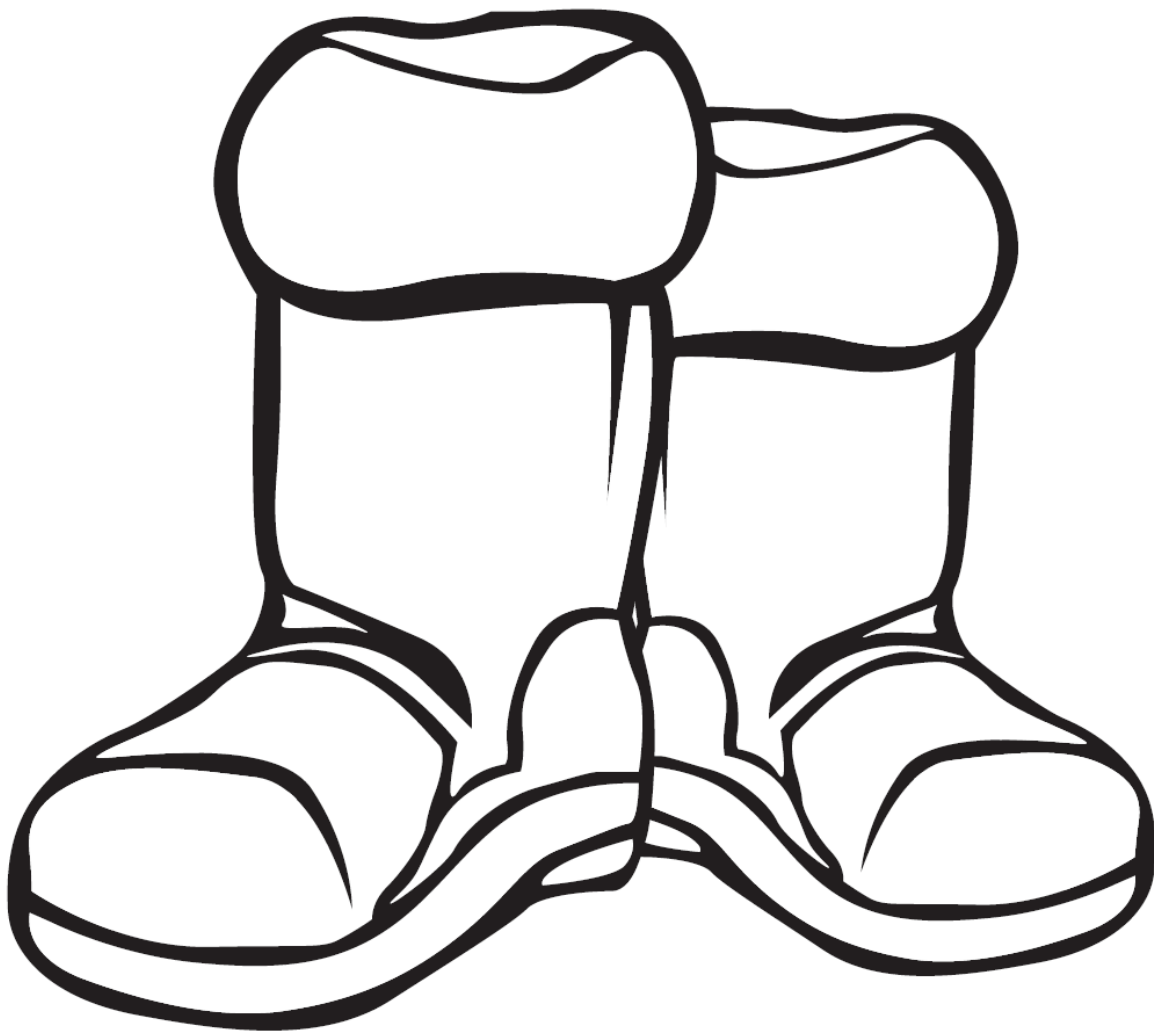


Dress



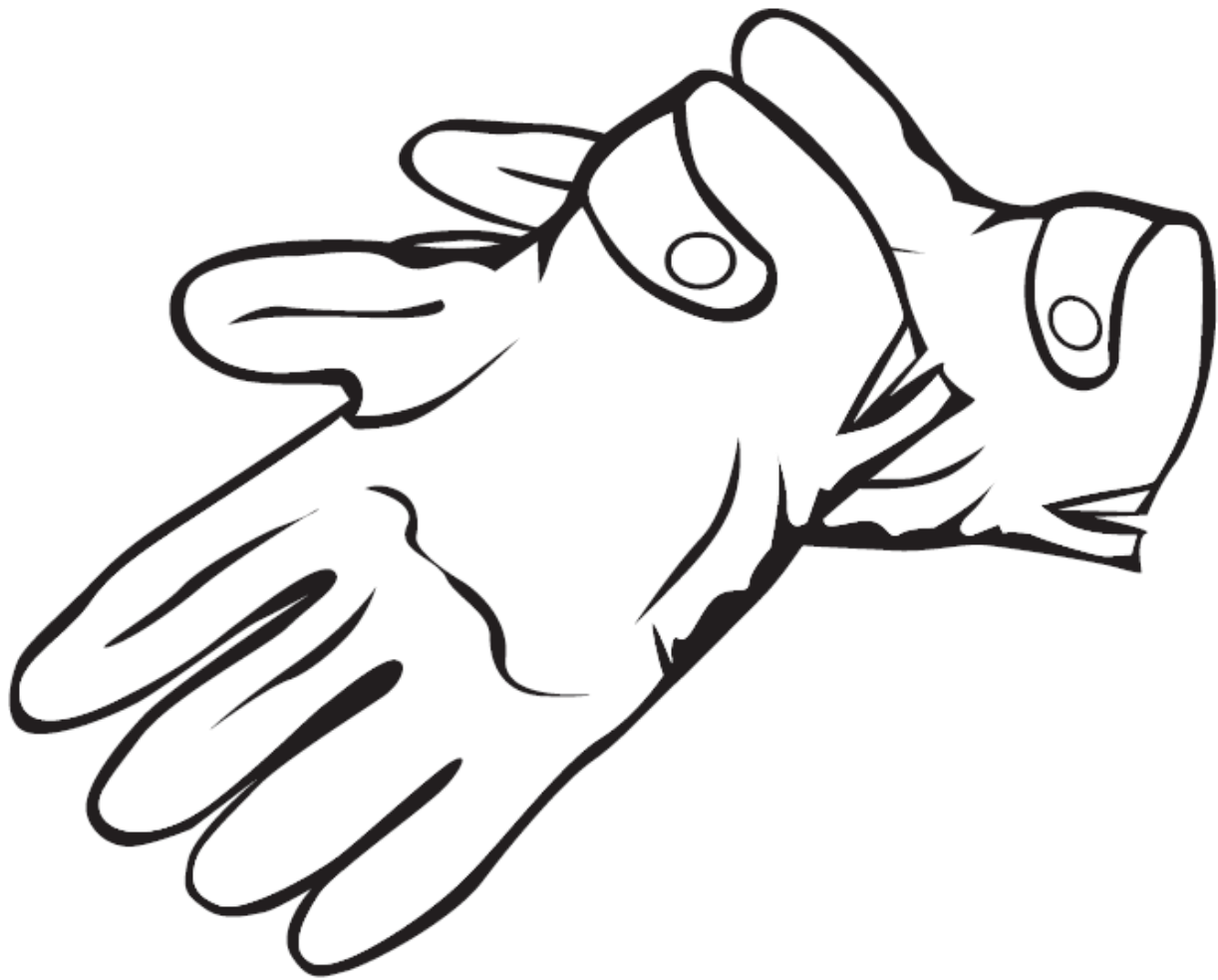


Boots





Gloves





Sweater



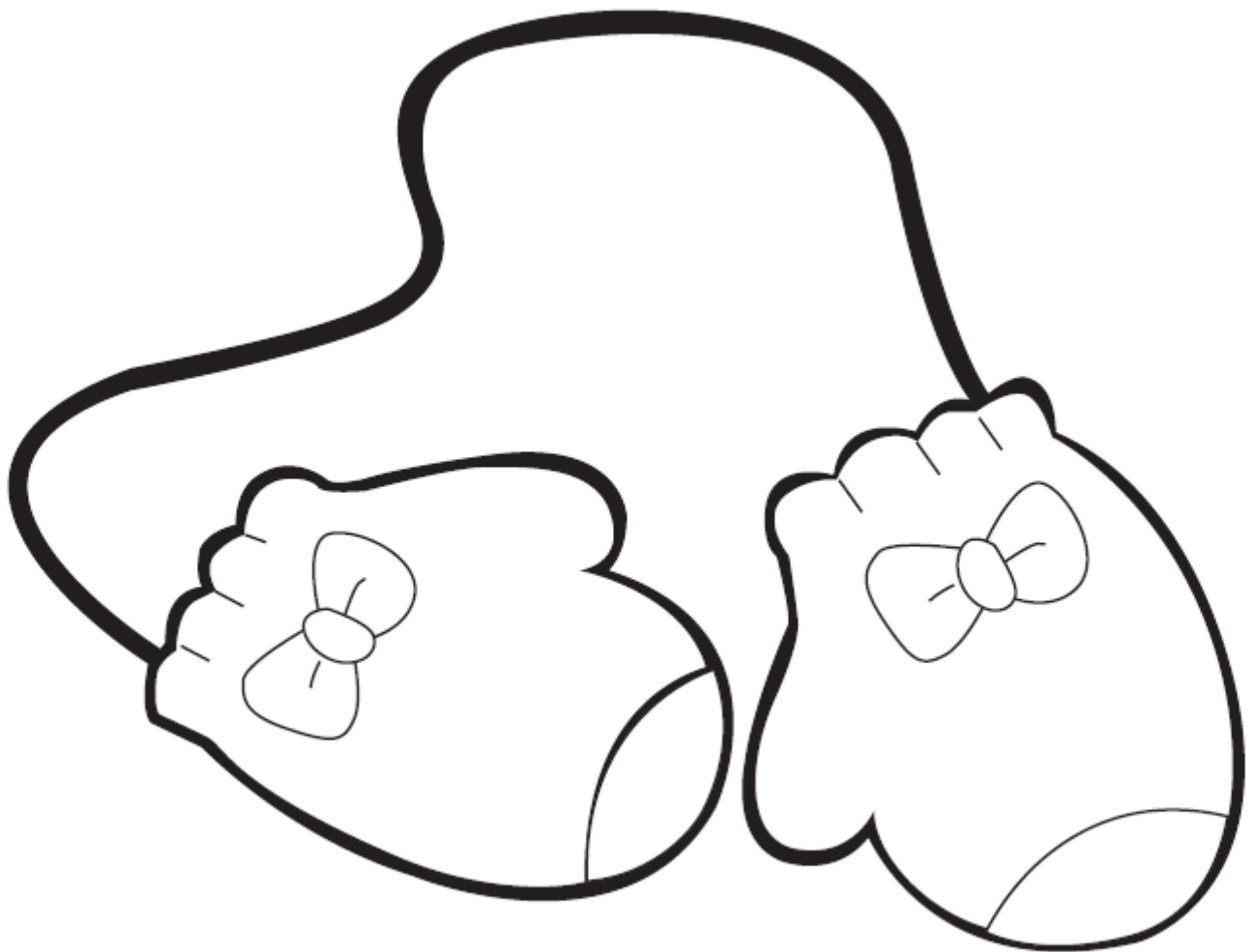


Glasses





Mittens



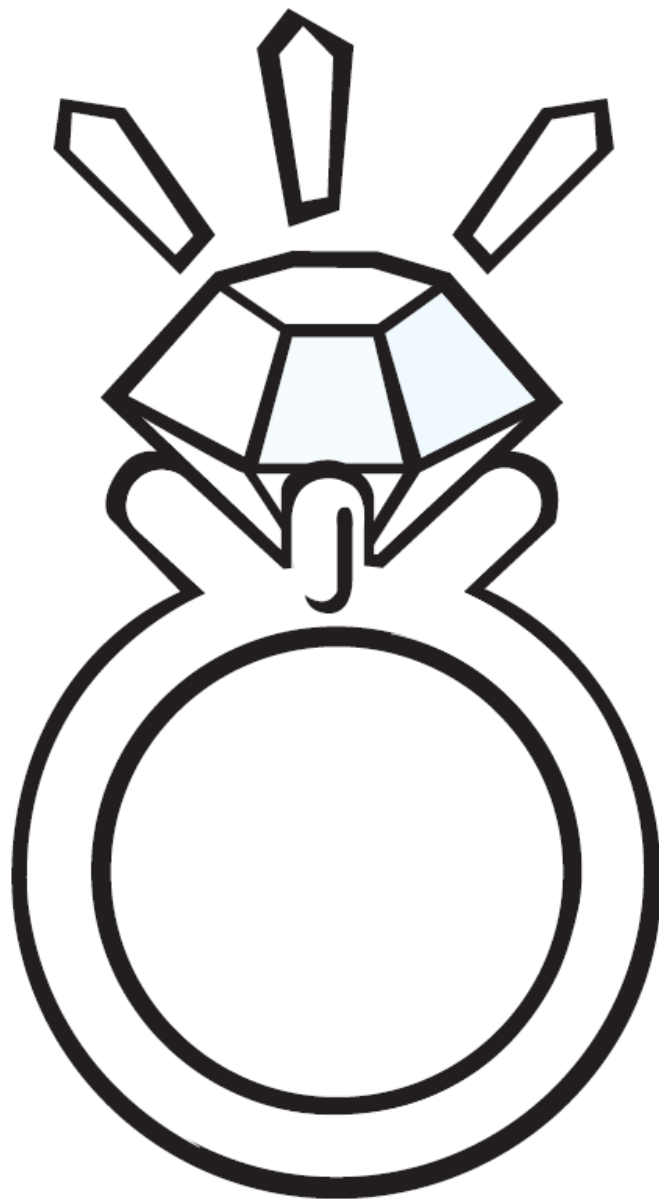


Pants





Ring



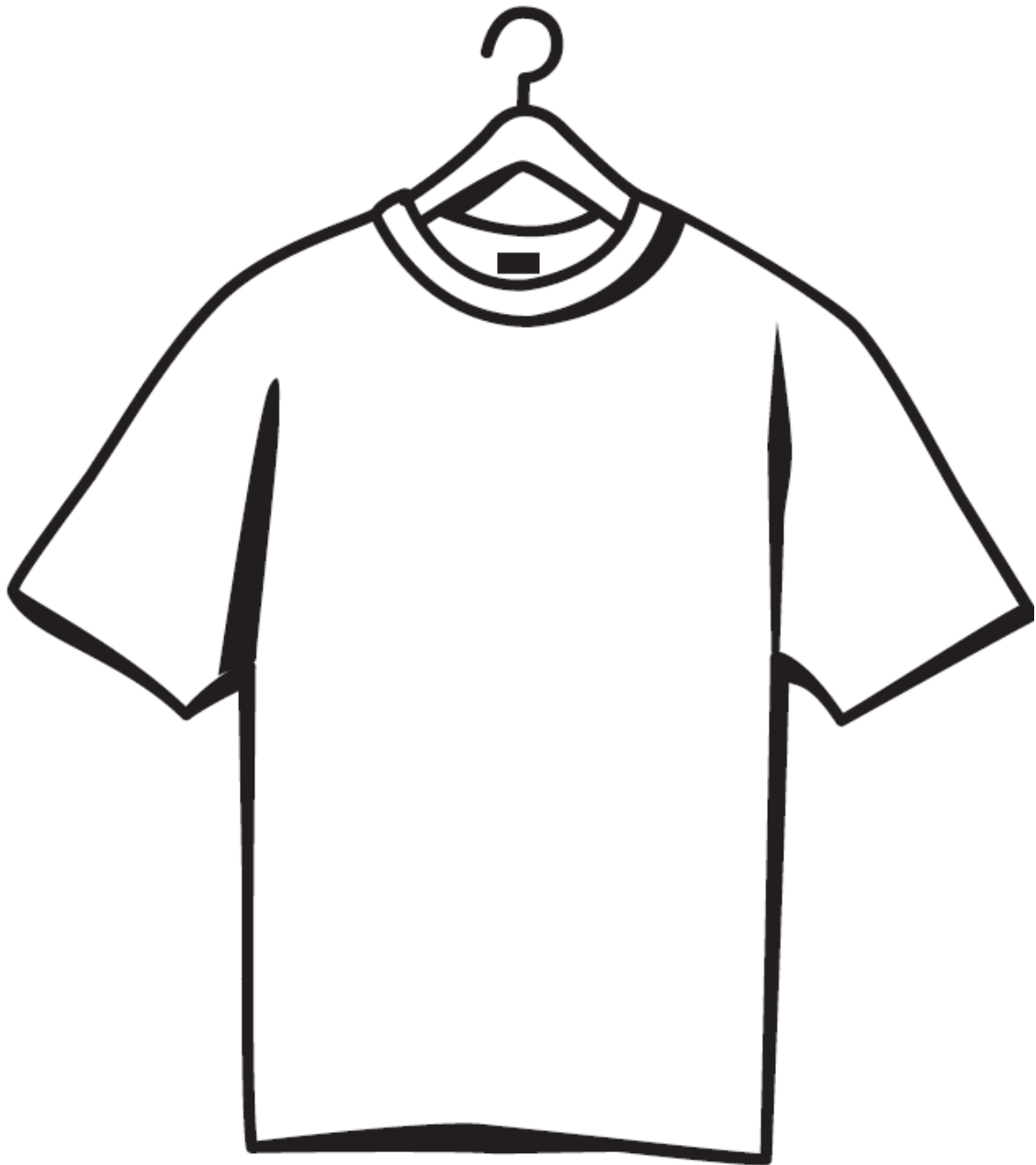


Shoes



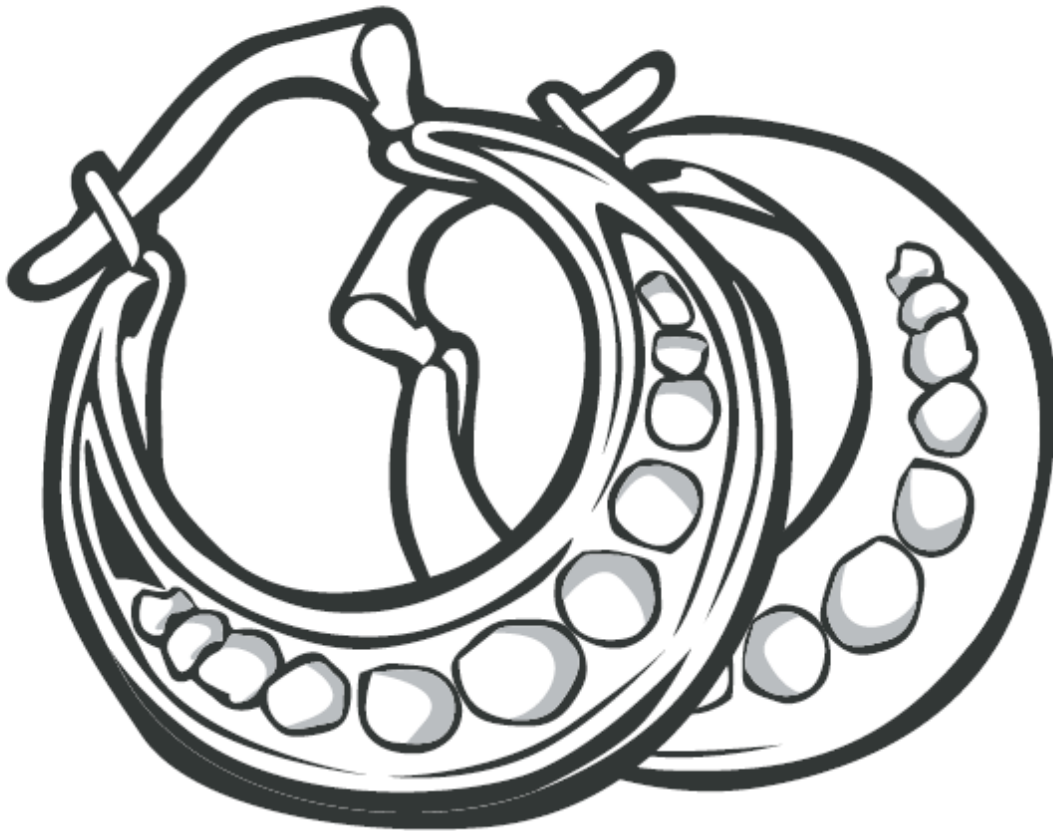


T-shirt





Earrings



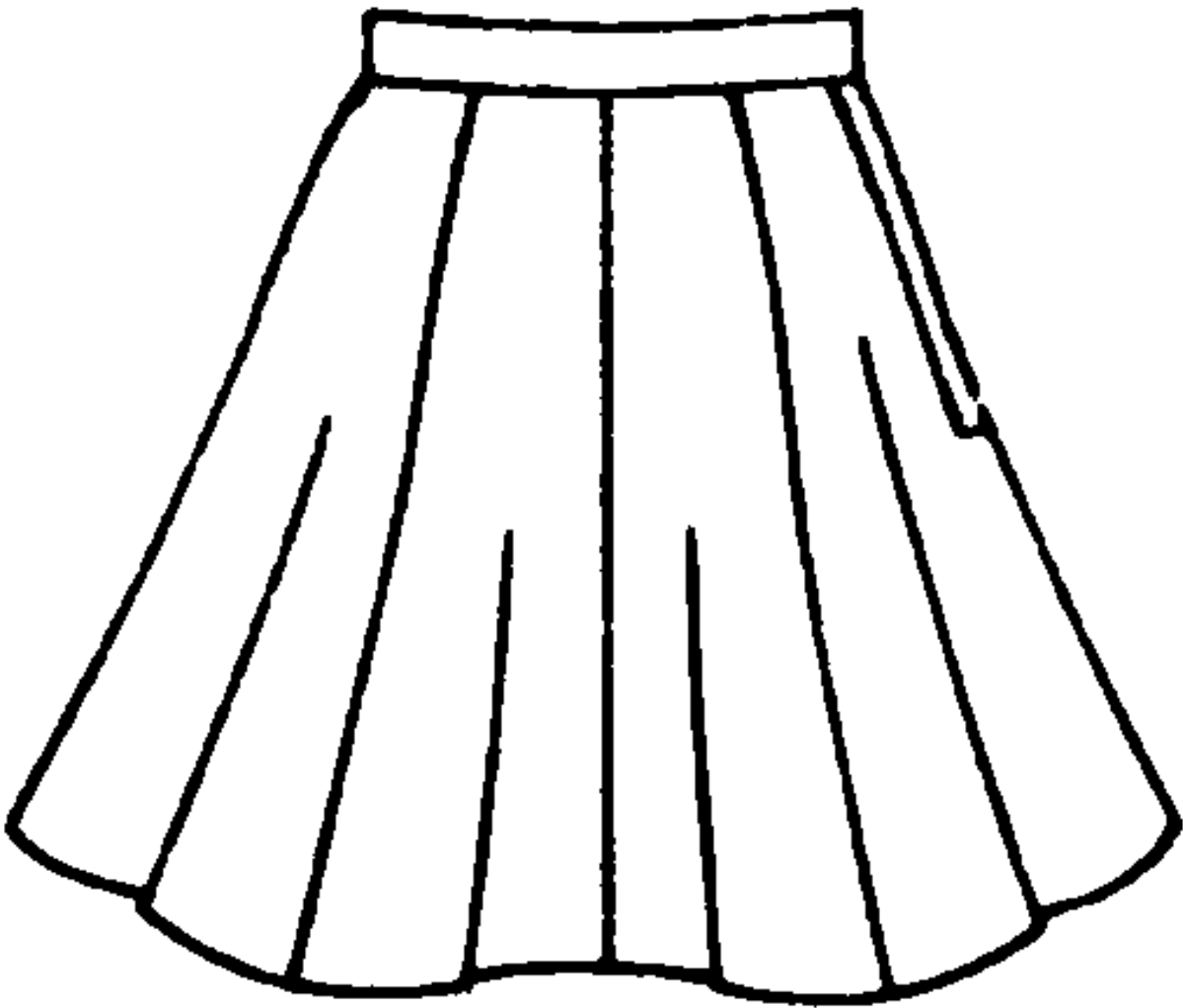


Shirt



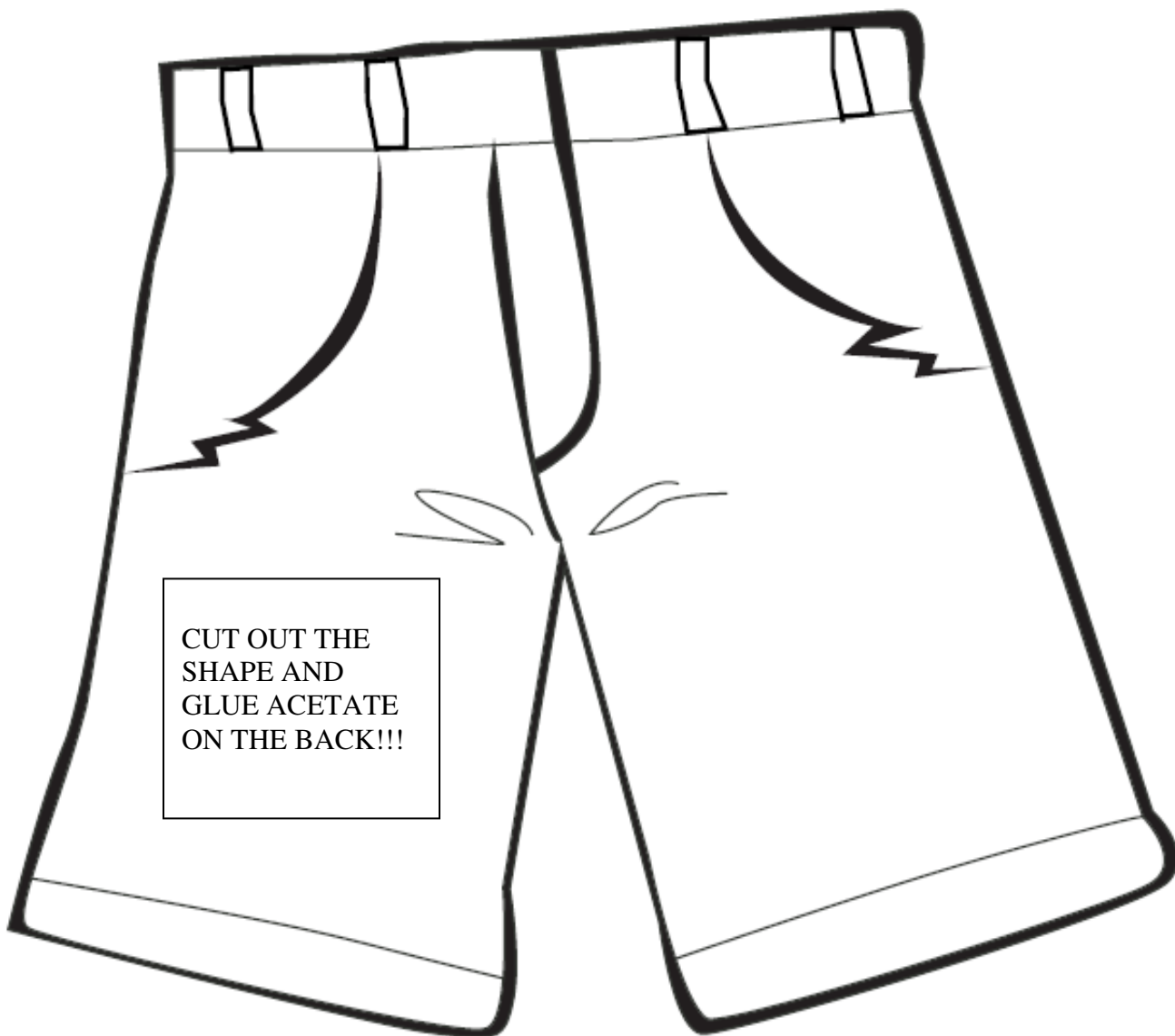


Skirt











START



FINISH



Bundle Up!



START



FINISH



Bundle Up!



START



FINISH



Bundle Up!





START



FINISH



Bundle Up!