

English as a Second Language

Grade

1

Catch

Student Workbook

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Conforms to
the **PROGRESSION**
of Learning

CHENELIÈRE
ÉDUCATION

i+

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Overview of Catch



Instruction Words

Circle, Colour, Count, Cut, Draw, Listen, Look, Match, Move, Number, Play, Point, Sing, Speak, Write

Strategies

I ask for help, I check myself and adjust, I cooperate and adjust, I gesture, I move, I pay attention, I practise, I predict, I speak, I try, I use resources, I use what I know

Instruction Words and Strategies

This section explains the instruction icons used throughout the workbook. It also includes strategies to be used in the activities.

Units

There are eight units in *Catch*.

Each unit starts with a picture dictionary that introduces the unit vocabulary. Recordings of the vocabulary words are available on the online platform.

Activities

Each unit has three pages of activities linked to the unit vocabulary and story.

The unit number and title

Unit 5
Let's Play

ball, blocks, cards, costume, doll, drum, puzzle, teddy bear, truck

Doodles decorate the pages of the workbook and can be coloured in.

Each unit has a story that is linked to the unit's theme. The story is located in the Teacher's Guide and is available on the online platform.

The Story icon indicates that the activity is linked to the story.

Easy-to-decipher icons provide clear instructions.

Draw

I like, I do not like

Write

What is your favourite toy?
The ball is my favourite toy.
My favourite toy: _____

Circle **Speak**

Can you spot the differences?

Listen **Match** **Write**

sick boy, dinosaur bone, ticket, spaceship, pyramid, painting

Model dialogues make it easier to practise contextual language. Recordings of the model dialogues are available on the online platform.

Song

Each unit has a song related to the unit's theme. Song lyrics are presented along with a short activity linked to the song. An animated version of the song is available on the online platform.

Wind-Down

ball, costume, puzzle, blocks, doll, teddy bear, cards, drum, truck

likes to have _____

Boom Chicka Boom

I said a Boom Chicka Boom (repeat)
I said a Boom Chicka Boom (repeat)
I said a Boom Chicka Boom Chicka Boom (repeat)
Uh huh (repeat)
Oh yeah (repeat)
One more time (repeat) **whisper** style (repeat) ...
One more time (repeat) **robot** style (repeat) ...
One more time (repeat) **monster** style (repeat) ...
One more time (repeat) **baby** style (repeat) ...

Match

baby, monster, robot, whisper

Wind-Down

Each unit includes a wind-down activity that provides an opportunity to assimilate new learning.

Word Game

ball, blocks, cards, costume, doll, drum, puzzle, teddy bear, truck

Word Game

Each unit has a word game to help review the unit vocabulary.

Extra

Each unit concludes with a fun opportunity to explore the theme further.

Extra

Rock, paper, scissors, shoot!

ball, teddy bear, truck, cards, blocks, drum, puzzle, doll, costume

i+ Interactif online platform
primaire

- Synchronized readings of stories
- Recorded vocabulary words
- Recorded model dialogues
- Songs with animations
- Interactive workshops with automatic feedback that can be done in class or at home

Meet Catch



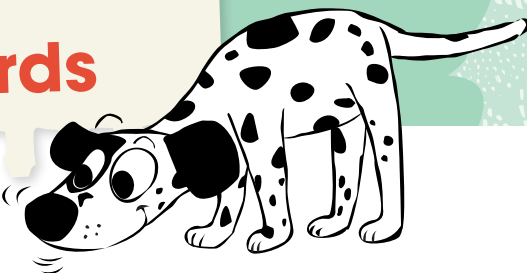
My name is Catch.

I like to play!

Learn English with me!



Instruction Words



- Circle. Colour. 123 Count. Cut. Draw.
- Listen. Look. Match. Move. Number.
- Play. Point. Sing. Speak. Write.

Strategies

I ask for help.

I check myself and adjust.

I cooperate.

I gesture.

I move.

I pay attention.

I practise.

I predict.

I speak.

I try.

I use resources.

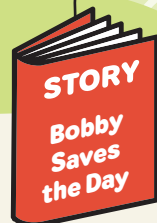
I use what I know.

Unit 5

Let's Play

Teacher's Notes

Please refer to the Teacher's Guide for more detailed notes, suggestions for differentiation, evaluation criteria, strategies and contextual language.



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

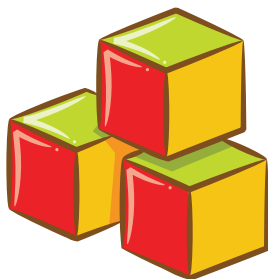
Ask students to repeat the words in the illustrations.

Demonstrate each toy with a real toy.

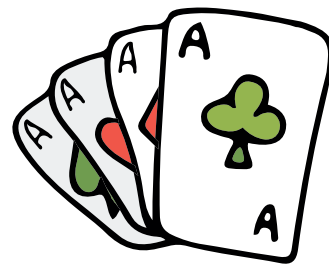
ball



blocks



cards



costume



doll



drum



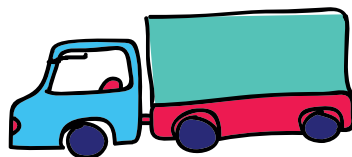
puzzle



teddy bear



truck



Activity 1: Model the language in the activity using different toys. Students draw two toys they like and two toys they do not like. Use flashcards or refer students to page 38.

1



Draw.

Strategy

Using resources



I like



I 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.

2



Write.



Speak.

Contextual Language
What is your favourite toy?

Strategy
Using resources



Evaluation

C2 Evidence of understanding of oral messages

My favourite toy: _____

Activity 3: Students circle five differences in the two illustrations. Then, with a partner, they take turns telling each other the five differences they found.

3



Circle.



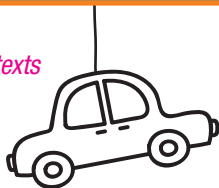
Speak.

Can you spot the differences?



Evaluation

C1 Evidence of understanding of texts
C2 Use of words and expressions to transmit oral messages



Contextual Language

Blue drum. Three blocks.
My turn. Your turn.

Strategy

Using resources

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 each toy name.

4



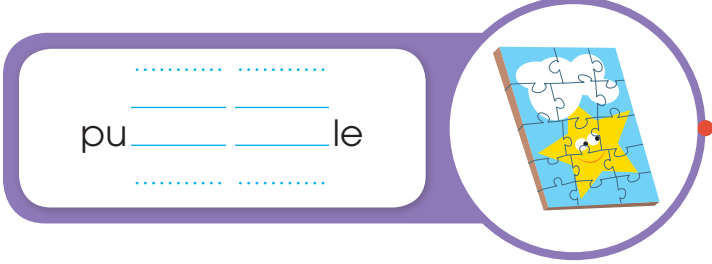
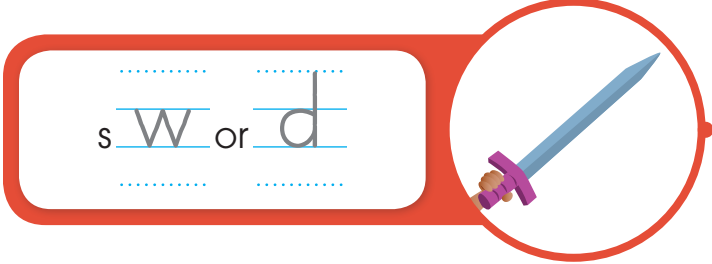
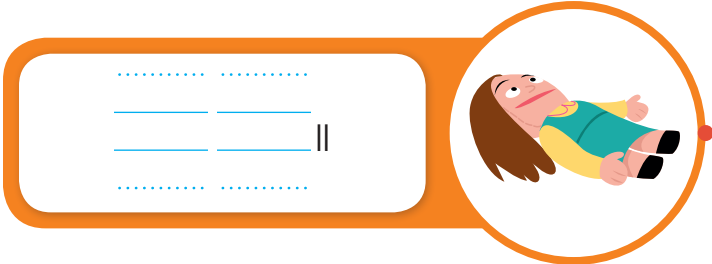
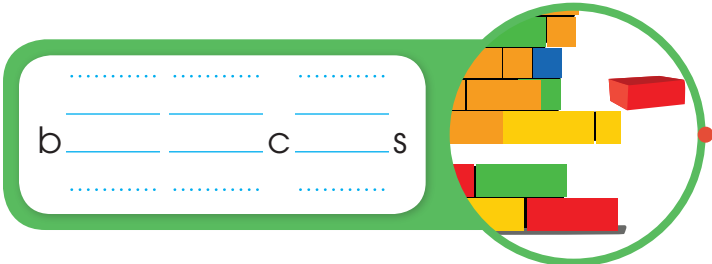
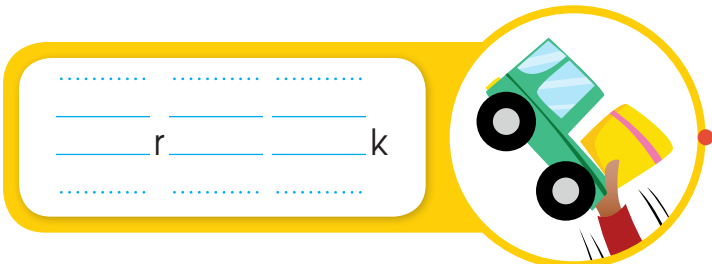
Listen.



Match.



Write.



Strategy
Inferencing

Evaluation

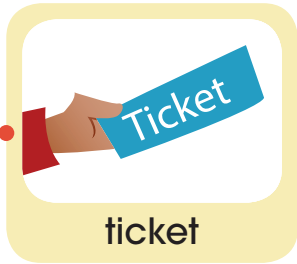
C1 Evidence of understanding of texts



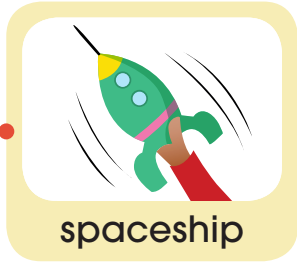
sick boy



dinosaur bone



ticket



spaceship



pyramid



painting

Listen. Sing. Move.

The song is a call and response song where each line is repeated.
Students repeat the verse in the styles of voice indicated and imitate each style.

Evaluation
C1 Evidence of
understanding of texts

Strategies
Practice
Risk-taking
Use of prior knowledge

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*) . . .
One more time (*repeat*), **robot** style (*repeat*) . . .
One more time (*repeat*), **monster** style (*repeat*) . . .
One more time (*repeat*), **baby** style (*repeat*) . . .

Contextual Language
Build personal repertoire
of words when joining
in to perform songs.

Match.
Students match each style with
the corresponding illustration.

baby

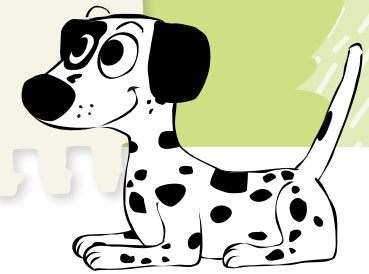
monster

robot

whisper



Wind-Down



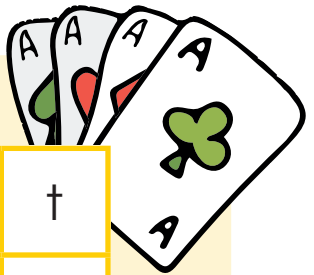
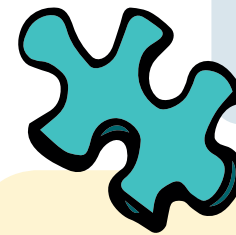
Look. Circle.

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

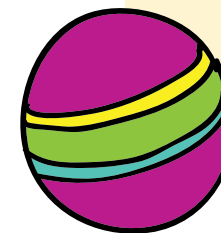
ball
costume
puzzle

blocks
doll
teddy bear

cards
drum
truck

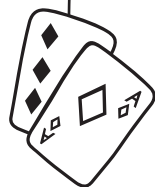


b	l	o	c	k	s	c	b	t
t	e	d	d	y	b	e	a	r
d	a	r	t	c	h	f	l	u
o	p	u	z	z	l	e	l	c
l	u	m	c	a	r	d	s	k
l	c	o	s	t	u	m	e	n



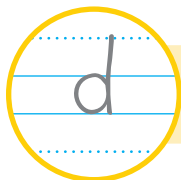
likes to have

Word Game

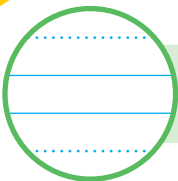


Match.

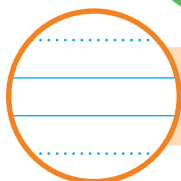
Students write a letter next to each vocabulary word to match it with the correct illustration.



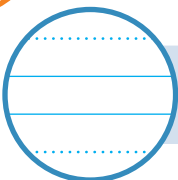
ball



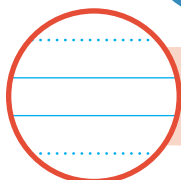
blocks



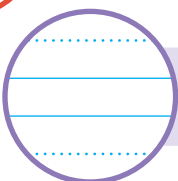
cards



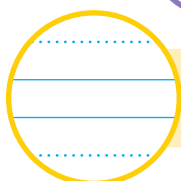
costume



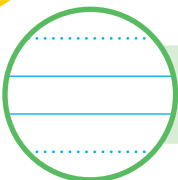
doll



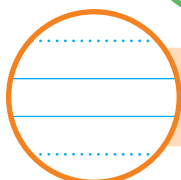
drum



puzzle



teddy bear



truck



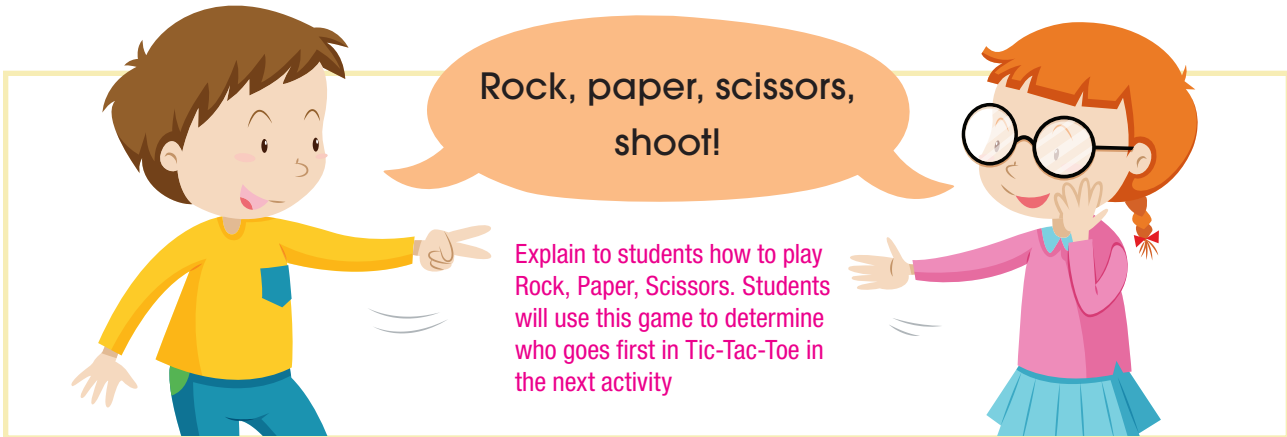
Extra



Play.



Speak.



Explain to students how to play Rock, Paper, Scissors. Students will use this game to determine who goes first in Tic-Tac-Toe in the next activity

Then, students play Tic-Tac-Toe. Go over the illustrations with students. Ask students to repeat the words.

Each student makes five tokens in a similar style. 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.



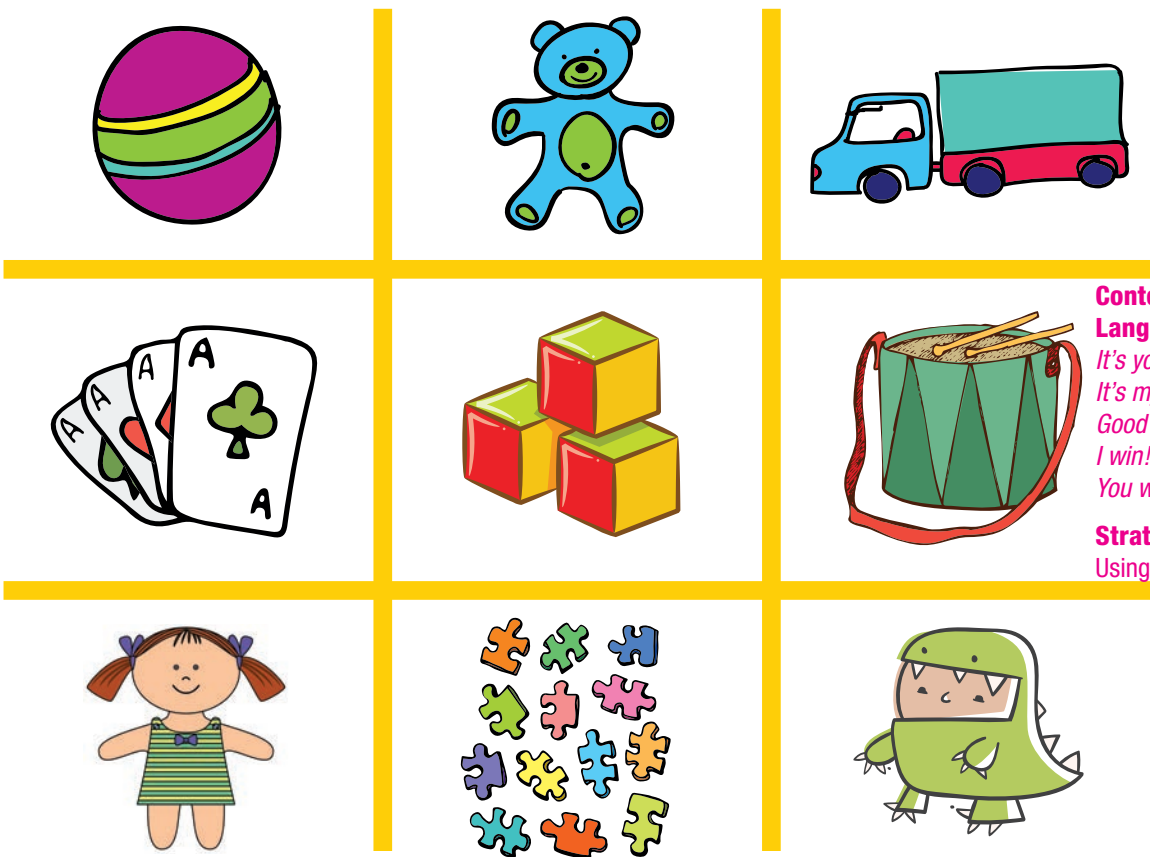
Play.



Speak.

Evaluation

C2 Use of words and expressions to transmit oral messages



Contextual Language

It's your turn.
It's my turn.
Good job!
I win!
You win!

Strategy

Using resources