



FROM HEAD TO TOE

Tiered Planning - Grade 3 to 6

Tiered learning is keeping students' needs in mind while reaching the goal to succeed.

What the teacher wants students to **Know**, **Understand**, and be able to **Do** at the end of the lesson. These KUDs are the learning objectives that guide competency development, frame learning activities, and define evaluations.

KUD OBJECTIVES


KNOW	Animal vocabulary, body parts, action verbs.
UNDERSTAND	To be able to reinvest vocabulary and action verbs in everyday contexts.
DO	<ul style="list-style-type: none"> - Use vocabulary to do research on YouTube. - Participate in reading activities. - Produce sentences according to the structures modelled in the text.

IMPORTANT INFORMATION

COMPETENCIES	<p>C1 (To interact orally in English) <i>Use of functional language:</i></p> <ul style="list-style-type: none"> • Use of targeted useful expressions and vocabulary. <p><i>Participation in exchanges:</i></p> <ul style="list-style-type: none"> • Participation in classroom routines. • Reaction to oral messages. <p><i>Use of strategies:</i></p> <ul style="list-style-type: none"> • Use of compensatory (communication) strategies to keep interaction going. <p>C2 (To reinvest understanding of oral and written texts) <i>Evidence of understanding of texts:</i></p> <ul style="list-style-type: none"> • Demonstration of understanding of overall meaning of texts. <p><i>Use of knowledge from texts in a reinvestment task</i></p> <ul style="list-style-type: none"> • Use of words and expressions from texts. <p><i>Use of strategies:</i></p> <ul style="list-style-type: none"> • Construct meaning to texts
PROGRESSION OF LEARNING	<ul style="list-style-type: none"> - Identifies animals. - States own capabilities (I can) - Makes up for the lack of a precise word or expression by substituting known words or expressions. - Repeats and rehearses, regroups, integrates and assimilates frequently used language. - Spells words found in explicit models and resources targeted for carrying out tasks.
Material needed	Eric CARLE's From Head to Toe book, animal flashcards, word cards, verb cards, White Interactive Board.







	X+	X	X-1	X-2
Hook	<p>-Students name the animals they know. It is generally farm animals or pets: cat, dog, pig, horse, etc.</p> <p>-Teacher tells students that they are going to see new animals, funny animals.</p>			
ACTIVITY 1	<p>-Find the animal word card without any clues from the teacher or peers.</p> <p>-Students read the words, answer to verbal instructions:</p> <p>Teacher asks student to name the animal and the student answers orally without any clue.</p>	<p>Students recognise and name the animals using flashcards. They find the corresponding pictograms: they match the picture to the name of the animal.</p> 	<p>Students react to the teacher's questions using a visual support: they find the animal by referring to the story.</p> <p>Teacher shows the animal card, teacher helps Student find out the corresponding word card by pointing at the first letter of the word and makes link to words Student already knows.</p>	<p>Increase teacher's help (visuals, clues, pointing, etc.)</p>
ACTIVITY 2	X+	X	X-1	X-2
	<p>Students use a complete sentence to ask to watch a video of their choice.</p>	<p>Students, from a selected range of animal videos, chooses and asks (orally) to watch a video on the interactive white board.</p>	<p>Students use animal flashcards and word cards to make a non-verbal request to watch a video.</p>	<p>Teacher suggests ONLY two animal videos, student makes his choice by pointing at the picture representing the video.</p>
ACTIVITY 3	X+	X	X-1	X-2
	<p>Students make their research on YouTube by typing and entering the correct vocabulary word without any reference board.</p>	<p>Students use the vocabulary they learnt to make their own research on YouTube. They spell the animal words appropriately in the research engine bar. Students have access to a reference board (flashcards and word cards).</p>	<p>Students are presented with one letter at a time for each animal vocabulary word. They, then, type and enter the word on the keyboard to make their research for animal videos.</p>	<p>Students match the letters of an animal word on a poster and the teacher types and enters the word on the research engine.</p>







ACTIVITY 4	X+	X	X-1	X-2
	Students match a word with the corresponding picture. On a wall, the teacher put the flashcards. Students select the correct words that goes with the picture.	Students name the pictures they see again. They name the animals.	Students, with the help of the teacher, try to name the animals: teacher says the first syllable for example.	Students imitate the animal's moves.
ACTIVITY 5	X+	X	X-1	X-2
	Students write the corresponding missing animal name word.	Each animal is introduced with the same sentence structure: I am a (animal word 1) and I (verb2 my (body part 3) Can you do it? I can do it! Students are presented with one gap at a time. Students fill in the gaps with the different word cards. (ANIMALS) 	Students say verbally the missing words after the teacher reads the sentences. The teacher or the peers help to find out the corresponding word card.	The teacher can point at the corresponding word card and the student puts it in the right place.
ACTIVITY 6	X+	X	X-1	X-2
	Students write the corresponding missing body part word.	The same representation, this time, the category of the missing words is the body part. Students fill in the gaps with the different word cards. (BODY PART) 	Students say verbally the missing words after the teacher reads the sentences. The teacher or the peers help to find out the corresponding word card.	Students show the corresponding body part that is concerned. The teacher or the peers help name it.





ACTIVITY 7	X+	X	X-1	X-2
	Students write the corresponding missing word.	The same representation, this time, the category of the missing words is the VERB. Students fill in the gaps with the different word cards. (VERBS) 	Students say verbally the missing words after the teacher reads the sentences. The teacher or the peers help find the corresponding word card.	Students do the movement and the teacher or the peers help find the corresponding word card.
ACTIVITY 8	X+	X	X-1	X-2
	Students are shown a pictogram, they say the action, they find the corresponding phrase card, they do the action.	Students are shown a pictogram. They describe orally the action using the corresponding verb and body part. 	Students mime the movement and say the body part. Teacher and peers help say the verb action.	Students mime the movement and point at the corresponding body part.
ACTIVITY 9	X+	X	X-1	X-2
	Students may have all the word cards, they can build as many sentences as they can.	Word order: students use word cards to form a coherent sentence respecting the root structure. Teacher shows an animal flashcard and the student builds the sentence.	Students verbally say the sentence and the teacher or the peers help find the word cards.	The students point at the flashcards, do the mime and show the body part that moves.





	X+	X	X-1	X-2
ACTIVITY 10	<p>Students will be asked to write the missing words for each gap category.</p>	<p>Writing: Gap fill in: students fill in the gaps sentences: animal name, action verb, body part. Students write.</p> <p><small>FROM HEAD TO TOE by ERIC CABLE</small></p>	<p>Students name the animals, mime and point at the corresponding body parts. Teacher and peers help find the word cards.</p>	<p>Students may only show the action and the body part without necessarily find the words.</p>
ACTIVITY 11	X+	X	X-1	X-2
	<p>Students may form sentences with word cards about the specific animal or write the sentence on the board, they, then, mime.</p>	<p>Snake and Ladder Game on the Interactive White Board: on the checkerboard, there are some animals from the story, randomly set on, the compartments are numbered. When a student spins the die, he moves his piece. The student should name the animal, the body part it moves and uses the correct verb respecting the structure of the sentence. Finally, the student mimes the animal.</p>	<p>Students name the animal and mime it.</p>	<p>Depending on the compartment the piece is on, students sort out a picture of the designated animal from the first bank of flashcards.</p>
Closure	X+	X	X-1	X-2
	<p>Students name another animal and say verbally what it does respecting the structure of the sentence and do the action.</p>	<p>Students name and imitate the animals' movements.</p>	<p>Students imitates the animals' movements by pointing at the pictograms.</p>	<p>Teacher suggests a new animal card (a known one), asks a student to mime that animal. Peers can help.</p>

