

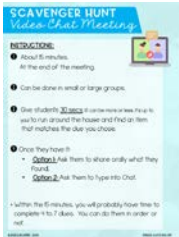











Grade 6 - Intensive

Competency 1 - To Interact Orally in English





| Idea + Short Description | Resources (link, where to find the documents) | Suggested by |
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| <p>Idiom of the day: Present an idiom and explain it to students. Ask them to use it as often as possible during the day.</p> <p>Riddle of the day: Present a riddle and students try to guess the riddle.</p> <p>Animal Expressions: Integrate the expressions during the day at school, when they go home, etc.</p> | <p>Idioms Children's Book Collection Discover Epic Children's Books, Audiobooks, Videos & More To project on the board</p>  <p>GoodbyeRhymes.pdf</p> | <p>Josée Laflamme</p> <p>Jennifer Leblanc</p> <p>Annie Michaud</p> |
| <p>Tongue Twisters</p> <p>from British Council for kids (from A to Z)</p> | <p>https://learnenglishkids.britishcouncil.org/tongue-twisters</p> | <p>Annie Michaud</p> |
| <p>Jokes of the day</p> <p>from OWL Kids</p> | <p>https://www.owlkids.com/category/chirp/jokes-chirp/</p> | <p>Annie Michaud</p> |
| <p>I Have... Who Has... activities</p> <p>This type of activity can be adapted if you distribute a few cards to students at the beginning of the week and they keep them.</p> <p>*Action Words (created by Sarah St-Pierre)</p> |  <p>I Have Who Has Action Words.pdf</p> | <p>Shawna Cyr</p> |





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| <p>TEAMS /Zoom / Skype with students who are at home</p> <p>Suggest a scavenger hunt type of activity to learn and to review vocabulary, to practice functional language too.</p> | <p>22 Scavenger Hunts to Keep Students Busy at Home https://www.weareteachers.com/scavenger-hunts/</p>  | <p>Annie Michaud Josée Laflamme</p> |
| <p>Oral Interaction Activities for Video Calls 10 different oral interaction activities to keep students interacting orally during social distancing period.</p> |  <p>Oral interaction activities CS Porneuf.p</p> | <p>Emilie Racine</p> |
| <p>Scattegories The teacher manipulates the cards and students brainstorm as many words as possible in a time limit. This activity can be done orally or as a writing practice (group or smaller teams).</p> |  <p>Scattegories.docx</p> | <p>Annie Michaud</p> |
| <p>Describe the picture This site has some functional language(phrases), you can add prepositions and other needed vocabulary or functional language.</p> | <p>https://eslkidsgames.com/2016/06/pet-describe-the-photo.html</p> | <p>Sadia Aziri</p> |

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| <p>Discussion Cards</p> <p>These cards can be used as a whole group or smaller teams activity. They can even be used with TEAMS or other platforms with students at home and in class at the same time. A large-sized Guess Who game can be created too.</p> <p>Students practice and review basic descriptions, to ask questions and inquire about others.</p> <p>*Language Card for oral exchanges *Big Town and Little Town Cards (The complete sets can be found online)</p> | <div>  Big Town Language Card.docx  littletown1.pdf  littletown2.pdf </div> <div>  littletown3.pdf </div> <p>www.MES_english.com</p> | <p>Marie-Ève Couture</p> |
| <p>Reader's Theatre</p> <p>Many different scripts are available on this website.</p> | <p>http://www.thebestclass.org/rtscripts.html</p> | <p>SPEAQ, IntenSIG</p> |
| <p>Round Robin Activity</p> <p>Brainstorming technique that encourages contributions from all participants. Form a circle and give a review question (e.g <i>What have you learned today? or Share one vocabulary you have learned today.</i>). Each student will verbally give an answer until a full circle has been completed. Since each student can only give one thing, this gives more students a chance to respond.</p> | <p>Activity from Dr. Spencer Kagan, Cooperative Strategies https://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK28.php</p> <p>« <i>Structure optimize engagement!</i> »</p> | <p>Annie Michaud</p> |
| <p>Give Me 5</p> <p>This game can be played as a whole group or smaller teams (challenges)The 5 things on a given category in 30 seconds or by the end of "<i>Impossible Mission theme song</i>"! This is a great ESL vocabulary activities for quickly reviewing the lesson.</p> | <div>  Give-Me-5.pptx </div> <p>from www.englishteaching101.com</p> | <p>Annie Michaud</p> |


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| <p>Hidden Picture</p> <p>Slowly removes the squares while students take turn guessing what is the picture hidden behind it. The student who guesses the right word wins the game.</p> |  Hidden-Picture.pptx | Annie Michaud |
| <p>Exit Pass</p> <p>A good way to end the lesson. This can be done orally or in writing as an “Exit Ticket” where student give you something as they exit the door.</p> <p>*Tell 1 or 2 new words they learned from today</p> <p>*Ask the student to self-rate their understanding and write down 1 or 2 things they would like to know more about in the next lesson</p> <p>*Write questions or vocabulary words on 10 sticky notes and hide them under random desks. Students who sit where the post-it notes are will answer the questions before leaving the room. (Many different ways).</p> | https://englishteaching101.com/vocabulary-workshop/ | Annie Michaud |
| <p>Essential Knowledge and C1 Ideas</p> <p>Essential elements to be learning from the POL for cycle 3 as well as a few ideas to continue developing the C1 competency.</p> |  Essentials Cycle 3 from Cs Porneuf.pdf | Emilie Racine |





Participation Tools – Self-Evaluation Tools

| Idea + Short Description | Resources (link, where to find the documents) | Suggested by |
|---|---|---------------|
| Everyday Expressions 40 expressions to help students practice, to review functional language in class (Students should apply knowledge and reinvest the expressions by the end of cycle 3). |  Everyday_expression.pdf MEES document | Annie Michaud |
| Everyday Expressions Observation Grid/Self-Evaluation tool This tool can help you take notes of the functional language used during specific activities and your daily class routine. You can write your initials/ use smileys or a stamp on students' sheet (on their desk in a plastic cover) or students can write their initials or use a color code to self-evaluate themselves. |  C1_Observation Grid.rtf MEES, Everyday Expressions document (adapted by CSCS) | Annie Michaud |
| IRME Poster Visual support to remind the importance of “how to” develop oral exchanges according to the PFEQ. |  IRME POSTER.docx Let's Begin Talking document, SPEAQ (adapted by CSCS) | Annie Michaud |
| Self-Evaluation Grid This tool is easy to use and very useful. |  self_eval LBT document from SPEAQ Let's Begin Talking document, SPEAQ | Annie Michaud |

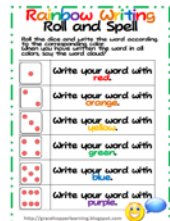







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| <p>Graph Self-Evaluation Tool</p> <p>This tool is another example that can be used regularly in class.</p> |  <p>self_evaluation_graph LBT document from S Let's Begin Talking document, SPEAQ</p> | <p>Annie Michaud</p> |
| <p>Participation Tickets</p> <p>These tickets can be used to stimulate students' participation for different activities.</p> |  <p>ParticipationChips.pdf</p> | <p>Christine Baida</p> |
| <p>Qh ... Question Words Participation Cards</p> <p>These tickets can be used to help students maintain exchanges by practising Qh... questions.</p> |  <p>Wh Support Maintain exchanges.d Let's Begin Talking document, SPEAQ (adapted by CSCS)</p> | <p>Annie Michaud</p> |
| <p>Cheat Sheet</p> <p>Functional language that helps students ask questions to participate and to play various guessing games.</p> |  <p>Mystery Box Cheat Sheet.pdf "Structure for Success" IE Guide, CS de la Capitale</p> | <p>Annie Michaud</p> |

Brain Breaks and Outdoor Activities

| Idea + Short Description | Resources (link, where to find the documents) | Suggested by |
|---|---|----------------------|
| Breather Break 5 deep breath to comfort and calm | https://kidsforpeaceglobal.org/breatherbreak/ | Annie Michaud |
| Brain Breaks 50 activities to engage students in the classroom (gratitude, encouragement, getting to you know your students). |  50 Brain Breaks.docx | Annie Michaud |
| Brain Breaks #2 Keep you students moving with a simple circuit. The one-minute intervals keep it energizing and doable. | https://kidsforpeaceglobal.org/oneminutewonders/ from MEES Kit (Week 3: RAK) | Annie Michaud |
| Brain Breaks #3 All you have to do is find the words in the picture below. Time to improve your brain and challenge your English. Find as many words as possible within 2 mins (example) (Isabelle Guay) | https://docs.google.com/presentation/d/1Adt4d5ROLh8lctNy5g_JgpZ2nIJcrmyqNx39zSvJUTI/edit#slide=id.g76f51d171f_doc s.google.com/presentation/d/1Adt4d5ROLh8lctNy5g_JgpZ2nIJcrmyqNx39zSvJUTI/edit#slide=id.g76f51d171f_0_140_14 | Maria Laura Orellana |
| Brain Breaks #4 This site has some great ideas that could be adapted into classroom or smaller discussions. | https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels | Heather Moores |
| Fun Scavenger Hunts *Activities for schoolyard, at the park and more... | https://primaryplayground.net/scavenger-hunts/ https://www.pinterest.com/cat6745/scavenger-hunt-ideas/ | Annie Michaud |

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| <p>Roll and Play This activity is to have students practice English in various ways. You roll a die or dice and students follow the instructions. *Roll-a-Face *Jobs Roll a Die *Roll and Write</p> | <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>01-roll-a-face.webp jobs roll a dice.pptx Roll and Write.pdf</p> | <p>Amélie Audet</p> |
| <p>Running dictation One student runs to a place (outside the wall of the gym ,a tree, anywhere...) reads the first sentence of a short dictation, runs back to his partner and tells him the sentence (he stays 2 meters away from him). The partner writes it on the sheet. They switch roles and alternate until the dictation is done. You can use a different text for each team... Fun Activity for outside!</p> | <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Reading Relay.pdf</p> | <p>Sophie Roberge</p> |
| <p>Mime Race (idea from Sonia St-Martin) : Teams of two. You give one word to mime to each first member of the teams (use different words). The first member runs to his partner and mimes the word. When his partner finds it, he runs to give the answer to the teacher who gives him another word. They alternate until all the words are found...Fun activity for outside! But so-so a speaking activity.</p> | | <p>Sophie Roberge Sonia Martin</p> |

Enrichment – I Don't' Know What to do Activities

| Idea + Short Description | Resources (link, where to find the documents) | Suggested by |
|---|---|---|
| Conversation questions / short diary entry Vocabulary review of the day: Rainbow Roll and Spell *Various resources |   End of the Day Jar  Favorites | Annie Michaud |
| Vocabulary building activities using various resources |  ABCs hidden pictures MANDALAS.docx  Alphabox.docx  Boggle Cards and Score Sheet.pdf | Marie-Ève Couture Élisabeth L. Bilodeau Annie Michaud |
| Coloring Pages and other resources |  AM I Safe Resources.docx Exploring fear and Anxiety with Children | Annie Michaud |
| Someday Soon Jar Students jot down what you are missing the most. Soon you will be able to enjoy it again. | https://kidsforpeaceglobal.org/somedaysoonjar/ from MEES Kit (Week 3 : RAK) | Annie Michaud |
| Worksheets about different themes *British Council for kids: Print and Make category | https://learnenglishkids.britishcouncil.org/worksheets/weather (e.g. weather) | Annie Michaud |
| Arts and Crafts -British Council for Kids (Print and Make category) -Funny Miss Valerie |  EndoftheYearBookma rksFREEBIE (1).pdf https://learnenglishkids.britishcouncil.org/crafts | Annie Michaud Valérie Caron |