



L.E.S. – « What do you wear ? »

1st grade Primary School

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Clipart, coloring pages, drawings

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Description: Students learn about seasons and clothes and reflect on what clothes they can wear in different seasons. At the end of the LES, they will acquire knowledge regarding different seasons and learn how to describe the weather. They will also learn what clothes to choose according to the weather outside. Students adopt a self-monitoring procedure concerning the development of good habits related to health and well-being and her basic needs: physical needs, need for safety, need for acceptance, need to develop harmoniously as a girl or a boy, need for self-fulfillment. Students will work to develop the 2 competencies in the English as a Second Language (ESL) program as defined by the Ministère de l'Éducation, du Loisir et du Sport.

Cycle: Primary Cycle One

Duration: 4 periods of 45 minutes

① Broad areas of learning	
➤ health and well-being	<input checked="" type="checkbox"/> ➤ environmental awareness and consumer rights and responsibilities <input type="checkbox"/>
➤ personal and career planning	<input type="checkbox"/> ➤ citizenship and community life <input type="checkbox"/>
➤ media literacy	<input type="checkbox"/>

② Cross-curricular competencies			
INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information	<input checked="" type="checkbox"/> ➤ To adopt effective work methods	<input checked="" type="checkbox"/> ➤ To construct his/her identity	<input type="checkbox"/> ➤ To communicate appropriately <input checked="" type="checkbox"/>
➤ To solve problems	<input checked="" type="checkbox"/> ➤ To use information and communication	<input type="checkbox"/> ➤ To cooperate with others	<input checked="" type="checkbox"/>
➤ To exercise critical judgment	<input checked="" type="checkbox"/>		
➤ To use creativity	<input checked="" type="checkbox"/>		

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③ ESL Competencies	
TO INTERACT ORALLY IN ENGLISH	TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS
➤ The student reacts to messages using strategies <input checked="" type="checkbox"/>	The student prepares to listen to and read texts using strategies <input checked="" type="checkbox"/>
➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/>	The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/>
➤ The student maintains oral interaction using strategies <input checked="" type="checkbox"/>	The student carries out meaningful tasks using strategies <input checked="" type="checkbox"/>

TARGETED ESSENTIAL KNOWLEDGE (ESL Core Program, Elementary grades, pp 360-362)

FUNCTIONAL LANGUAGE	<p><u>Contextual Language Routines</u></p> <ul style="list-style-type: none"> • Instructions, Responding to instructions, Playful choral responses, Cheers
	<p><u>Language related to songs, rhymes and stories</u></p> <ul style="list-style-type: none"> • jacket, zipper, scarf, cap (hat), mittens, sweater, jeans, boots, underwear, socks

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<p>VOCABULARY</p>	<p>seasons: winter, summer, spring, fall;</p> <p>clothes: boots, mittens, hat;</p> <p>family members: sister, brother;</p> <p>adjectives: windy, cold, frizzy;</p> <p>action verbs: go, wear, do;</p> <p>place of location: school, swimming pool</p>
<p>STRATEGIES</p>	<p><u>Compensatory strategy:</u></p> <ul style="list-style-type: none"> • Gestures <p><u>Learning strategies:</u></p> <ul style="list-style-type: none"> • Directed attention (deciding to pay attention to a task and to ignore distracters) • Physical response (acting out a response to show understanding and facilitate learning) • Self-monitoring (checking and adjusting one's ongoing performance) • Self-evaluation (judging how well one has learned and performed so far)
<p>CULTURAL PRODUCTS</p>	<ul style="list-style-type: none"> • Songs: Sing-along (This Hat by Laurie Berkner) • Stories: Original story "Bootie and Hattie go to school" • Audio productions: CD: Original story "Bootie and Hattie go to school" • Resource people: teacher, other students

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④ ESL competencies	Evaluation Criteria	Evaluation tools
C1	C1 - To act on understanding of texts	<ul style="list-style-type: none">• Student self-evaluation tool (Handout)• Teacher self-evaluation (Handout)
C2	C2 - To communicate orally in English	

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⑤	
Materials needed	The required material is identified for each task.

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© CLASSROOM ACTIVITIES

PREPARING (TRIGGER)

PURPOSE: Students discover the theme of the story and the driving question.

PROCEDURE:

PREPARING (TRIGGER)			
Cycle :	: Primary Cycle One	Suggested duration :	5 minutes
Theme	Clothes and seasons	Classrom set-up	Group discussion
Materials	<ul style="list-style-type: none"> ➤ Clothing Flashcards (Appendix 1) ➤ Bag of clothes (jacket, scarf, cap/hat, mittens, sweater, jeans, boots, socks) ➤ 4 baskets for 4 different seasons: winter, spring, summer, autumn (with the flashcards on them to identify the baskets) 		
Role of the teacher		Role of the students	
Step 1			
The teacher draws students' attention to the weather outside. The teacher asks them: <ul style="list-style-type: none"> - <i>What is the weather today?</i> - <i>Is it hot? Is it cold?</i> - <i>What is the season? Is it winter?</i> - <i>What do you wear today?</i> 		Students look at the window and answer what the weather is today: <ul style="list-style-type: none"> <i>It is cold.</i> <i>It is winter.</i> <i>Mittens, hat, boots, etc.</i> 	
Step 2			
Together, the class brainstorms on the clothes you need to wear when you go outside to play in the snow. The teacher writes their predictions on the blackboard.		Students brainstorm discussing the clothes they need to wear when they go outside to play in the snow.	
Step 3			
The teacher asks students to identify the clothes they put in different seasons: <ul style="list-style-type: none"> - <i>What clothes do I wear in winter (spring, summer, autumn)?</i> - <i>Do you wear mittens in winter?</i> 		Students give their answers: <ul style="list-style-type: none"> - <i>Mittens, a hat, a coat etc.</i> - <i>Yes/No.</i> 	
Step 4			
The teacher presents the characters of the Big Book – 2 teddy bears. The teacher tells the students that in this LES they will listen to teddy bears story and they will learn about the different clothes in English that we wear in different seasons.		Students greet the new characters in order to learn their names and get used to them before they read the story.	

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CARRYING OUT THE LES

TASK 1: 1st READING OF THE BIG BOOK “BOOTIE AND HATTIE GO TO SCHOOL”

PURPOSE: Students explore the vocabulary presented in the story through games and flashcards and read the story for the 1st time.

The Big Book “Boottie and Hattie go to school” is a short authentic story of 15 pages that along with its main characters Bootie and Hattie immediately engages learners’ interest. It contains a pattern that children notice and learn: seasons and clothes. The Book is “big on pictures” which assist in construction of meaning. From the first pages repetitive phrases: “Boottie and Hattie go to school. What do they wear?” and controlled vocabulary help students with vocabulary learning. The Storyline is simple and contain some joyful elements that are interesting for students (Karges-Bone, 1992). As Nambiar (1991) recommends the authentic text is a rich source of “activities to activate prior knowledge, model the thinking process, encourage predictive skills, and provide activities for all major curriculum objectives” of the LES.

According to Colville-Hall & Connor shared reading and the use of big books as a part of an ESL classroom is an effective way to teach ESL to young children: “professionals recognize these approaches to be effective and advocate their use in learning a new language”. Linse (2007), Ramirez-Verdugo & Alonso-Belmonte (2007), state that predictable content of the big book helps students to improve listening comprehension. The authentic story created for the purpose of this LES follows a simple narrative line the young learners need to understand to continue with the story. Another important criterion taken into consideration in Big Book creation process is the importance to provide a familiar and meaning-based context (Curtain & Dahlberg, 2004). At the same time, the story introduces a variety of words to enlarge students’ vocabulary (MELS, 2008). The illustrations help comprehension; students can not only have the visual support for the key words, but also feel the mood of each season, have fun searching for more details during the activities.

As it is advised in MELS How –to handbook (2008) for the Elementary Cycle One ESL, the main three steps are followed in carrying out the activity: pre-reading, reading and after-reading activities.

PROCEDURE:

TASK 1: 1 st READING OF THE BIG BOOK “BOOTIE AND HATTIE GO TO SCHOOL”			
Cycle : Primary Cycle One		Suggested duration : 45 minutes	
Competency : C1 - To act on understanding of text			
Theme	Clothes and seasons	Classrom set-up	
Evaluation criteria	C1 - Use of learning strategies	Evaluation tools	Student Self-Evaluation Tool

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		(Appendix 2)
Materials	<ul style="list-style-type: none"> ➤ Clothing Flashcards (Appendix 1) ➤ Story: <i>Bootie and Hattie go to school</i> by Filatova M., Ledoux K., Luczak-Leblanc A., Tracz K. 	
Role of the teacher	Role of the students	
Preparation Activity – 10 min		
<ol style="list-style-type: none"> 1. Teacher activates prior knowledge by asking the students to predict what the story will be about. 2. Teacher models the strategy. 3. Teacher reminds the students about “directed Attention” (Strategy Posters) by pointing to her eyes and ears. 4. Teacher shows the clothing flashcards and provides positive reinforcement to students. 	<p>Students are directing their attention to the visuals. They use appropriate strategies. Students repeat words after the teacher. They answer “Yes/No” if needed and say the words (activate prior knowledge).</p>	
Carrying out the task – 20 min		
<ol style="list-style-type: none"> 1. Teacher activates prior knowledge and asks students: <i>What do you think the story is about?</i> 2. Teacher reviews the vocabulary using the flashcards. Teacher asks the class to respond to her question: “<i>What is this?</i>” and has them repeat the appropriate vocabulary words. Teacher reviews their predictions on the blackboard to see if they were accurate. 3. Teacher reads the story. 	<p>Students use an appropriate strategy – prediction, attention. They repeat words after the teacher. Students answer teacher’s questions. They listen to the story.</p>	
Integration - 10 min		
<p>“Dress a bear” game as an integration of this activity. Teacher provides the students with a basket filled with clothing items for the teddy bears from the story. <i>Now, Bootie and Hattie need some help – they want to go to school, and it’s WINTER – what do they wear?</i> <i>-Do not forget to use your strategies – Speak English and (points to strategies on board).</i> <i>-Your season is WINTER – you will have two minutes to make your decision.</i> <i>-Team 1, you need to put the clothes on Bootie;</i> <i>-Team 2, you need to put the clothes on Hattie.</i></p>	<p>Students brainstorm. They refer to the board to find the assigned season and choose the appropriate clothes. Students put the clothes on the teddy bears. They need to name the clothes they choose.</p>	

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<i>-Great job – what is Bootie wearing? What is Hattie wearing?</i>	
Variations	
A dress-up game as an extension to this activity. Teacher provides the students with a bag filled with clothing items from the story. Teacher asks a team member to come up to be a model, when the item of clothing is mentioned in the story, another student will come and put the clothing on. The reverse procedure can be followed to remove the clothes from the model. The volunteer student must name the item of clothing he or she wants to remove from the model.	Team members come up to model or show the piece of clothing, when the item of clothing is mentioned in the story, another student can come and put the clothing on. The student names the item of clothing he or she wants to remove from the model.

TASK 2: STORY AND BINGO GAME

PURPOSE: Students reread the story introduced last class and play a BINGO game about seasons and clothes.

In order to prepare the students for the Bingo game, the teacher should have them review and practice the vocabulary introduced in the first reading of the story. The steps of this second reading were decided regarding the suggestions of the MELS in *To act on understanding of texts: The how-to handbook*: “Give young students an opportunity to add to the story. Encourage them to repeat or utter the recurrent passages during story telling time. Have them join in chanting lines, repeating words, expressions and rhymes or add sounds related to the story”.

(MELS (2008). *To act on understanding of texts: The how-to handbook*. Elementary Cycle One ESL, 14).

Jean Piaget demonstrated in his studies that “children actively acquire knowledge through interacting with the physical environment”. In playing games, children are also given opportunities to interact with others and practice the vocabulary. Thus, the suggested Bingo game offers great opportunities to develop students’ cognitive and social skills in a fun and relaxed environment.

(Singer, D.G., Michnick Golinkoff, R., & Hirsh-Pasek, K. (2006). *Play = learning. How play enhances children’s cognitive and social-emotional growth*. Oxford: Oxford University Press, 23.)

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PROCEDURE:

TASK 2: STORY AND BINGO GAME

Cycle : Primary Cycle One

Suggested duration : 45 minutes

Competency : C1 - To act on understanding of text
C2 : To communicate orally in English

Theme	Clothes and seasons	Classrom set-up	<ul style="list-style-type: none"> Individual work.
Evaluation criteria	<ul style="list-style-type: none"> Use of words and expressions from texts Orally identify familiar key elements <p>Student consistently follows teacher's instructions with ease</p>	Evaluation tools	<ul style="list-style-type: none"> Student self-evaluation tool (Handout) Teacher self-evaluation (Handout)
Language objectives	<ul style="list-style-type: none"> Vocabulary related to clothing and seasons 	Strategies	<ul style="list-style-type: none"> Directed attention Use of prior knowledge Self-evaluation
Materials	<ul style="list-style-type: none"> ➤ Clothing and season flashcards ➤ E-book – Bootie and Hattie go to school. ➤ Illustrations for the BINGO game (handout) ➤ BINGO Card (handout) ➤ Tokens ➤ Glue ➤ Scissors ➤ Coloring pencils 		
Role of the teacher		Role of the student	
Warm Up – 5 minutes			
Teacher asks the students if they remember the title of the story they read during last period. Teacher uses flashcards or the props to help students recall the title of the story.		Students say the title of the story.	

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Teacher reviews the strategies “Participate”, “Attention”, “Speak English”.	Students listen and look at the teacher.
Reading Activity – 10 minutes	
Teacher informs the students that they will participate in the reading by naming, pointing and repeating.	Students listen to the teacher’s instructions.
<p>Teacher reads the story by using various methods:</p> <ul style="list-style-type: none"> -Do not pronounce a word: This is ... -Ask the students if they remember the missing word: Who is this? -Give a choice between two words and have students decide which one is good: Is this Bootie or Hattie? -Have students repeat some lines, particularly the refrain: Repeat after me “<i>What do they wear?</i>” 	Students pay attention to what he/she hears, sees and to what the teacher is pointing to. They repeat after the teacher and identify the key elements.
Bingo Activity – 25 minutes	
Teacher announces the BINGO game.	Students listen to the teacher.
Teacher prepares the students for the Bingo game, reviews the illustrations that are part of the Bingo handout. To do so, the teacher shows the flashcards and asks students which piece of clothing it is and to which season it is related.	Students name the key elements illustrated on the flashcards.
Teacher tells the students that the goal of the game is to have a complete line with tokens and raise hand to say BINGO when the line is full.	They listen to the teacher.
Teacher explains and models the first step, which is to cut and paste the illustrations on the BINGO grid. She shows an example of a Bingo grid already completed and leaves it on the board to be visible to students.	They listen and look at the teacher.
Teacher announces that students have 10 minutes to cut and paste the illustrations on their grid.	They listen to the teacher.
Teacher distributes the handouts with the pictures for the BINGO game.	They cut the illustrations.

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Teacher distributes the handout with the BINGO grid.	They receive the handout.
Teacher asks students to cut the small pictures and paste them on the BINGO grid.	They paste the illustrations on the BINGO card.
Teacher asks students to keep only their bingo card on their desk and clean the rest.	They receive the handout.
Teacher distributes tokens to students.	They receive the tokens.
Teacher explains the BINGO game using flashcard and models it with one student using her Bingo card as an example.	They listen to the teacher.
Teacher randomly picks an illustration that is part of the handout.	Students look at the teacher.
Teacher shows the illustration to students (flashcards) and says what it is. You can also ask one student to tell you what the picture is.	They look at the illustration and listen.
Teacher gives 5 seconds to students to place their token.	They find the illustration on the BINGO card and place a token on it. Get ready for the next illustration.
Teacher tells them to continue to draw and shows illustrations until a student say BINGO.	They raise his or her hand to announce “Bingo!”
Teacher makes sure that the illustrations of the winner are making a line and correspond to the illustration already announced.	Student lets the teacher verify his or her BINGO card.
Teacher starts a new Bingo game.	Students clean the Bingo card and get ready for a new game.
Before the end of the class, teacher asks students to paste their BINGO card in their portfolio.	They paste their BINGO card in their portfolio.
Teacher asks students to give her back the tokens.	Students give back the tokens to the teacher.
Feedback – 5 minutes	
Teacher asks students if they liked the game.	They answer the question.
Teacher gives feedback to students.	They listen.
Teacher asks students to fill in the self-evaluation form they received at the beginning of the LES (in their portfolio).	They reflect on their participation throughout the task and complete a self-evaluation.
VARIATIONS	
<ul style="list-style-type: none"> • Have students color the illustrations on their BINGO card before or after the game. • Do not provide illustrations for the game: have students draw. 	

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TASK # 3: SINGING THE SONG

PURPOSE: Students learn an authentic text. They learn chunks of words and simple expressions. They demonstrate understanding of the target language and use the target language while working on a task.

Using songs in second language classroom is an effective learning tool that improves concentration, memory, brings a sense of community to a group, motivates learning, and makes learning fun. The repetitive style of songs promotes automatization and faster acquisition of the language. Schoepp (2001) points out that 'music is often the major source of English outside the classroom.' Bob Lake (2002) states that "there is strong evidence supporting the use of music in the ESL classroom. Language and music are tied together in brain processing by pitch, rhythm and by symmetrical phrasing. Music can help familiarize students with connections and provides a fun way to acquire English."

According to Cakir (1991), having students predict the content of the song, rhyme or musical game, facilitates students' focus on a task and helps memorize when it is associated with a linguistic item. Abdellah suggests that to make students understand the content of the song it is important to 'place new vocabulary in context and illustrate the meaning with gestures and visuals.' According to Neuman & Roskos (1993) and Vukelich (1994), when children play in print-enriched settings, they often learn to read the words that are present. According to Cakir (1999), songs are wonderful means of teaching stress and intonation patterns of English. Music in the classroom is always a source of motivation, interest and enjoyment.

Singer et al (2006) suggest that, when children play with language, the structural features of language become opaque. Through songs, plays and games children become aware of phonological, syntactic, and lexical aspects of language. Cakir (1991) points out that music makes it much easier to imitate and remember language than spoken words. Abdellah suggests that songs can be made into action songs. In which a teacher and students act out some gestures as they sing. According to Abdellah, action songs are particularly appropriate as they help children to remember the words and their meanings.

According to the MELS program, students' self-evaluation 'measures their effectiveness while working on the task.' Students measure how effectively they employ directed attention, demonstrate their understanding and use English while working on task. 'This measure is a threshold to the ultimate goal, which is *changing, adjusting* and *improving* learning practices in order to succeed.

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PROCEDURE:

TASK 3: SINGING THE SONG

Cycle : Primary Cycle One

Suggested duration : 45 minutes

Competency : C1 - To act on understanding of text
C2 : To communicate orally in English

Theme	Clothes and seasons	Classrom set-up	<ul style="list-style-type: none"> Individual work.
Evaluation criteria	<ul style="list-style-type: none"> Use of words and expressions from texts Orally identify familiar key elements <p>Student consistently follows teacher's instructions with ease</p>	Evaluation tools	<ul style="list-style-type: none"> Student self-evaluation tool (Handout) Teacher self-evaluation (Handout)
Language objectives	<p>To review earlier acquired vocabulary. Simple language. Many repetitions. To learn simple questions and greetings</p> <p>To familiarize with simple, written text .</p> <p>To familiarize with an authentic text.</p> <p>To learn chunks of words and simple expressions. To learn an authentic text. To memorize the text</p> <p>To memorize an authentic text. To get a bit and rhythm of the target language.</p> <p>To memorize the text.</p>	Strategies	<ul style="list-style-type: none"> Directed attention Use of prior knowledge Self-evaluation
Materials	<ul style="list-style-type: none"> ➤ Clothing and season flashcards ➤ E-book – Boottie and Hattie go to school. ➤ Illustrations for the BINGO game (handout) 		

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- BINGO Card (handout)
- Tokens
- Glue
- Scissor
- Coloring pencils

Role of the teacher

Role of the student

Warm Up – 5 minutes

Teacher asks students to guess and predict what activity they will do in class.

Name the title of the story.

Teacher asks students to put everything at the corner of their desks. Teacher explains what the song is about. Teacher uses the teddy bears and mime the song. Teacher makes a little scene to facilitate better understanding of the song.

Students listen to the teacher. Then, they answer yes/no questions and try to guess what the song is about.

Introduction: Hello! How are you today?

‘Look at me and guess what we will do today’.

‘Today we will learn a song ‘Hello Bootie, Hello Hattie.’

‘This song is about,’ There are two bears’

‘Brother bear and sister bear’ She wears her T-shirt’, rain coat, winter boots, etc

Good job! Well done!

‘How are you today?’ ‘What will we do today?’ ‘Are we going to dance?, sing? read?, play?’ ‘What am I doing now?’

Teacher makes sure that students understand the vocabulary from the song. Teacher asks students simple questions using real objects (a hat, a t-shirt, mittens). She/he distributes sheets with lyrics She asks students to look at the lyrics while listening to the song. She plays a recording of the entire song.

Students look at the teacher, they listen and answer to the questions. Then the Captains of the group come to the teacher’s desk and pick up the lyrics of the song.

‘Captains come to my desk and pick up the sheets’, ‘Listen to the song and look at the text.’

‘What is this?’, ‘Is it a hat?’ ‘Is it a T-shirt?’ ‘Is it clear?’ ‘Do you understand?’, ‘Do you like the song?’, ‘Did you enjoy it?’

Carrying out the Activity – 10 minutes

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<p>Teacher speaks the song line by line and has students repeat the words after you. She/he shows the lyrics on the board. Teacher tracks the words with the pointer.</p> <p>‘Listen to what I am saying and repeat after me’ ‘Repeat’</p> <p>‘Hello Bootie Hello Hattie. What is this? What is this? This is my scarf. This is my scarf. And mine too!’</p> <p>‘Do you understand the task?’ Can you repeat?’</p>	<p>Students repeat after the teacher the lines of the song. They look at the lyrics projected from the power point.</p>
<p>Teacher sings the song to the students one line at a time and has the students sing it back. Teacher practices each line several times until the children can sing it independently. Then, practice it two lines at the same and have students repeat after you.</p> <p>‘Listen to what I sing and then sing it back’</p> <p>‘Hello Bootie Hello Hattie, What is this? What is this? This is my scarf.’</p> <p>‘Do you understand the task?’ ‘Are you ready to sing?’</p> <p>‘Do you like singing?’</p>	<p>Students sing after the teacher line after line. They practice several times and after they sing the entire song together.</p>
<p>Follow-up/integration – 5 minutes</p>	
<p>Teacher divides the classroom into two groups: boys and girls. Teacher asks them to make two lines and to stand in front of each other. She/he adds gestures to the song. She/he mimics the gestures first and then has students repeat after her. Teacher plays the recording, has students sing and use the learned gestures.</p> <p>‘Make two lines’, ‘boys stand in front of girls’, ‘look at me’, ‘do the same’, ‘do the gestures’</p> <p>‘Is that clear?’, ‘Do you understand the task?’; ‘Do you have any questions?’</p>	<p>Students make two lines. The girls stand in front of the boys. They look at the teacher modelling the gestures, and then they repeat the same gestures. After, the teacher plays recording, and the students sing the song using gestures earlier acquired.</p>

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Teacher asks students to self evaluate. She distributes the evaluation sheets and explains the rules.
'Colour a smiley face if you participated today.' 'If you listen and if you look' 'Did you participate today?', 'Did you listen?',

Students self evaluate their participation in class, with the help of a simple evaluation sheet.

TASK # 4: MINI-BOOK ACTIVITY

PURPOSE: Students are given a chance to personalize the text according to their own preferences. Students have already practiced dressing Bootie and Hattie paying attention to the season of the year. Now they can go further with their understanding of the words provided within this LES by drawing the pieces of clothes chosen by them. Through this activity they reinvest the acquired words related to seasons and clothing by having fun. Also, after reading a story, singing a song including TRP movements in previous activities, children are now involved in applying their creativity and imagination as well as preferences for various colors while drawing. This particular example of using arts and crafts in classroom should be seen as another means of learning a language. Different levels of multi intelligence are being involved here which makes learning possible.

According to Hill, J.D. and Flynn, K.M. (2006), children do well with “yes” “no” questions and one or two word answers. “Yes” , “no” questions are to be asked at the early stage of a second language acquisition. Visual support required for this activity: e.g. scarf, swimsuit, sunglasses, etc.

According to Claire (1988), Total Physical Response activities (TPR), greatly multiply the amount of language input that can be handled by beginning students. These activities facilitate comprehension with performance in a pleasant atmosphere. The author recommends spending five to ten minutes on listening and responding activities in each class. These activities help students adjust in learning environment and they build students self-confidence. Teacher prepares the mini-books with one drawing for each season and hands them in to her students. Teacher shows the students an example of a ready mini-book. Once completed, they are exhibited in the class so that the students could vote for the best mini-book. Voting plays a motivating role here and encourages students to do their best in order to win Bootie or Hattie.

According to Vygotsky’s theory of learning (Social constructivism), referred to by Pinter, A. (2006), scaffolding is a very important element required in a second language classroom. Therefore, examples of the ready mini-books as well as flashcards with four seasons on the board help children gain confidence and take control of the task.

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According to Facella, M. et al. (2005), completing sentences is an adequate and effective teaching strategy for learners in the early production stage. According to Cakir, A. (1999), music used in classroom plays an important role since it motivates the learners.

By giving children positive feedback we create a pleasant, friendly environment in class. This is very important especially for small kids who start learning a second language. They need to feel like coming back to an ESL class in order to learn. According to Krashen's Filter Hypothesis, a weak filter contributes to a positive attitude to learning, while a strong filter might result in a negative learning, thus no learning.

PROCEDURE:

TASK 4: MINI-BOOK ACTIVITY			
Cycle : Primary Cycle One		Suggested duration : 45 minutes	
Competency : C1 - To act on understanding of text C2 : To communicate orally in English			
Theme	Clothes and seasons	Classrom set-up	<ul style="list-style-type: none"> Individual work.
Evaluation criteria	<ul style="list-style-type: none"> Comprehension of words in the text of the mini-book 	Evaluation tools	<ul style="list-style-type: none"> Student self-evaluation tool (Handout) Teacher self-evaluation (Handout)
Language objectives	To review earlier acquired vocabulary. To familiarize with simple, written text . To memorize an authentic text. To learn chunks of words and simple expressions . To demonstrate understanding of the target language and to use the target language while working on a task.	Strategies	<ul style="list-style-type: none"> Directed attention Using resources
Materials	<ul style="list-style-type: none"> Season flashcards 		

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- Clothes for different seasons
- A mini-book
- Coloring pencils

Role of the teacher

Role of the student

Warm Up – 5 minutes

Teacher asks students if they remember the activity in the previous class.

Welcoming routine:

Hello! How are you today? Do you remember what we did during last classes? You dressed Bootie and Hattie. In teams you chose different clothes for summer and different for winter. Today you will choose clothes you want for our bears. You will draw them in your mini-book. At the end we will vote for the best mini-book in the class.

Do you remember the song? Was the song about bears? Do you remember the names of the seasons? Is it warm or cold today? Do we wear a scarf in summer? Swimsuit in winter? Is it too warm for a scarf in summer?

Students review earlier acquired vocabulary.

Students pay attention to what the teacher says.
Students answer teacher's questions.
Students reflect on the activity during the previous class.

Students reflect on the song "Hello Bootie, hello Hattie" and the names of the seasons.
Students answer teacher's questions about the weather and clothes to wear.

Teacher tells students to look at her and shows them the examples of the mini-books prepared by her and another group of students.

Teacher explains that there are four different pictures with four different seasons. Bootie and Hattie need to be dressed. Teacher asks students to look at the flashcards with seasons on the board in order not to make mistakes.

Is this a good example? Bootie wears a winter hat in summer?? Hattie wears a swimsuit in winter??

Be careful not to put mittens on Hattie in summer.
No scarf on Bootie in winter.

Students reinvest acquired names of spring, summer, winter and fall as well as the names of the basic pieces of clothing.

Students pay attention to what the teacher says.

Carrying out the Activity – 10 minutes

Teacher tells students they need to draw two pieces of clothing for each season. If they have time they can draw more. Teacher tells them to refer to the list of words with the basic clothes for spring, summer, fall and winter provided by the teacher.

Teacher distributes the mini-books and the crayons.
Do you understand the task? Will you draw one piece of clothing on each drawing? Tell me how many pieces of clothing on each bear?

Students reinvest the words seen in the story as well as in the song. Students consolidate these words through arts and crafts, which is an enjoyable activity.

Students make connections between content and language.
Students draw two pieces of clothing on each bear.
Student use the list of words for each season.
Students pick up the coloring pencils and mini-books for each team of four.

L.E.S. – « What do you wear ? »



<p>Teacher plays the song “Hello Bootie, Hello Hattie” while students work on their mini-books. Teacher walks around and encourages students and congratulates them on their work. What is your favorite color? Do you choose pink for Hattie or for Bootie? What about blue?</p>	<p>Students reinvest and think what to wear during each season. Students use the colors they like.</p>
<p>Follow-up/integration – 5 minutes</p>	
<p>Teacher picks up all mini-books and places them on the desk in the classroom. Teacher tells students they will be there until the following class. Teacher asks them to look at the mini-books and choose their favorite one. Teacher tells them that they would vote for the best mini-book at the beginning of the following class. Bootie and Hattie will be a reward for the first and second best mini-book. Give me your mini-book. Place it on the desk. Do you like this mini-book? What do you like the most? Which mini-book is your favorite?</p>	<p>Students share their pieces of art with the classmates. Students learn to appreciate other children’s ways to accomplish the task.</p>
<p>Teacher congratulates students on their great participation in class. Teacher tells them she is proud of them. Giving positive feedback on children’s behavior and involvement in class activities contributes to a friendly atmosphere in classroom. Did you listen? Did you participate well? All of you participated well in class today so you can color your smiley face. Great job!</p>	<p>Students reflect on their participation in class. Students mark smiley faces on their evaluation sheets.</p>

