

1

<p>May I turn on...</p>  <p>the lights?</p>	<p>Can I turn off...</p>  <p>the lights?</p>
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6

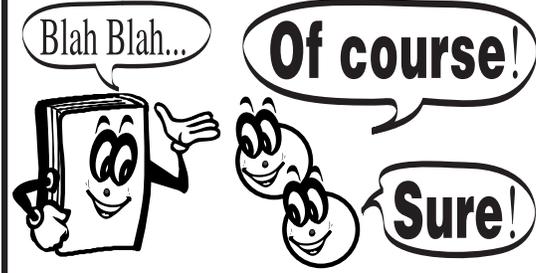
- What do you **think**?
- Do you **agree**?



2

<p>Can I throw</p>  <p>(this) away?</p>	<p>Can I put</p>  <p>(this) in the basket?</p>
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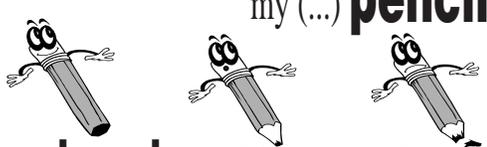
7



Blah Blah...
Of course!
Sure!

3

May I **sharpen** my (...) **pencil**?



- It's **brand new**.
- It's **dull**.
- It's **broken**.

8

Hum...
Can you **repeat**, please?



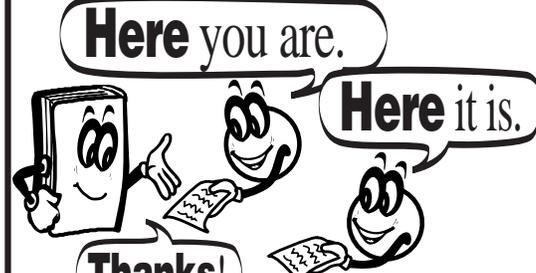
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Time Out!



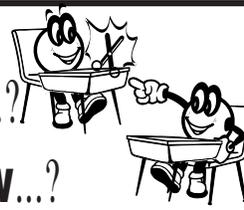
9

Here you are.
Here it is.
Thanks!



5

- May I **have**...?
- Can I **borrow**...?
- Can **you** pass me...?



10

I **forgot** my...
May I **get**...?



11 May I **go** to the **washroom**?



A cartoon character with a lightbulb-like head is pointing towards a sign that shows a male and female figure in a washroom. Another character is holding a book.

16 •What do you mean?
•I *don't* **understand!**



A cartoon character with a lightbulb-like head has a confused expression, with question marks and an exclamation point around its head.

12 •It's **too noisy**.
•**Be quiet.**
•**Whisper.**



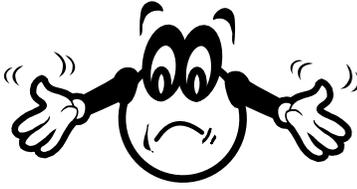
Cartoon characters are shown in a noisy environment with musical notes. One character is covering their ears, another is whispering to a third.

17 Which one do you want?
Anyone.
That one.
It doesn't **matter.**



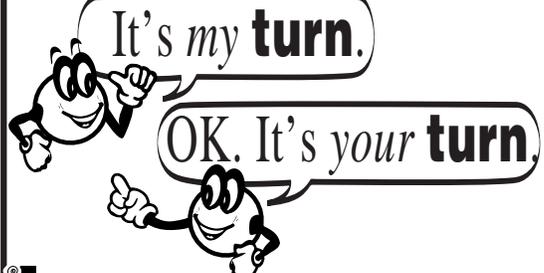
Cartoon characters are shown with various items like pencils and pens. One character asks for a choice, another says 'Anyone', and a third says 'That one' while a fourth says 'It doesn't matter'.

13 I *don't* **know!**



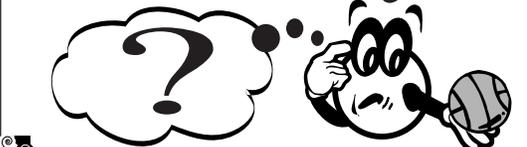
A cartoon character with a lightbulb-like head is shrugging with a sad expression, indicating they do not know.

18 It's *my* **turn.**
OK. It's *your* **turn.**



Cartoon characters are shown in a sequence of actions, with one saying 'It's my turn' and another responding 'OK. It's your turn'.

14 •**How do you say...?**
•**What's... in English?**



A cartoon character with a lightbulb-like head is thinking, with a large question mark in a thought bubble above them.

19 Do you want **to work with me?**
Would you like **to be my partner?**



Cartoon characters are sitting at desks. One asks 'Do you want to work with me?' and the other asks 'Would you like to be my partner?'.

15 •May I
•Can I **hand out...?**



A cartoon character with a lightbulb-like head is holding a stack of papers, ready to hand them out.

20 I agree.
OK.
That's a **good idea!**

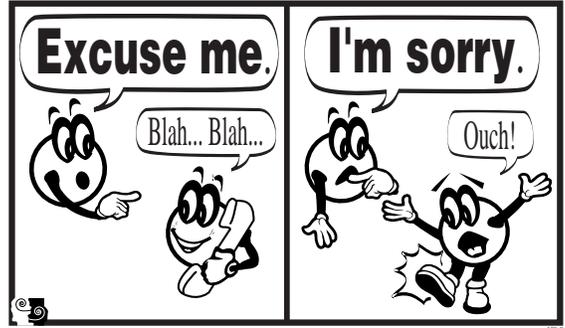


Cartoon characters are shown with a lightbulb idea. One says 'I agree.', another says 'OK.', and a third says 'That's a good idea!'.

21



26



22



27



23



28



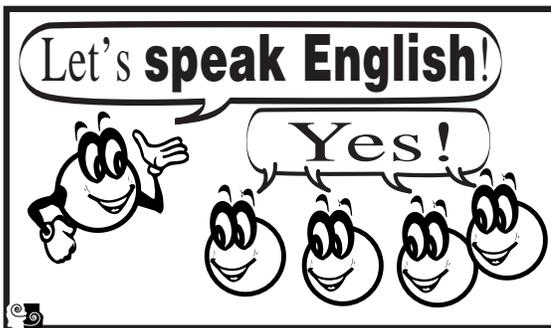
24



29



25



30



31

- You're a **good partner**. 
- You're a **genius**. 
- That's a **good idea**.
- I like **working with you**.

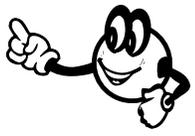
36



- I **like**... the **best**.
- My **favourite**...
- I **prefer**...

32

Can I **help** you?

37



- I'm **happy**.



- I'm **sad**.



- I'm **excited**.

33

- **Help me**, please!
- I **need** (some) **help**!



- **What can I do?**
- **How can I help?**



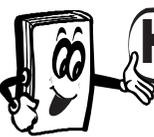
38



- **Watch out!**
- **Look out!**
- **Careful!**

34

How are you?



Fine, thanks!



39



- **Who?**



- **What?**



- **Where?**

35

- ♥ I **like**... 
- ♥♥ I **like**... a lot.
- ♥♥♥ I **love**...

40

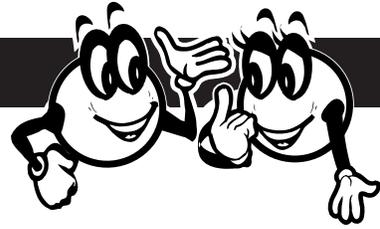


I **can**...



I **can't**...

INTERACTIVE GRAMMAR



Cycle 2

Competency link
Competency 1

Time
15 to 20 minutes

Animal Fun

Structure	<ul style="list-style-type: none"> • Adjectives • Personal pronoun "it" 	Material	<ul style="list-style-type: none"> • Tic-Tac-Toe grids (Reproducibles 1 and 2) • Focus 7
Theme	<ul style="list-style-type: none"> • Animals 	Classroom set-up	<ul style="list-style-type: none"> • Groups of 2



Setting the scene

- Tell students they are going to talk about different animals while they play Tic-Tac-Toe.
- Inform the students that in order to put an "X" or an "O" on their Tic-Tac-Toe grid they will first have to describe an animal in English.

Procedure



- Pair students.
- Give each group one Tic-Tac-Toe grid (Reproducible 1 or 2)
- Tell students to use pencils to mark the "Xs" and "Os" on the grid so it may be erased and used again.
- To place an "X" or an "O" on the grid, each student must use at least one adjective which correctly describes the animal in the square where the student wishes to put an "X" or an "O".
- Each description can only be used once per game.
- The first student to get three "Xs" or "Os" in a row wins the game.
- After ten minutes students with Reproducible 1 may exchange their erased grid with students who have Reproducible 2. In this way students have an opportunity to describe a variety of animals.
- It is up to the teacher's discretion to allow points to be scored for games won.

Language expected



Structure

- It is *adjective*.
- It's a/an *adjective* animal.

Interaction

- It's my/your turn.
- Draw/Put/Mark your "X"/"O".
- Don't repeat.
- I/You win!

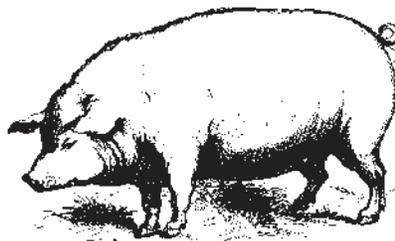
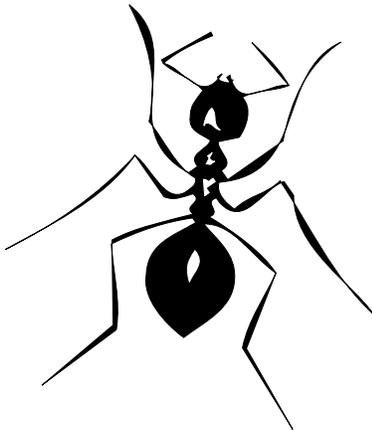
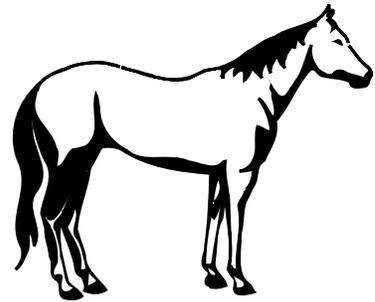
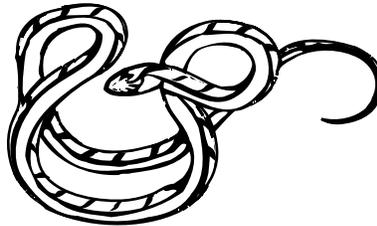
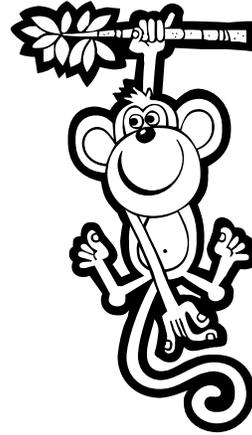
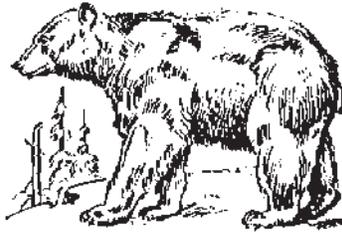
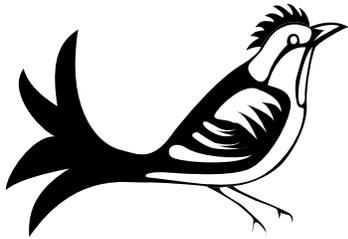
Variations + follow-up



- This activity can be adapted to different themes relevant to class context such as food and drinks, means of transportation, etc.
- Students can prepare their own Tic-Tac-Toe grids by drawing some of their favourite animals or other items depending on the context.
- The activity can be done in groups of four, with teams of two students working together for the "Xs" or "Os".
- To make the activity more difficult have students give two or more adjectives per animal.

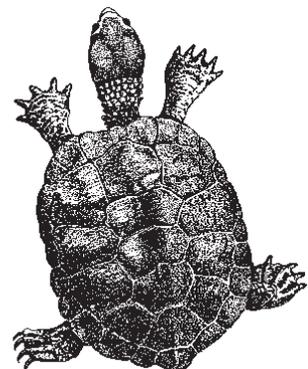
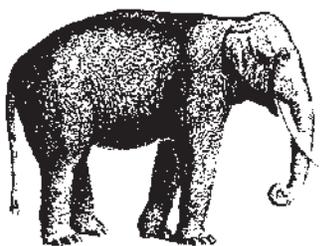
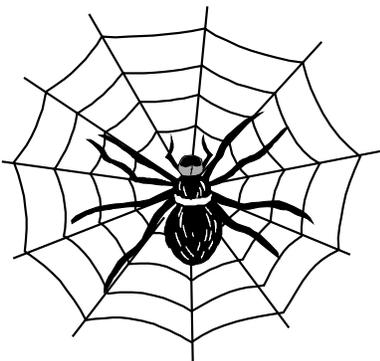
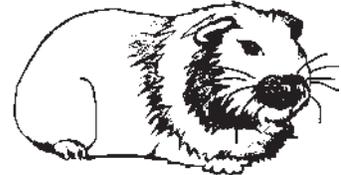
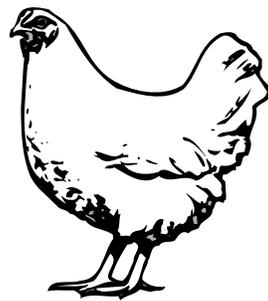
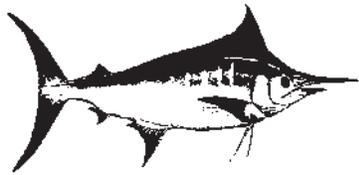
Animal Tic-Tac-Toe

Reproducible 1



Animal Tic-Tac-Toe

Reproducible 2



Lesson Plan

Strategies	<ul style="list-style-type: none"> • Attention • Note-taking 	Useful material for teaching the strategy	<ul style="list-style-type: none"> • from the Living Books Series, the following CD-ROM: Dr. Seuss, <i>ABC</i>, The Learning Company, MA. ISBN: 0-7630-2479-1
Context	<ul style="list-style-type: none"> • Creating a picture dictionary to be used as personalized resource 		<ul style="list-style-type: none"> • personal picture dictionary for each student
Periods	<ul style="list-style-type: none"> • 3-4 		

1st period

Preparing the activity:

- ➡ The teacher starts the period by presenting the alphabet song to the students (on the CD-ROM) and by having them sing along.
- ➡ The teacher puts the students in groups of four. He/she uses the roundtable cooperative structure to check students' previous knowledge of words starting with each of the first 7 letters of the alphabet. (The roundtable is structured so that each student can contribute one idea in writing on a community sheet that is passed around the table.)

Carrying out the activity:

Presents and explains

- ➡ The teacher then presents and explains the activity and the strategies to use.

Now, we are going to listen to and watch a story on CD-ROM. The story is called ABC by Dr. Seuss. We are also going to practice two strategies: attention and note-taking. (The teacher writes the names of the two strategies on the board and mimes them.) Please take out your personal picture dictionary. (The teacher shows his/her own.) I want you to look at and listen to the story, pay attention to new words or words you don't know, and write them in your personal picture dictionary and draw a little picture. Watch! I will show you an example.

Models

- ➡ The teacher uses the "Let me play" section of the CD-ROM, which allows the user to change the pages at his/her own rate.

I have to concentrate and pay attention to words I don't know. I have to look and listen.

- ➡ The teacher and the students listen to and watch the story about letter A. The teacher opens his/her personal dictionary to show the page with letter A.

Alligator! Oh! It's the same thing in French and in English! I didn't know that! That's new, so I write it in my dictionary. To check my spelling, I look at the story. And I write. Alligator: a-l-l-i-g-a-t-o-r. Now, I do a little drawing, a little picture.

- ➡ The teacher draws an alligator in his/her dictionary and shows it to the class. The students do the same in their own dictionary.

Now I have to look and listen to letter B. I concentrate again.

- ➡ The teacher points to the B page in her/his personal dictionary and goes on to the B page on the CD-ROM.

Bubbles! Another new word. I don't know the word "bubbles". I look at the picture. I find the bubbles and the word. Then I write it in my dictionary, b-u-b-b-l-e-s.

||||➔ The teacher writes the word in his/her dictionary, draws a little picture and shows it to the students. He/she asks them then to choose a word on the B page that they don't know. *Barber? Bubbles? Bumblebee?* They write it in their dictionary and draw a picture of it. The teacher walks around the classroom to answer questions and to make sure everyone understands what to do.

||||➔ For letter C, the teacher reminds the students to turn to the C page in their dictionary and to concentrate, to look and listen. The teacher lets them choose their own word on the story page.

What new word did you find on this page? Good! Write it in your dictionary. Be careful with the spelling!

||||➔ The teacher and students go on like this for the first 7 letters of the alphabet.

Assimilation/transfer of learning:

||||➔ At the end of the first period, the teacher takes some time in French to reflect on the strategies with the students:

Pourquoi doit-on se concentrer pour écouter l'histoire?

Pourquoi prend-on des notes dans notre dictionnaire?

2nd period

Preparing the activity:

||||➔ During the second period, the teacher asks the students what they remember of the first period; asks for examples of words that the students wrote in their personal picture dictionary; reviews the alphabet song with the students and finally does a second roundtable with the 7 letters of the alphabet.

Carrying out the activity:

Guides the students' initial use of the strategy

||||➔ The teacher reviews the strategies to use to continue the activity. This period is more learner-centered since the modelling has already been done. As the activity goes on, the teacher prompts the thinking-aloud process by asking such questions as "Are you looking?" "Are you listening?" The third and fourth periods may be done in a similar way, the teacher guiding the students' initial use of the strategies.

Assimilation/transfer of learning:

||||➔ The second period ends again with a moment of reflection.

Dans quelles situations peut-on utiliser notre stratégie d'attention? Quand peut-on prendre en note de nouveaux mots?

Once students understand the two strategies, subsequent practice is performed within regular learning situations that provide other contexts for use of attention and note taking.

Follow-up:

||||➔ The teacher can then play the "Read to me" section of the CD-ROM which presents a more complete version of the story. The students will listen to new words and could be asked to try to write down two or three. This is quite challenging since this version is non-stop and since most of the new words are said but not written.

||||➔ The teacher could ask the students to choose a letter in their personal picture dictionary and write a short sentence with words that begin with that letter.
Example: The big bubbles are blue.

Enrichment:

||||➔ Students can discover new words in the "Let me play" section by clicking on the characters or objects. This is another good opportunity for students to use the note taking strategy.