

English as a Second Language

Grade

1

Catch

Student Workbook

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Teacher's Guide

Conforms to
the **PROGRESSION**
of Learning

CHENELIÈRE
ÉDUCATION

i+

Catch

Teacher's
Guide and
Answer Key

EXCERPT

English as a Second Language



English will catch on in your classroom thanks to the useful and engaging resources in this Teacher's Guide.

The Teacher's Guide and Answer Key are available in print and digital formats.

The print version of the Teacher's Guide includes:

- Storybooks in full colour
- Answer key for the workbook
- Complete teacher's notes for each activity that include learning strategies, contextual language, differentiation suggestions and evaluation criteria
- Audio and video track lists
- More than 300 pages of handouts
 - Flash cards in full colour (vocabulary, instruction words, strategies)
 - Complete song lyrics
 - Special Days activities
 - Checkpoint activities for each unit
 - Evaluation and observation grids

The digital resources

on Interactif **primaire** include:

For teachers

- Synchronized readings of stories, vocabulary words and model dialogues
- Songs with animations
- All the features and tools of the platform
- Digital versions of all the printed material
- Learning management tools to monitor students' progress
- Handouts in both PDF and Word formats
- Answers that appear one by one and numerous hyperlinks
- Access to interactive workshops with automatic feedback that follow the progression of the workbook

For students

- Access to a large number of interactive workshops with automatic feedback that can be done in class or at home
- Additional documents and digital content that can be made available by teachers

Catch also gives you access to Chenelière's Interactif **primaire** platform. Display, create, personalize and share pedagogical content and so much more.

Watch the video presentation to learn more about Interactif **primaire**.
<https://cheneliere.ca/2-scolaire-primaire-elementary.html>

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Framework for the *Catch* Series



The new series offers material that conforms to the Progression of Learning at the elementary level for English as a Second Language. It allows students to develop the competencies of acting on understanding of texts and communicating orally in English.

Student Workbook (colour)

The workbook is divided as follows:

- **Overview**
- **Meet Catch** This page presents the series' mascot, Catch.
- **Instruction Words and Strategies** This page acts as a reference tool to help students understand the instructions and strategies that appear throughout the workbook.
- **Units** (64 pages) This section includes eight themed units.
Each unit contains:
 - Picture dictionary with theme-related vocabulary (one page)
 - Activities linked to the unit vocabulary and the story (three pages)
 - Song and related activity (one page)
 - Wind-Down activity (one page)
 - Word Game activity (one page)
 - Extra activity (one page)

Teacher's Guide (colour and black and white)

The Teacher's Guide includes the following elements:

- Stories (one per unit) (colour)
- Answer key for the workbook
- Teacher's notes
- Scope & Sequence
- Audio and video track lists
- Reproducible handouts
 - Vocabulary flash cards (colour)
 - Activity and strategy flash cards (colour)
 - Song lyrics (one per unit)
 - Special Days activities
 - Checkpoint activities (two per unit)
 - Evaluation and observation grids

Mascot

Plush hand puppet of Catch to help animate activities and bring the workbook to life in the classroom.


Digital Resources (available online on the Interactif **primaire** platform)

The digital resources include the following elements:

- Workbook and answer key for projection via whiteboard or with a projector
- Answers that appear one by one to facilitate in-class correction
- Access to digital storybooks linked to each unit, along with a synchronized reading tool
- Access to animated songs
- Access to recorded vocabulary words with a synchronized reading tool
- Access to recorded model dialogues with a synchronized reading tool
- Hyperlinks to external websites related to material seen in the units
- Access to interactive activities for individual practice or for group games
- Access to reproducible handouts (in PDF and Word formats)
- Learning management tools to monitor students' progress

Workbook page 38

Start by going over the words in the illustration with students. Listen to the words on the  Interactif **primaire** platform. You could also use the flash cards from the Teacher's Guide or those found on the  Interactif **primaire** platform. Ask students to repeat the words.

Next, read the story *Bobby Saves the Day* on the  Interactif **primaire** platform. Upon second or subsequent readings, instruct students to point out the toys they recognize on page 38 while listening. Walk around the class to see if students point to the correct image. Alternatively, bring some toys into class and present them before reading the story.

Story Time

Read the story several times throughout the unit and encourage students to join in and use words and expressions from recurrent passages.

Strategy

Directed attention Students decide to pay attention to finding the toys in the story and to ignore distractors.

Evaluation

C1 Evidence of understanding of texts

Students use words and expressions from recurrent passages in order to join in during storytelling and retelling.

Contextual Language

Build personal repertoire by joining in recurrent passages of story.

Workbook page 39**Activity 1**

Model the language in the activity using different toys. For example, "I like cars" and "I do not like blocks." Students draw two toys they like and two toys they do not like. Use flash cards or refer students to page 38. Students can draw toys from the unit or other toys they know. Draw and write the names of toys on the board that students mention that are not in the unit. Students may refer to these additional toys in Activity 2 or in the Checkpoint handouts.

Differentiation

Invite students to tell the class the name of one toy they like and one toy they do not like.

Activity 2

Ask students, "What is your favourite toy?" Students write the name of their favourite toy. Students then circulate in the classroom and ask their classmates, "What is your favourite toy?" They answer and point to one of their drawings from Activity 1. Demonstrate the activity with a stronger student.

Contextual Language

Express ideas.

What is your favourite toy?

The . . . is/are my favourite toy.

Strategy

Using resources Students make use of the picture dictionary on page 38 and their drawings from Activity 1.

Evaluation

C2 Evidence of understanding of oral messages

Students initiate exchanges and respond to others using single words, strings of words and short expressions.

Differentiation

Invite students to bring their favourite toy or a photo of it to class and to present it.

Weaker students could be expected to say fewer words instead of complete sentences.

Alternatively, prepare a table for a "Find Someone Who" activity where students circulate in the classroom to find someone who likes and does not like each toy.

Workbook page 40**Activity 3**

Go over colours and numbers with students. For example, point to objects in the class and have students identify the colour, or have students count certain objects in the class. Students circle five differences in the two illustrations. Then, with a partner, they take turns telling each other the five differences they found. Model the contextual language required, such as "Red drum. Blue drum."

Strategy

Using resources Students make use of the story and the picture dictionary on page 38.

Contextual Language

Use repertoire of words and expressions.

Describe objects.

Blue drum. Three blocks.

Use expressions during pair work.

It's my turn. It's your turn.

Evaluation

C1 Evidence of understanding of texts

Students use words and expressions from the texts to complete the task.

C2 Use of words and expressions to transmit oral messages

Students initiate exchanges as well as respond to others using single words, strings of words and short expressions.

Differentiation

Stronger students answer in complete sentences. For example, "It's my turn." "I see eight blocks." "There are three blocks here."

Workbook page 41

Activity 4

Students match the toys with the objects Bobby imagines them to be in the story. Students then fill in the missing letters for the name of each toy. Stronger students could match the illustrations while listening to the story or from memory at the end. Alternatively, students listen to the story once, then match the illustrations, then listen to it a second time and correct themselves. Students could also try to match the illustrations before hearing the story, then correct themselves while listening. Students then fill in the missing letters for each toy name. Have students name the missing letters during correction. Alternatively, have students fill in the missing letters to practise the unit vocabulary before they match the toys.

Strategy

Inferencing Students make intelligent guesses based on all visual cues.

Evaluation

C1 *Evidence of understanding of texts*

Students match elements from the story.

Differentiation

Ask students to name the objects that Bobby imagines each toy has become: truck = spaceship, blocks = pyramid, doll = sick boy, cards = tickets, sword = dinosaur bone, puzzle = painting. Encourage students to join in saying these words during a subsequent reading of the story.

Workbook page 42

Song

Go over the song with students before watching the animation. Play the song a first time and have students listen only. Play it a second time and have students do the gestures and sing if they want. Students should sing along the third time. The song is a call and response song where each line is repeated. The verse is repeated in the styles of voices indicated. Students could repeat after the teacher, or, after hearing the song a few times, the class could be divided into two groups with one group saying each line and the other group repeating. Students imitate each style (hold their finger in front of their mouth, as if to say, "Shh"; walk like a robot; walk with their hands in front of them like a monster (the other half of the class could act scared); rub their eyes like a crying baby). Show students the gestures and model the different singing styles for each verse.

Students then match each style with the corresponding illustration.

Evaluation

C1 *Evidence of understanding of texts*

Students use words and expressions along with appropriate actions to join in.

Strategies

Practice Students repeat, rehearse, regroup, integrate and assimilate words and expressions.

Risk-taking Students attempt to integrate new language.

Contextual Language

Build personal repertoire of words and short expressions when joining in to perform the song.

Differentiation

Create a new style with students and sing the song. Alternatively, give students an opportunity for oral interaction by placing them in groups of two. One student instructs the other to sing "baby style," for example, and the other student sings the verse in the appropriate style.

Workbook page 43

Wind-Down

Students circle the letters for each word. Words are vertical or horizontal. The letters that remain at the end form a hidden phrase.

Workbook page 44


Word Game

Students write a letter next to each vocabulary word to match it with the corresponding illustration. Encourage students to see what they remember and do this activity without looking at the words on page 38.

Workbook page 45

Extra

Explain to students how to play Rock, Paper, Scissors. Two students face each other with their fists clenched. Together, they say, "Rock, paper, scissors, shoot!" and shake their fist for each word. When they say "shoot," they mime either a rock (with clenched fist), paper (with hand held flat) or scissors (with first two fingers). Rock beats scissors by crushing them, scissors beat paper by cutting it, and paper beats rock by enveloping it. Model the gestures for students. Students will use this game to determine who goes first in Tic-Tac-Toe in the next activity.

Students play Tic-Tac-Toe. You can use the winner of Rock, Paper, Scissors to determine who begins the game. Go over the illustrations with students. Listen to the words on the  Interactif **primaire** platform. You could also use the flash cards from the Teacher's Guide or those found on the  Interactif **primaire** platform. Ask students to repeat the words.

Each student makes five tokens in a similar style so that the Tic-Tac-Toe board can be used more than once. For example, they could each cut out a set of coloured shapes or big Xs or Os. Students must name the object in the square before placing their token. To win, students must have three tokens in a vertical, horizontal or diagonal line.

Evaluation

C2 *Use of words and expressions to transmit oral messages*

Students initiate exchanges and respond to others.

Contextual Language

Use expressions during pair work.

It's my turn.

It's your turn.

Use cheers.
Good job! I win! You win!
Build repertoire of words and short expressions related to the stories.

Strategy

Using resources Students make use of material resources targeted for the task.

Differentiation

Students can create their own game board with different words. The Tic-Tac-Toe board could also serve as an evaluation. Name a toy and invite students up to the board to point to the correct illustration, or have them point to the correct illustrations in their workbooks.

Teacher's Guide page 10 – Handout CPA5

Unit Checkpoint A

(This unit checkpoint handout is designed for weaker students.)

Students match the illustrations with the corresponding words.

Teacher's Guide page 11 – Handout CPB5

Unit Checkpoint B

(This unit checkpoint handout is designed for stronger students.)

Students play Toy Bingo. They cut out the 12 illustration cards on page 13. They can draw a toy of their choice in the blank square. They then choose nine of these cards to place or paste on the squares of the game board. Go over all the toys that will be used in the game beforehand to ensure that the students and teacher are working with the same list. Randomly call out toy names. Students put a token on the correct illustration. Students win when they complete a vertical, horizontal or diagonal line or a whole card. Encourage them to play at home with their parents.

Teacher's Guide page 13 – Handout SD5

Special Days: Activity 1

The song is sung to the tune of "London Bridge Is Falling Down." Write students' names on heart-shaped pieces of paper. Place these in a basket and draw a first name. Sing the first two lines of the song as a group. Sing the last line alone. Complete the verse with the student's name that was drawn. Sing the first two lines again as a group. The student whose name was drawn comes and draws another name and sings the last line on their own, completing the verse with the student's name they drew. Repeat the song until all the students' names have been drawn.

Special Days: Activity 2

Students create a Valentine's card for someone special by decoding the cryptogram. The cryptogram legend explains which letter to associate with each symbol.

Name: _____ Group: _____ Date: _____

Unit 5 Let's Play

Song Lyrics
Handout SL5



Boom Chicka Boom

I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Rocka Chicka Rocka Chicka Boom (*repeat*),
Uh huh (*repeat*),
Oh yeah (*repeat*),
One more time (*repeat*), whisper style (*repeat*).

(*whispering*)

I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Rocka Chicka Rocka Chicka Boom (*repeat*),
Uh huh (*repeat*),
Oh yeah (*repeat*),
One more time (*repeat*), robot style (*repeat*).

(*in robot voice*)

I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Rocka Chicka Rocka Chicka Boom (*repeat*),
Uh huh (*repeat*),
Oh yeah (*repeat*),
One more time (*repeat*), monster style (*repeat*).

(*in monster voice*)

I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Rocka Chicka Rocka Chicka Boom (*repeat*),
Uh huh (*repeat*),
Oh yeah (*repeat*),
One more time (*repeat*), baby style (*repeat*).

(*in baby voice*)

I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Boom (*repeat*),
I said a Boom Chicka Rocka Chicka Rocka Chicka Boom (*repeat*),
Uh huh (*repeat*),
Oh yeah (*repeat*).



Unit 5 Let's Play

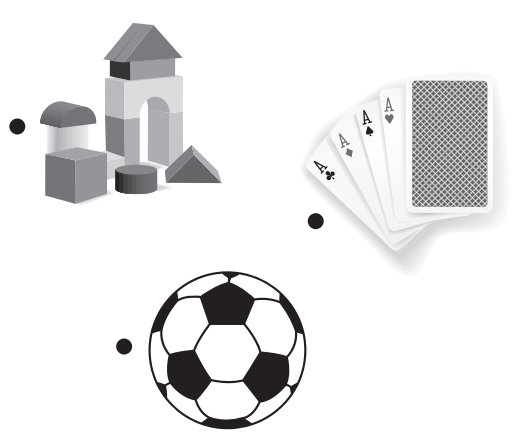
Unit Checkpoint A
Handout CPA5

Match.

ball •

blocks •


cards •

A collection of toys including a block tower, a fan of playing cards, and a soccer ball.

costume •

doll •

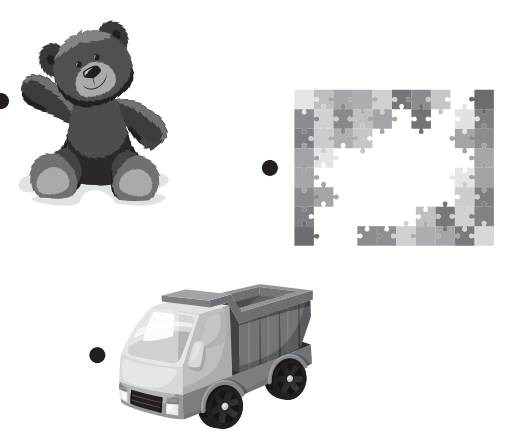
drum •

A wolf costume, a drum with sticks, and a rag doll.

puzzle •

teddy bear •

truck •

A teddy bear, a puzzle, and a toy truck.

Unit 5 Let's Play

Unit Checkpoint B
Handout CPB5

Play.

Toy Bingo



Unit 5 Let's Play

Unit Checkpoint B
Handout CPB5 (cont.)

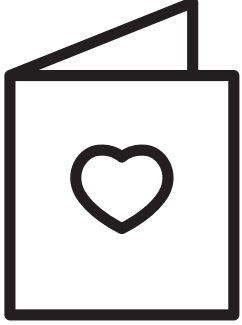
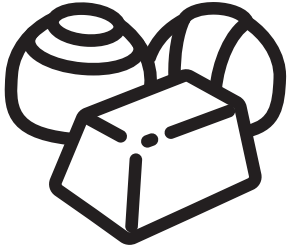


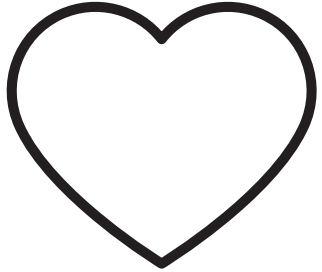

 Cut.  Draw.

Special Days


Special Days
Handout SD5

Valentine's Day

<p>card</p> 	<p>chocolate</p> 	<p>cupid</p> 
<p>flower</p> 	<p>heart</p> 	<p>love</p> 

 Sing.

Who will be my Valentine, Valentine, Valentine?
Who will be my Valentine?
I choose (name).



Special Days

Special Days Handout SD5 (cont.)








2



Colour.



Write.

						
E	I	L	O	U	V	Y

