

LES GRID

Periods required: 4		BROAD AREAS OF LEARNING	
Discipline: <i>English</i>		<i>Health & Well-being</i>	
Teaching approach: Cooperative learning		<i>Personal & Career planning</i>	x
Elementary: <u> x </u> High School : _____		<i>Media Literacy</i>	
Cycle : 1 <u> x </u> 2 _____ 3 _____		<i>Environmental awareness & Consumer's rights</i>	
Program: Core Enriched		<i>Citizenship & Community life</i>	x

OTHER COMPETENCIES

INTELLECTUAL	METHODOLOGICAL	PERSONAL & SOCIAL	COMMUNICATION RELATED
<i>To use information</i>	<i>To adopt effective work methods</i>	<i>To construct his/her identity</i>	<i>To communicate appropriately</i>
<i>To solve problems</i>	<i>To use ICT(s)</i>	<i>To cooperate with others</i>	
<i>To exercise critical judgement</i>			
<i>To use creativity</i>			

INTENTIONS & GOALS

Intentions: To have elementary cycle 1 students learn family-related vocabulary as they are introduced to a new story and to the following activities which follow the reading (e.g. 2nd reading and reinvestment activities, introduction of a song and producing and arts and craft, etc.).

Goals: To have students activate prior knowledge as they are introduced to a new story; to have students learn new vocabulary and participate as a whole to the reinvestment activities; to have students socialize and group-respond to prompts.

C1- To act on understanding of texts

C2 – To communicate orally in English

COMPETENCIES' KEY FEATURES

Explores authentic texts orally	Transmits simple messages
Uses knowledge from texts	Listens to messages
Monitors own learning	Monitors own learning

EVALUATION CRITERIA				
Competency I		Competency II		
Demonstration of understanding of texts		Demonstration of understanding of oral messages		
Use of words and expressions from texts		Use of words, strings of words and short expressions.		
Use of learning strategies		Use of compensatory and learning strategies		
TOOLS & MATERIAL used to evaluate and/or keep traces				
<ul style="list-style-type: none">Self-evaluation tool (for the student)List of names (for the teacher)		<ul style="list-style-type: none">Self-evaluation tool (for the student)List of names (for the teacher)		
TARGETED RELATED CONTENT				
CULTURE	LANGUAGE REPERTOIRE	PROCESSES	TEXTS	STRATEGIES
Typical North-American family and typical NA hobbies. Cultural elements related to family life.	People: <i>father, mother, brother, sister, grandpa, etc.</i> Objects & action words: <i>reading, playing soccer, playing instruments, etc.</i>		Semi-authentic text: Big Book: <i>Andy's Family!</i> Authentic text (oral): <i>Where's my Family?</i>	Compensatory: <i>Gestures</i> Learning: <i>Cooperation, inference, use of prior knowledge, predicting, self-monitoring and self-evaluation.</i>
MATERIAL NEEDED				
PEDAGOGICAL MATERIAL	ICTs		OTHER RESOURCES	
<ul style="list-style-type: none">Big Book : “This is Me and My Family”CD/DvD : Authentic song: <i>Family Fingers</i>1st set of flashcards2nd set of flashcardsCopies of the self-evaluation sheetCopies of the song lyrics	<ul style="list-style-type: none">(1) radio(1) laptop computer(1) canon projectorAccess to the internet		<ul style="list-style-type: none">A positive learning environment: chair, cushions, etc.Scrap paperColouring pencilsCopies of the mini-book templatesPopsicle sticks	
OTHER COMMENTS / NOTES				

Trigger activity and TASK 1	
Title: Let's get to know Andy!	
Description of the task	
<ul style="list-style-type: none"> Introduction of new vocabulary words using flashcards (see appendices) and 1st reading of the Big Book "This is Me and My Family". 	
Teacher's preparation for the task	
<ul style="list-style-type: none"> Read often the Big Book in order to be used to the language. Choose how to read the book and how to hold it. Print out the flashcards and make sure all material is ready for the first class. 	
Trigger activity's purpose	
<ul style="list-style-type: none"> To have students discover the theme of the story and its driving questions. 	
Teacher's Role	Student's Role
<ul style="list-style-type: none"> Pre-activity / Trigger activity <ol style="list-style-type: none"> Takes out 1st set of flashcards Shows flashcards of family member Asks students if they know the terms by asking them: This is _____? Expects 1-word responses such as: <i>mother, father, brother, soccer, piano, etc.</i> Provides students with choices if they don't respond. Asks students to move and to sit down properly in the reading corner Main activity: First reading <ol style="list-style-type: none"> Takes out the Big Book Reads the title, the name of the author and of the illustrator Shows the cover page and points to 'possibly known elements'. Reads slowly the story for the first time Puts the emphasis on action words and important nouns; follows words with his finger Follow-up <ol style="list-style-type: none"> Forms teams of 4 or 5 Provides each teams with a set of flashcards (Copy of the 1st set) Takes out 2nd set of flashcards Presents flashcards based on the characters of the story and asks students to find the one similar to it in their sets. Asks teams to collectively raise the 	<ul style="list-style-type: none"> Pre-activity / Trigger activity <ol style="list-style-type: none"> Pays attention to the teacher Looks at flashcards and activate prior knowledge Pays attention to the question and try collectively to infer the answer Answers collectively using one words (e.g. <i>sister, grandpa, etc.</i>) Listens to the choices and respond in choir Moves toward the reading corner and sits down to focus properly Main activity: First reading <ol style="list-style-type: none"> Looks at the Big Book Looks at the book (e.g. cover page) Listens to the teacher Enjoys authentic text Follow-up <ol style="list-style-type: none"> Gets in group of 4 or 5 Places flashcards on their table/desk Looks at new flashcards Tries to find matching flashcards. Raises high the correct flashcard in the air.

flashcard they think to be right high in the air. 17. Asses visually overall comprehension	
Pedagogical justification for TASK 1	
<p>Our Big Book, entitled "This is Me and My Family", is 15 pages long, following Colville-Hall and O'Connor suggestions on the length of an ideal Big Book (Colville-Hall and O'Connor, 2006). The illustrations are pictures of molded play dough characters, in hopes of keeping the student's interest in the book and its story. The pictures are large and distinct; easily recognizable for the students and colorful. The story is about Andy, presenting his family members to the students. The patterns present in the Big Book, such as the demonstrative "This is ____" and "he/she likes to ____" help the acquisition of the vocabulary of the family unit, and of different daily activities and hobbies such as sleeping, drawing and playing. This vocabulary is easily taken out of context and will resonate with every single student since the concepts of a family unit is one of the very first concepts understood by young children. Furthermore, the predictability of the story helps the students in a multitude of different ways (Linsem, 2007).</p>	

TASK 2

Title: Me and my Family !

Description of the task

- 2nd reading of the Big Book and memory game

Teacher's preparation for the task

- Prepare memory game cards and have flashcards ready on board. Identify new vocabulary to focus on (either the words in red or the words in green).

Teacher's Role

- **Pre-activity**
 1. Take out 1st set of flashcards
 2. Show flashcards of family member
 3. Ask students if they remember the vocabulary by asking them: This is _____?
 4. Expect 1-word responses such as: *mother, father, brother, soccer, piano, etc.*
 5. Provide students with choices if they don't respond.
 6. Ask students to move and to sit down properly in the reading corner
- **Main activity: Second reading**
 7. Take out the Big Book
 8. Read the title, the name of the author and of the illustrator
 9. Show the cover page and points to members of the family.
 10. Ask students if they remember who each member is. Ex: points to Mother and asks "Is this father? No. Is this Brother? No. Is it Mother? Yes."
 11. Read each page slowly asking the same type of questions throughout the story.
 12. Ask students to finish sentences in chorus.
 11. Put the emphasis on action words and important nouns; follows words with his finger.
- **Follow-up**
 12. Form teams of 4 or 5
 13. Provide each teams with a set of memory cards

Student's Role

- **Pre-activity**
 1. Pay attention to the teacher
 2. Look at flashcards and activate prior knowledge
 3. Pay attention to the question and try collectively to infer the answer
 4. Answer collectively using one word answers (e.g. *sister, grandpa, etc.*)
 5. Listen to the choices and respond in choir
 6. Move toward the reading corner and sit down to focus properly
- **Main activity: Second reading**
 7. Look at the Big Book
 8. Look at the book (e.g. cover page)
 9. Listen to the teacher
 10. Answer teacher's questions.
- **Follow-up**
 11. Get in group of 4 or 5
 12. Place memory card game (face down) on the desk

14. Explain the game to the students 15. Assess visually overall comprehension 16. Tell students to fill out self-evaluation sheet	13. First team member flips over two cards. If they match, that team member keeps it. 14. Next team member goes after 1 st player says <i>your turn</i> 15. Fill out self-evaluation sheet
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Pedagogical justification for TASK 2

The purpose of the second reading of the big book is to engage the students and to make them part of the storytelling experience. The second reading also allows the students to better acquire the vocabulary since the story is read more slowly and emphasis is placed on the chosen vocabulary. According to the MELS' working document "Storytelling: Tips for teachers", part of making storytelling relevant to the students is to make your students part of the storytelling experience. Teachers can do this by "Encourage students to participate in the reading of the story by repeating a recurring passage in chorus" (MELS 2002a). The steps for this activity were chosen based on this. The second reading of the Big Book emphasizes on the two different groups of vocabulary present in every page: family and activities. Highlighting the important vocabulary words in the Big Book allows the teacher to make clearer links with the students' background knowledge, and very simple questions such as "is he sleeping?" coupled with gestures will scaffold the students to a higher level, as suggested by Colville-Hall and O'Connor (2006). Thankfully, the vocabulary for the different activities and hobbies is easily represented by flashcards or mimicked by the teacher such as "playing the piano" and "sleeping". On the other hand, the vocabulary words for family members are harder to mimic and thus required the usage of a memory game. "Play provides the child with a multitude of opportunities to interact with materials in the environment and construct his or her own knowledge about the world" (Piaget, 1932, as quoted in Priego, 2012), following this idea, we have created a memory game based on the lexicon of the family unit for our Cycle 1 Year 1 students. The game helps the teacher reach the zone of proximal development, as proposed by Vygotsky (1978) and eases the acquisition of this more complex vocabulary (Dickinson and Tabors, 2001). In addition, the second part of task #2 is to play a game called The Memory Game. According to Jean Piaget, "play is one of the primary contexts in which cognitive development occurs" (Singer et al. 2006). This activity allows the students to reinvest in their learning by using the vocabulary in a different context. A Memory Games was chosen because it allows the students to use the learned vocabulary in a play-like environment and thus gives the students the down time needed after a lesson as well as a fun learning experience.

TASK 3

Title: Where's my Family?

Description of the task

- Students are required to respond physically to the song they'll be introduced to in this activity. In this third task, students are being introduced to the song "Finger Family". See audio CD or use this link to YouTube <http://www.youtube.com/watch?v=oWXqtoeqSeM>: . They will also wind down as they reinvest their knowledge through a meaningful arts and craft that consists in building a family picture frame with popsicle sticks.

Teacher's preparation for the task

- Make sure to have access to a computer and to the Internet or to have access to a good radio. Rehearse the movements associated with the lyrics of the song, as shown in the video (see link).

Teacher's Role	Student's Role
<p><u>Pre-activity</u></p> <ol style="list-style-type: none"> 1. Tell students they will be singing a song. (You may have the music playing in the classroom as the students are coming in.) Here is the link for an online version: http://www.youtube.com/watch?v=oWXqtoegSeM 2. Review key elements (family keywords) using flashcards. 3. Ask students which family member is on it. <i>Ex. This is grandfather</i> 4. Have the whole class repeat key vocabulary <p><u>Main activity: First reading</u></p> <ol style="list-style-type: none"> 5. Have students listen to the song as teacher does the gestures: <ul style="list-style-type: none"> - Daddy finger, daddy finger (<i>Hide hands behind back</i>), Where are you? (<i>Place hand over eyes to pretend you are looking for him.</i>) - Here I am, (<i>Show one thumb</i>) here I am (<i>show the other thumb</i>) - How do you do? (<i>Pretend to shake hands with someone</i>) - Mommy finger, brother finger, sister finger and baby finger (repeat the first step. Step 2 differs in that you have to show the different fingers for each family member.) - Mommy: How do you do? (<i>Touch your cheeks as if resting</i>) - Brother: How do you do? (<i>Show your muscles</i>) - Sister: How do you do? (<i>Courtesy as if holding a dress</i>) - Baby: How do you do? (<i>Kiss goodbye and wave</i>) 6. Teach gestures 7. Have students repeat after the teacher after 	<p><u>Pre-activity</u></p> <ol style="list-style-type: none"> 1. Listen to the song 2. Look at the flashcards and pronounce the words in choir 3. Answer using one word answers (e.g. Father) 4. Repeat vocabulary words in choir again. <p><u>Main activity: First reading</u></p> <ol style="list-style-type: none"> 5. Listen to the music and look at the gestures <ol style="list-style-type: none"> 6. Rehearse the gestures 7. Repeat after the teacher each phrase

<p>each phrase in the song (As separated in step 3)</p> <ol style="list-style-type: none"> 8. Have students listen to the whole song again 9. Have students participate in group, using the gestures and singing in English. 10. Repeat as many times as desired. <i>It is recommended to do the song again at least another time so students can take confidence and participate more actively</i> <p><u>Second activity: Arts and craft</u></p> <ol style="list-style-type: none"> 11. Tell students they'll be doing an arts and craft 12. Show the model of the art and craft to the students. (See model). 13. Show the material needed, saying: <i>"We need glue, popsicle sticks, foam shapes, string and a marker."</i> 14. Have students repeat the keywords (the arts and crafts material) 15. Show step by step. <ul style="list-style-type: none"> • <i>You take 2 Popsicle sticks and glue them together.</i> • <i>You repeat this step again.</i> • <i>You glue a popsicle stick at the top of the popsicle sticks. (It forms a doorway)</i> • <i>You glue a popsicle stick at the bottom. (It forms a box)</i> • <i>You write "My Family" at the top.</i> • <i>You tie the string around the top popsicle stick."</i> • <i>You glue forms to decorate your frame. (Extra foam shapes may be provided for students in front of the class)</i> 16. Handout the pre-prepared packages. 17. Model steps one again 18. Circulate through classroom to verify their comprehension. 19. Repeat steps 17 and 18 as necessary. <p><u>Follow-up</u></p> <ol style="list-style-type: none"> 20. Ask questions as they are decorating their picture frame (e.g. <i>who is it? Your mom or your dad?</i>) 21. Have students display the objects on a centered table. 	<p>of the song.</p> <ol style="list-style-type: none"> 8. Listen to the whole song 9. Participate in group, using gestures and singing in English. 10. Participate <p><u>Second activity: Arts and craft</u></p> <ol style="list-style-type: none"> 11. Listen to the teacher 12. Look at the model. 13. Look and listen to the description of the required material 14. Repeat in chorus the name of the material 15. Listen and pay attention to what is being said and modelled in front of him. 16. Acquire the material 17. Look at modelling again 18. Do the arts and craft as the teacher models. <p><u>Follow-up</u></p> <ol style="list-style-type: none"> 19. Answer to the teacher's questions 20. Complete their picture frame. 21. Display their objects on the table. 22. Repeat "this is my". 23. Review the vocabulary 24. Group in teams of 4 25. Take turn in presenting 1 family member from their mini-book. 26. Look at the self-evaluation sheet 27. Colour the faces based on the criteria 28. Give back self-evaluation <p><u>End of class</u></p>
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<p>22. Have students repeat the first part of the sentence. <i>This is my...</i></p> <p>23. Have Review all the family members.</p> <ul style="list-style-type: none"> • <i>This is my father.</i> • <i>This is my mother.</i> • <i>This is my sister</i> • <i>This is my brother.</i> • <i>This is my grandfather.</i> • <i>This is my grandmother.</i> <p>24. Place students in teams of 4</p> <p>25. Tell students to take turns to present 1 family member. <i>Student 1, you present. Student 2, student 3, student 4</i></p> <p>26. Distribute self-evaluation sheet</p> <p>27. Tell students to colour the face that best represents how well they worked in class today; showing how well they listen, participated and shared</p> <p>28. Pick up the self-evaluation sheets.</p>	
Pedagogical justification for TASK 3	
<p>By using the now nearly-mastered vocabulary words of family, the students are exposed to a new song that recuperates the elements seen in the classroom. The first exposition to the song is reminiscent of the first exposition to the Big Book as it is not stopped or halted and only serves for familiarization and setting the grounds for the upcoming activities. Top-down processing (Schoepp, 2007) allows student to use their newly acquired vocabulary to understand the meaning and events of the song during the first, second and any subsequent hearings. Top-down and bottom-up processing methods coupled with the Total Physical Response help in installing an ideal learning environment that breaks from the regular classroom routines (Li and Lo, 1998 as quoted in Priego, 2012) on top of providing enjoyment and improvement of the 4 language skills (several authors). Using authentic audio material is also a prerequisite in ESL classrooms (MELS, 2002ab).</p>	

TASK 4

Title: My First Family Book !

Description of the task

- Creation of a personalized mini-book to reinvest what was seen throughout the LES.

Teacher's preparation for the task

- Print out enough copies of the mini-book template and revise the steps stated under "teacher's role".

Teacher's Role	Student's Role
<p>Pre-activity</p> <ol style="list-style-type: none"> 1. Reread the Big Book with the students at a steady pace (since they know it already). 2. Activate prior knowledge of the students by revising the family flashcards on the board. 3. Asks simple functional questions such as "Point the father" or "Show me the father". 4. Activate prior knowledge of the students by revising the different actions that can be done by their family members; "Show me sleeping", "Show me drawing". Gestures are encouraged to help students. <p>Main activity: Mini-Book</p> <ol style="list-style-type: none"> 5. Present a blank mini-book to the students and remind them of its similarities with the Big Book 6. Mimic drawing and thinking to demonstrate how to conduct the activity to the students. The flashcards for family members and the ones for activities have to be clearly presented to the students and offered as the main source of information for the mini-book 7. Model the mini-book activity in various steps 8. Ask students to fashion and complete their 	<ul style="list-style-type: none"> • Pre-activity <ol style="list-style-type: none"> 1. Follow around, mime and say the previously acquired vocabulary words. 2. Answer to the teacher's call or otherwise point to the flashcards and confirm their knowledge <p>Main activity: First reading</p> <ol style="list-style-type: none"> 3. Look at the mini-booklet 4. Notice similarities with the original book. 5. Look at the teacher's mimics 6. Look at the teacher's model 7. Complete their mini-book by writing their name on the first page, the name of the father on the second page, of the mother on the third page and their name again on the last page 8. Write preferred activities of the related person in the family 9. Draw the members of the family on the paper along with hints towards their

<p>own “mini-book”.</p> <p>9. Supervise the students during the activity and provides help if they want to go out of their way and learn a new word for a different activity</p> <p>Follow-up</p> <p>10. Have students present their mini-books;</p> <p>11. Encourage them to present it to their friends and also encourage them to act their gestures and to speak in English to their peers until the class ends.</p>	<p>favorite activity</p> <p>Follow-up</p> <p>10. Present their mini-books to their partners/peers.</p> <p>11. Use gestures</p> <p>12. Make some use of English as they talk to their peers.</p>
<p>Pedagogical justification for TASK 4</p> <p>Task 4 is a reinvestment of knowledge from the students in the form of a mini-book. This activity carries all the positive features of a game such as the memory game and arts and crafts activities. As soon as the teacher is done explaining and reviewing instructions, it becomes the students' turn to act and produce the Mini Book. The students are offered different sources of help such as the flashcards, and this helps in reaching the zone of proximal development (Vygotsky, 1978). The students are “emotionally engaged in the Big Book's story” (Colville-Hall and O'Connor, 2006) and are simply asked to “write and speak rather than listen and watch”. This reinvestment is ideal since it uses their acquired concepts and switches the activity from language input to language output. The coloring and drawing becomes a zone of comfort and engagement similar to those of the arts & crafts and play activities, deepening the correlation between the play activity and the acquired literacy (Christie, 2003, as cited in Priego, 2012)</p>	

References

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Appendices

Appendix I

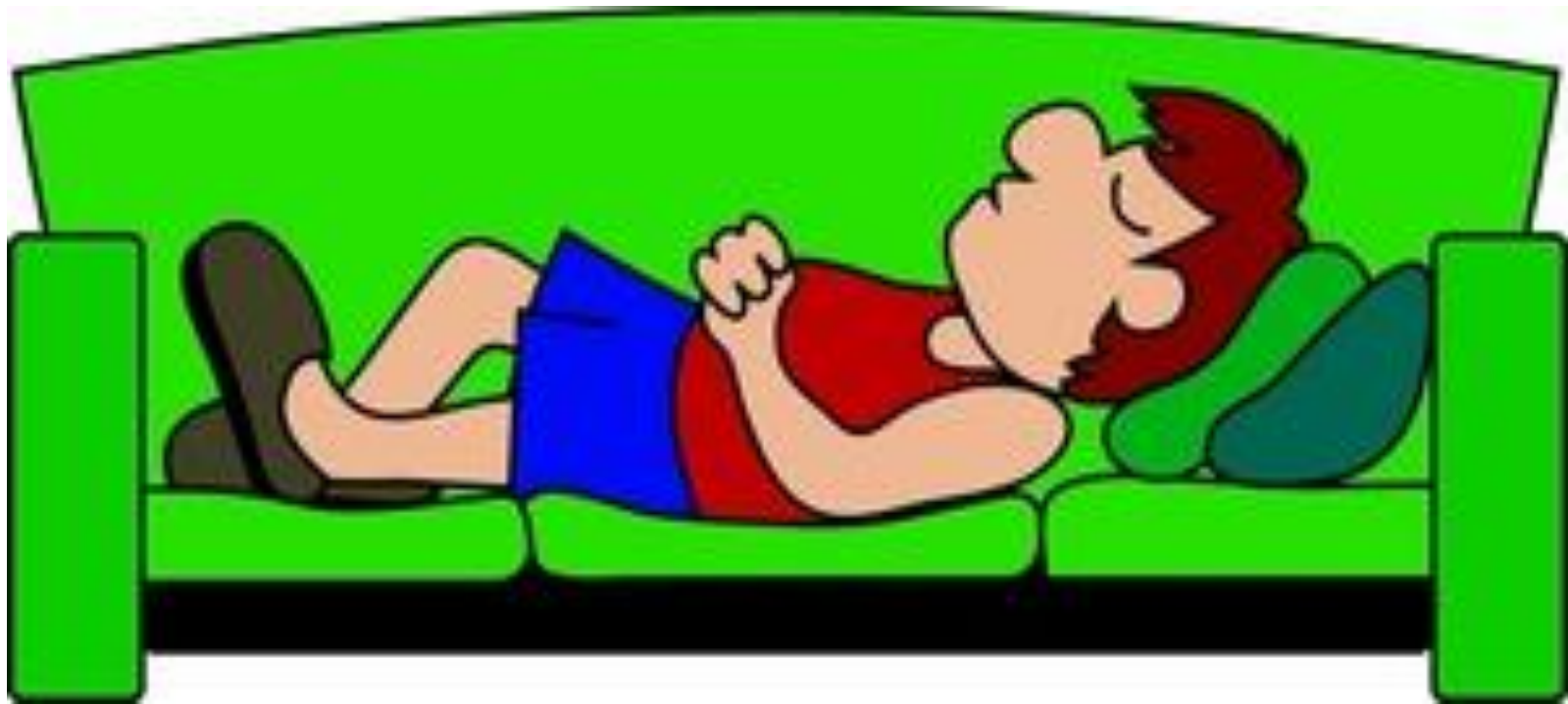
Big Book



Appendix II

Flashcards

- **1ST set with names in bold**
- **2ND set without names**









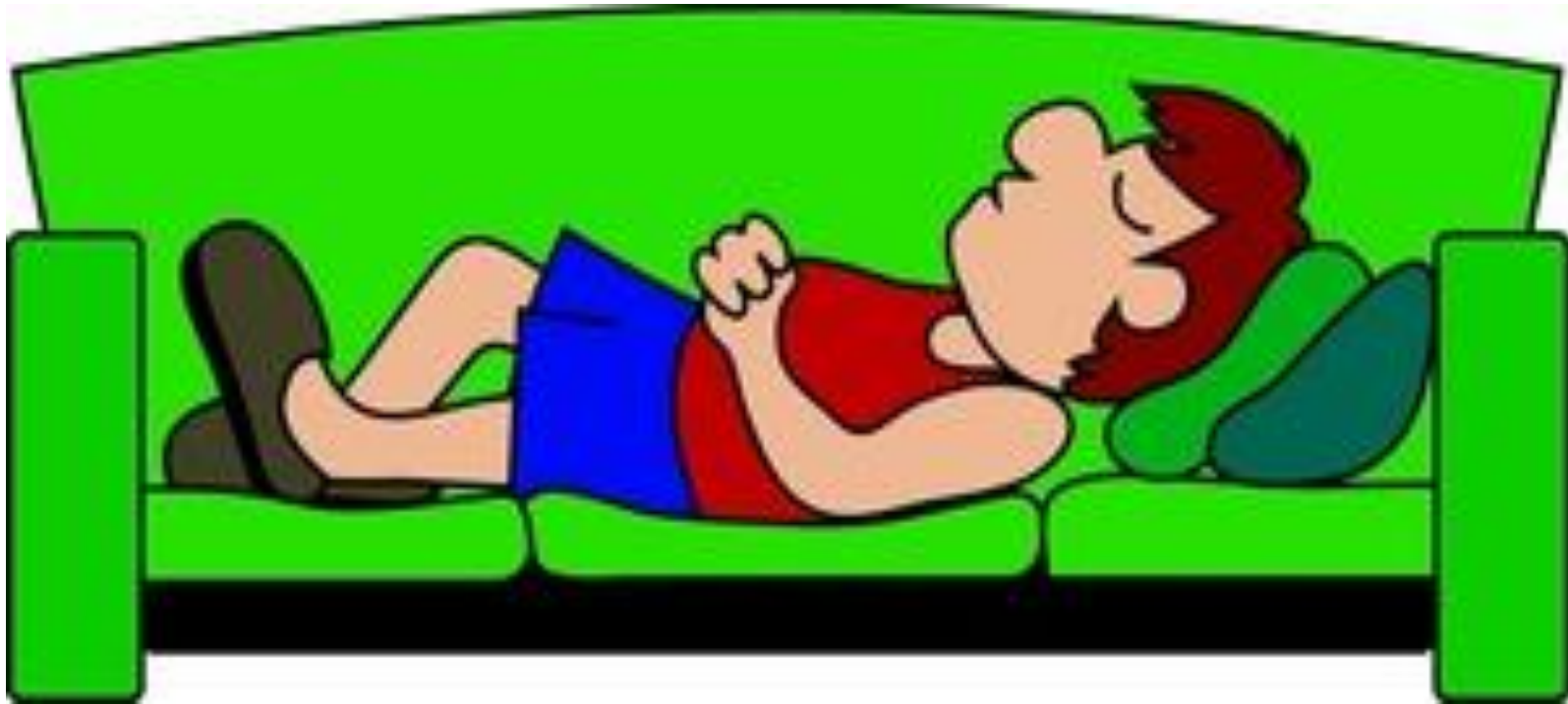












Father



Mother



Brother



Sister



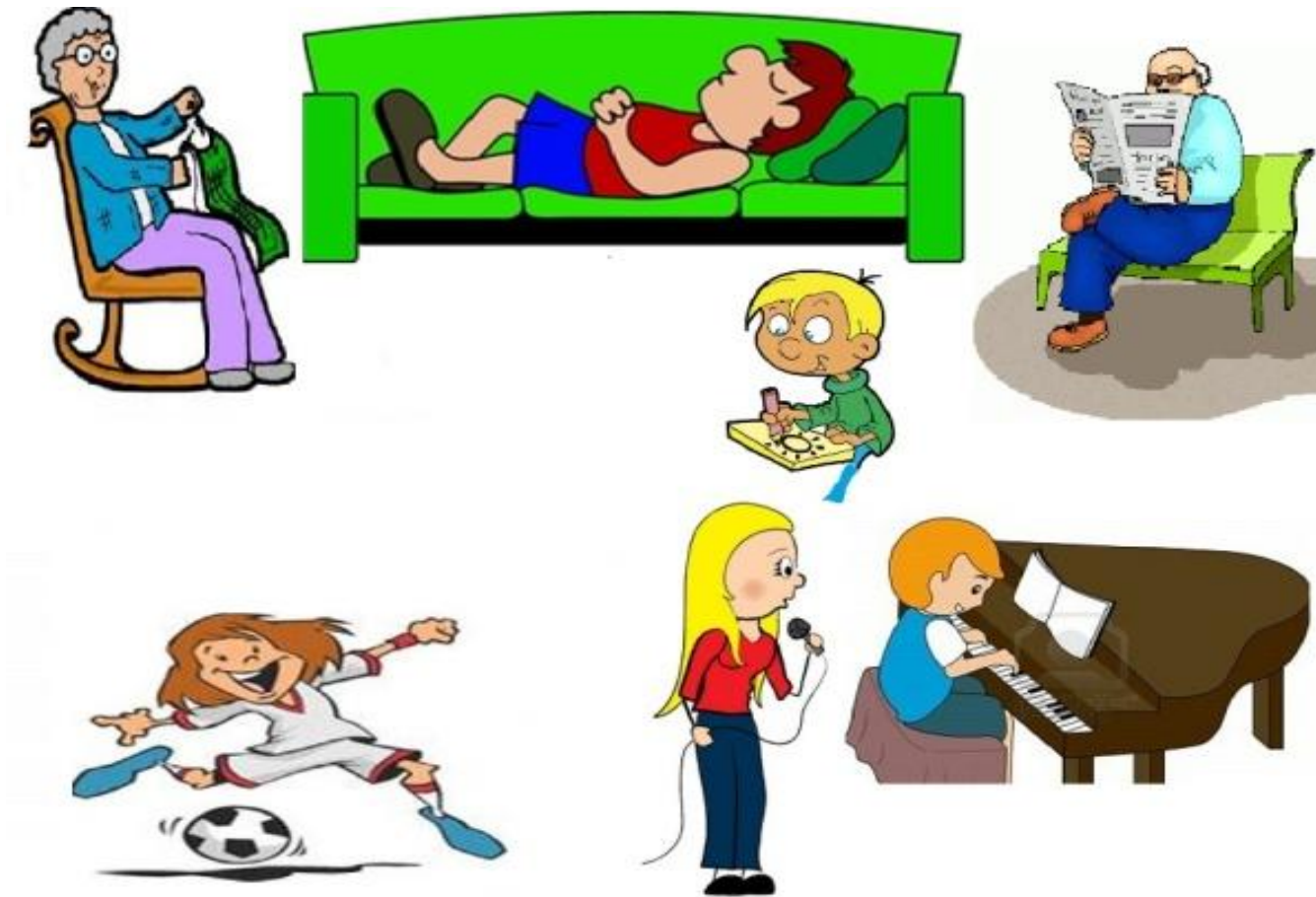
Grandfather



Grandmother



Me © www.ClipProject.info



Family



Baby

Appendix III

Mini-flashcards on sticks



Task 1

Mini-flashcards to put
on popsicle sticks





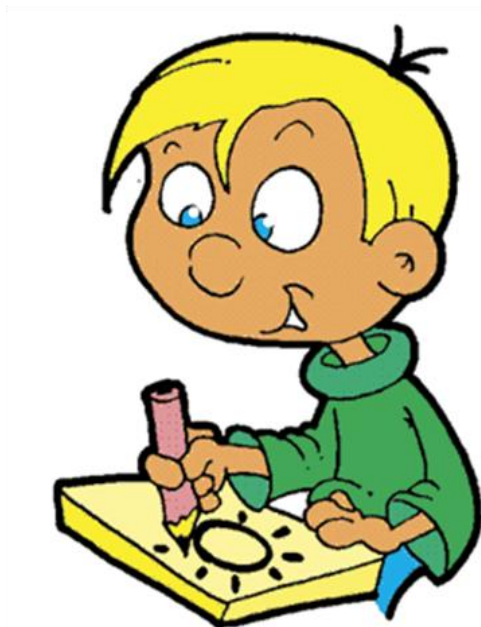


Appendix IV

Memory Game Flashcards











Appendix V

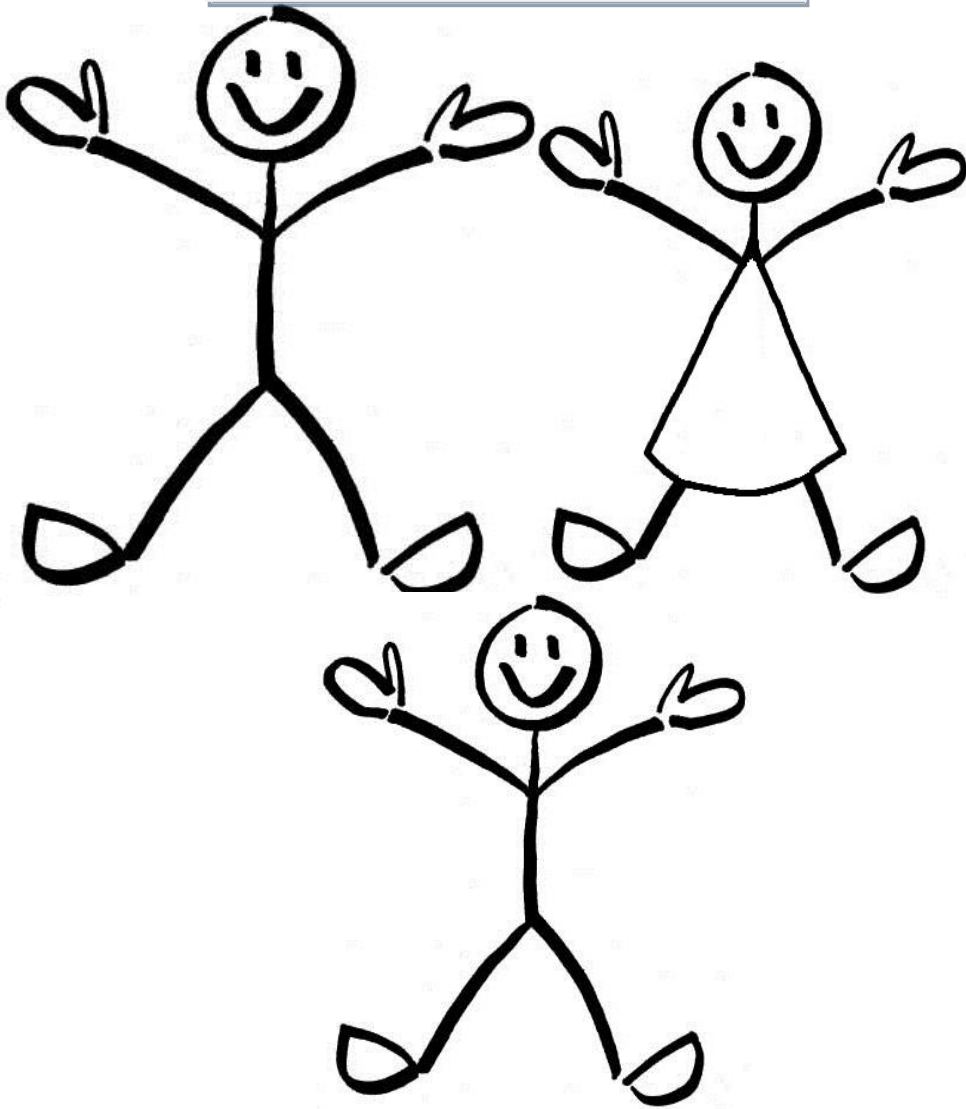
Arts and Crafts



Appendix VI

Mini-book

This is me.



And I love my family!

This is me.



I like to

This is my father.



My father likes to _____.

This is my mother.



My mother likes to _____.

Appendix VII

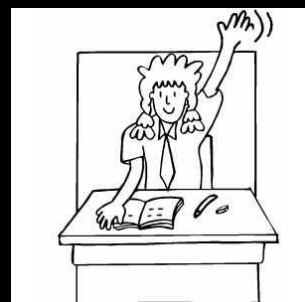
Self-evaluation sheet

MY SELF-EVALUATION

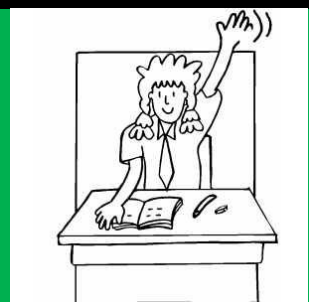
Date:

Criteria

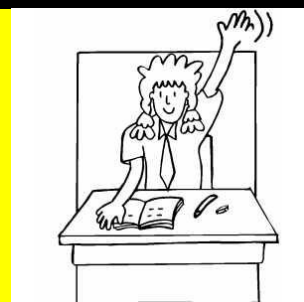
What I think



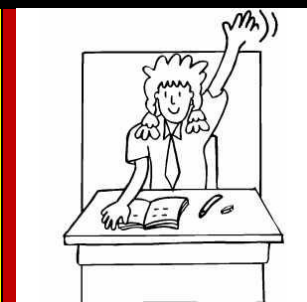
I participate



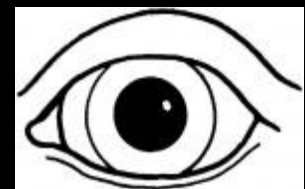
Yes !
(green)



So-so...
(yellow)



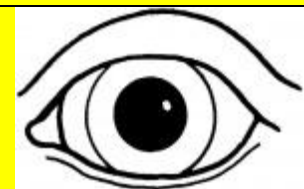
No...
(red)



I look



Yes !
(green)



So-so...
(yellow)



No...
(red)



I listen



Yes !
(green)



So-so...
(yellow)



No...
(red)

