

LEARNING AND EVALUATION SITUATION

PLANNING & OVERVIEW

GRADE (LEVEL & CYCLE): Grade 2 core, Elementary cycle one, year 2

Title : A Trip Under the Sea!

Educational aim of activity (goals and intentions):

Children are knowledgeable of the world surrounding them. However, do they really know what is hidden under the sea? During the proposed activities, students will learn vocabulary words related to the sea (e.g. beach, sand, waves, submarine, shark, life jacket) and words related to the school (e.g. school bus, classroom, teacher).

Broad Area(s) of Learning :

- **Citizenship and community life**

Students will learn about life under the sea and about the advantages of teamwork to solve a problem. As such, they will better understand the social conventions related to helping others in need and cooperating in order to overcome difficulties.

Cross-curricular competencies:

- **Solve Problems:** During the reading, students will try to find (with the help of the teacher) ways to solve the problem of Chris P. Bacon by answering the teacher's questions.
- **Use information (basic):** Students will use the vocabulary words from one activity and apply them to the other in order to complete the different tasks.

Targeted Subject-specific Competencies

Task 1: Reading the Big Book "Chris P. Bacon" and Using the Flashcards (45 minutes)

- **C1: to act on understanding of texts**
 - **Explores authentic texts orally:**
The teacher will read (orally) the authentic text designed to native English speakers ("Chris P. Bacon") to the students. They will hear the story in the second language.
 - **Monitors own learning (Participation, quality of learning):**
The students will participate during the reading of the big book by answering the teacher's questions (answering with short answers or pointing to pictures in the book). With the different questions, the

students will reflect on their understanding of the story depending on if they have the right or wrong answer.

- Uses knowledge from the text:

The students will need to reinvest the vocabulary learned in the big book to accomplish the task related to arts and crafts and by singing a song. They will also find the targeted words in the story written on different flashcards.

● C2: to communicate orally in English

- Listens to messages:

By listening to the story and the teacher's questions, the students react to what they hear. These reactions allow the teacher to see if a part of the story was understood or not by the audience.

- Monitors own learning (Learning strategies):

The students will use different strategies during the reading of the big book in order to understand it. For instance, students will look at the pictures and the gestures of their teacher while paying attention to the words he/she says.

- Transmits simple messages:

By answering the teacher's questions during the reading of the story, students take risks and communicate in the target language by using short answers, familiar expressions, and words used in the big book.

Task 2 : Singing the Song and using flashcards (60 minutes)

● C1: to act on understanding of texts

- Explores authentic texts orally:

The teacher will sing the song "Do the Fish", which is an authentic text designed for native English speakers. Students will hear the song in their second language.

- Monitors own learning (Participation, quality of learning):

The students will participate during the singing of the song, by singing along and by answering the teacher's questions (answering with short answers)

- Uses knowledge from the text (song):

The students will need to reinvest the vocabulary learned in the big book, the flashcards and the song in order to accomplish the task of singing the song.

● C2: to communicate orally in English

● Listens to messages:

By listening to the song and the teacher's questions, the students react to what they hear.

● Monitors own learning (Learning strategies):

The students will use different strategies during the singing of the song. For instance, students will look at the pictures and the gestures of their teacher while paying attention to the words he/she says.

- Transmits simple messages:

By singing the song along with the teacher, students will use the target language.

Task 3 : Arts and Crafts (35 minutes)

- C1: to act on understanding of texts

- Use knowledge from the text:

To achieve each step of the activity, the students need to look at the images in the instructions. The instructions use some vocabulary words learned during the reading of the Big Book.

- Monitors own learning:

During the activity, the students need to complete a little grid that acts as a self-monitoring tool. They can circle a happy or a sad face for each step, depending if they understood it or not.

Task 4 : Game (55 min)

- C1: to act on understanding of texts

- Explores authentic texts (words) as they are written and used in the book.

- Monitors own learning (Participation, quality of learning)

- Uses knowledge from the song (vocabulary)

- C2: to communicate orally in English

- Listens to messages:

By listening to the teacher's explanation and modelling of the activity, the students react to what they hear. These reactions allow the teacher to see if a part of the instructions were understood or not by the audience.

- Monitors own learning (Learning strategies):

The students will use different strategies during the playing of the game in order to understand it. For instance, students will look at the pictures and the words and try to remember how they were showcased in the book.

- Transmits simple messages:

By answering the members of the team's questions during the activity, students take risks and communicate in the target language by using short answers, familiar expressions, and the words depicted in the game. Students will also share words to communicate with each other.

Targeted Related Content

- **Culture:**
- **Language: Content and functional language related to travelling and exploring a specific environment (the sea/seabed)**
- **Strategies:**
- **Process: Response Process**
- **Texts: Use of the Big Book “Chris P. Bacon”, Use of the Song**

Task 1 : Reading the Big Book “Chris P. Bacon” → C1 Activity (To Act on Understanding of Texts)

- This task aims for the students to learn new vocabulary words related to the ocean. While listening to the story, students try to understand the meaning of the repeated words in order to understand the actions of the story. At the end of the activity, each student will complete the self-monitoring grid available in the class to reflect on their performance.

Task 2 : Singing the Song → C2 Activity (To Communicate Orally in English)

- This task’s aim is for students to use language pertaining to previously seen vocabulary while singing the song. Moreover, students will learn/reinforce the vocabulary they learned during task 1, since the song and the flashcards contain the same vocabulary related to the ocean world. At the end of the activity, each student will complete the self-monitoring grid available in the class to reflect on their performance.

Task 3 : Arts and Crafts → C1 activity (To Act on Understanding of Texts)

- This task’s aim is for students to use words they learned during the previous activities. By completing each step of the arts and crafts activity, the students can see if they understand the vocabulary words or not. They can complete the self-monitoring grid on their handout to reflect on their performance.

Task 4: Game → C1 activity (To Act on Understanding of Texts)

- This task aims to reinforce the students’ pre-acquired vocabulary from the book, the song, and from the arts and crafts activity. By playing the game, students will memorize the vocabulary as they will enjoy using it in a game context. This task also allows students to practice their speaking skills. At the end of the activity, each student will complete the self-monitoring grid available in the class to reflect on their performance.

TASK #1:**Reading the Big Book “Chris P. Bacon” with the Flashcards (45 minutes)**

Targeted Subject-specific Competency:	Evaluation criteria : <ul style="list-style-type: none"> ● Students will be able to use vocabulary words related to the world under the sea. ● Students will be able to guess during the reading to find a solution. 	Evaluation types and tools (How): <ul style="list-style-type: none"> ● Students participation: <ul style="list-style-type: none"> - Following teacher's actions - Reacting to story - Answering teacher's questions - Interacting with partner during phase 2
Materials & equipment: Material: The book “Chris P. Bacon” and the Flashcards https://www.storyjumper.com/book/index/77901595 (link to ebook) Equipment: A Smart Board (for the timer)		

PHASE 1 : PREPARATION (10 minutes)

Before beginning the activity:

1. Rehearse the story (voices, intonations)
2. Think about key plot points/repetitive elements
3. Identify elements existing in the students' background knowledge.
4. Prepare visuals and scaffolding of key elements.

Preparing the read-aloud:

5.1 Display visuals or props

5.2 Prepare a section of the classroom where students will sit and listen to the story telling.

5.3 Activate/build the vocabulary and have children guess the theme.

PHASE 2: CARRYING OUT (40 minutes)

First reading

1. Teacher-centered first reading
2. Have children predict what happens in the upcoming events: ‘ - *What will the students do to defeat Roxy the shark?*
3. Have students point to the fish while the submarine is descending towards the bottom of the ocean.

Second reading

1. Adopt a shared-reading approach by asking students to take up roles for the fictional students.
2. Invite students to participate by chorally reading repetitive sections such as when Roxy the shark is being described with her big scary teeth and physical appearance.

Third reading

1. Form pairs by numbering students 1 and 2.
2. Give out an ipad for each pair of students.
3. Tell students that they will be taking turns to read the story to each other

Ask students to choose a favourite animal or fish and tell their teammate why.

PHASE 3 : (10 minutes)

AFTER THE READ_ALOUD (assimilation and transfer)

1. Reinforce the vocabulary learned through the book (animals, fish, fauna)
2. Retell the main theme of the story (ask students to make a summary)
3. Ask students to switch out the names of the fish and animals with others that could work in this context.
4. Give students the mini-flashcards.
5. Tell them they will be listening to the teacher and everytime they hear the name of an animal or fish or fauna they need to raise and show the appropriate flashcard.

SUGGESTIONS FOR DIFFERENTIATION

Content: For the activity, students could focus on the shapes and colours they find in the ocean if the subject (sea animals) is too difficult for them.

TASK #2:

Singing the song (link to the song: [“Do the Fish”](#)) (60 minutes)

link to the recording of the [song](#) (download the file first and listen on the computer locally otherwise it will not work directly from the Drive)

Targeted Subject-specific Competency:	Evaluation criteria :	Evaluation types and tools (How):
C2 (mainly) C1	<ul style="list-style-type: none">● Students will be able to use/understand vocabulary words included in the song.● Students will participate and sing the song with the rest of the class.	<ul style="list-style-type: none">● Students will be evaluated based on their reactions to the different words (using verbal or nonverbal responses)● Students will be evaluated based on their use of words and expressions from recurrent passages (mainly the chorus) in order to join in while signing the song.● Students will be evaluated based on their overall participation during the activity.

Materials & equipment:

Material: sheet with the lyrics, [flashcards](#). The recording of the song [“Do the fish”](#) (download first to listen from your PC)

Equipment: smart board, 1 computer and speakers (or something to play music)

PHASE 1 : PREPARATION (25 minutes)

Before beginning the activity:

1. Rehearse the song.
2. Identify the important vocabulary words within the song
3. Identify elements existing in the students' background knowledge.
4. Prepare visuals and scaffolding of key elements.

Preparing the singing of the song:

1. Have students listen to the song for the first time (without doing anything else)

2. Give students a sheet with the lyrics of the song (on the sheet, the important vocabulary words should be highlighted/bigger).
3. Have students listen to the song a second time and this time ask them to follow on their sheet. Even if the students are not singing at this stage, the teacher should sing.
4. Use the flashcards to teach the important vocabulary words related to the ocean world. To do so, ask students questions such as:
 - What is this? (while pointing to an image)
 - Do you remember? (since they previously learned the vocabulary during task 1)
5. Have students listen to the song one last time before you ask them to sing along with you.

PHASE 2: CARRYING OUT (15 minutes)

1. Tell students it is now time to sing the song with you. Tell them that they can use their sheet to help them.
2. Proceed line by line. To do so, sing the first line and ask the students to repeat after you. For example, say: “repeat after me”, then sing: “looks like I want to swim”. For step 2 and 3, you should not put the music of the song, focus on the lyrics and the beat.
3. Repeat this for each line and display each line one by one on the smart board as you sing it.
4. Put the music on and ask the students to sing the whole song with you.

PHASE 3 : (20 minutes)

1. Congratulate students for their performance and their participation.
2. Explain to students that you will now do a drawing activity in which students incorporate the vocabulary of the song into a drawing.
3. Say the theme of the drawing: the sea

SUGGESTIONS FOR DIFFERENTIATION

Content: the theme of the song could be changed depending on the students’ interest and/or what they have learned so far. For example, the theme could be “the jungle” or “sports” instead of the ocean world.

TASK #3: (Change content)

Arts and crafts (60 minutes)
(LES Arts and Crafts Activity Grade 2.pdf)

Targeted Subject-specific Competency:	Evaluation criteria : <ul style="list-style-type: none"> ● Students will be able to use vocabulary words related to the world under the sea. ● Students will be able to show their understanding of the activity/instructions 	Evaluation types and tools (How): <ul style="list-style-type: none"> ● Students participation: <ul style="list-style-type: none"> - Following teacher's instructions - Answering teacher's questions - Participating during the activity (at the end of the period, the teacher could verify if students did the work by looking at the sheet)
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Materials & equipment:

Material: worksheet, colouring pencils, glue, scissors, pencil, the book “Chris P. Bacon” <https://www.storyjumper.com/book/index/77901595> (link to ebook) and the [Flashcards](#).

Equipment: A Smart Board

PHASE 1 : PREPARATION (20 minutes)

Preparation

1- Reread the book “Chris P. Bacon” before the activity as a revision of the vocabulary for students.

2- Remind students of the important vocabulary words for the activity using the flashcards.

3- Ask the material manager to come up front and pick up the worksheets and distribute them.

4- Ask your students to take some time to look at the instructions alone. (4 minutes)

PHASE 2: CARRYING OUT (30 minutes)

Carrying out

1- Explain the instructions (step 1-5) to your students step by step using mimes, gestures and objects. For example, say:

- Step 1 (use your finger to indicate number one), colour (use some colouring pencils and mime the action of colouring) your face (point to your face to show them what it is) in the yellow circle (point to the yellow circle on the sheet).
- Step 2 (use your fingers to indicate number two), use scissors (show them some scissors and mime) to cut the yellow circle (point to the yellow circle) and glue (show them some glue and mime) it on the submarine (point to the submarine). Do the same for step 3 and 4.
- Step 5 (use your fingers to indicate number five), use colouring pencils (show them some colouring pencils and mime) to colour the fish, the turtle, the octopus, the starfish and your submarine (point to each as you say it).

2- Explain the self-evaluation with smiles. Tell your students to put an X on the happy face if the step was easy and an X on the sad face if it was hard. Ask them to do it after each step.

3- Project the worksheet on the smartboard and model (carry-out) the activity step by step (1 to 8). Do not forget to fill in the self-monitoring grid when modelling.

4- Give some individual time to your students to complete the activity and circulate in the classroom while they work.

PHASE 3 : (10 minutes)

Follow-up

1- Ask some students to share their submarine with the class and to name their favourite sea animal.

2- Ask some students to share their answer for the question “would you like to go under the sea?”

3- Ask your students if they liked the activity and have them draw a happy face if they liked it and a sad face if they did not like it.

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SUGGESTIONS FOR DIFFERENTIATION

Content:

- The theme of the worksheet could be changed depending on the students’ interest. For example, the theme could be “the jungle” or “sports” instead of the ocean world.
- We could also use different animals on the worksheet

TASK #4:
[The Matching cards Game](#)

Targeted Subject-specific Competency:	Evaluation criteria : <ul style="list-style-type: none">● Students will be able to use vocabulary words related to the world under the sea.● Students will be able to associate given pictures with their correct name.	Evaluation types and tools (How): <ul style="list-style-type: none">● Students participation:<ul style="list-style-type: none">- Actively participating in the game when it is the students turn.- Answering teacher’s questions- Interacting with partner during phase 2
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Materials & equipment:

Material: - The book “Chris P. Bacon” and the [Matching cards](#)
<https://www.storyjumper.com/book/index/77901595> (link to ebook)

- Ziplock bags containing words
- Ziplock bags containing images

Equipment: A Smart Board, Computer

PHASE 1 : PREPARATION (45-55 minutes)

Before beginning the activity:

1. Rehearse lesson plan
2. Think about how to nominate material managers
3. Identify elements existing in the students' background knowledge.
4. Prepare visuals and scaffolding of key elements.

Preparing the game:

- Display visuals or props
- Put desks together for teams
- Prepare ziplock bags containing words and images
- Anticipate questions associated with the game's instructions.
- Prepare power-point slides for the follow-up section of the activity.

PHASE 2: CARRYING OUT (35 minutes)

Pre-Activity (20 minutes): Tell students they will play a matching game with some of the words and pictures from the story.

- 1) Remind students of the story and talk about some of the vocabulary as to reinvest recently acquired schemata pertaining to the story. (e.g. life jacket, net, coral, docks, school, harpoon, turtle, dolphin, octopus, seahorse, starfish, seaweed, bottle, pig, shark, whale, submarine, beach, etc.)
 - 1.1) Put up page 27 of the ebook on the projector/smartboard (*link included*) and ask students to raise their hands and name the animals and objects displayed on the page.
 - 1.2) Allow volunteers to provide answers until all animals and objects have been named, or there are no volunteers left.
 - 1.3) Tell students that all the words and pictures they see will be part of the upcoming game.
- 2) Split students into groups of four.
- 3) Use one group of students to model the activity.
 - 3.2) Use the *Round Robin* cooperative learning structure by having each student take turns and attempting to match a word card with an image card.
 - 3.3) Explain that if the student matches the card and the image, they get to keep both. If they do not match, the cards get flipped over and another student tries a match.
- 4) Go through one round with the model group
- 5) Number students from 1 to 4 and ask them to repeat their numbers to make sure they remember.

- 6) Pick one material manager per team and ask them to come up and pick two ziploc bags, one containing the words and the other containing the images.
- 7) Have students empty the bags in separate piles at their team's table.

Main activity (20 minutes): Playing the game

- 1) Tell groups that student 1 will start by trying to match a word card (upside-down) from the right column, with an image card (upside-down) from the left column.
- 2) After student 1's turn, have them continue in order until they all have a turn.
- 3) Repeat steps 7 and 8 until all the cards have found their match and there are no pairs left.
- 4) Ask the material manager to shuffle the cards of each column and have students play again one more time.

PHASE 3 : (15 minutes)

Follow-up:

- 1) Use powerpoint slides on a smartboard or projector to go over each pair of words and images with the students to reinforce the newly acquired vocabulary.
- 2) Show a picture and ask students to volunteer the matching word by raising their hand.
- 3) Ask students what is their favourite word/image?
- 4) Ask students to use the smiley system to represent their opinion of the game and how they felt about it.

SUGGESTIONS FOR DIFFERENTIATION

Content:

- We could use different pictures and words to play the game
- Instead of having 18 words to match, lower-level students can have less words to match (for example 10 words for grade 1 students).
- Higher grade students could have actions to match with words