

Catch

**2nd
Edition**

Teacher's Guide

Planning Tool and Annotated Answer Key

Everything you need to simplify and diversify your teaching!

The Teacher's Guide is available in print and digital formats.

EXCERPT

 The **print** version of the Teacher's Guide includes:

- Planning Tool with a:
 - “Year at a Glance” scope and sequence table
 - “Unit at a Glance” table for each unit
- Four-colour annotated answer key pages with teacher's notes, evaluation notes, differentiation and more
- More than 100 pages of reproducible materials including:

– Audio transcripts – Extra story handouts – Chant handouts – <i>Go, Catch, Go!</i> handouts – Vocabulary games – Consolidation handouts – Early finisher handouts	– Cut and paste handouts – Catch at home handouts – Special days handouts – General competency grids – Evaluation grids – Observation grids
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 The **digital** resources on the

 **Interactive elementary** platform include:

- Unit and extra stories as synchronized readings and audio tracks
- Unit songs and their animations
- Chants in karaoke version and as audio tracks
- Self-correcting interactive workshops
- Online group games
- *Go, Catch, Go!*, an animated miniseries
- Model dialogues as synchronized readings
- Flash cards and picture dictionaries as synchronized readings

PROVISIONAL EXCERPT

Table of Contents

Planning Tool

Unit 2 Unit at a Glance.....	2
Unit 2 Annotated Answer Key (Excerpt).....	4

Handouts

Unit 2 Extra Story (Handout ES 2.1)	8
Unit 2 Chant (Handout C 2.1)	9
Unit 2 Vocabulary Game (Handout VG 2.1)	10
Unit 2 Consolidation (Handout CO 2.1)	11
Unit 2 Early Finisher (Handout EF 2.1).....	12
Unit 2 Cut and Paste (Handout CP 2.1)	13
Unit 2 Catch at Home (Handout CH 2.1)	14
Unit 2 Special Days (Handout SD 2.1).....	17

Evaluation

Evaluation Rubrics	19
General Competency Grid C1 (Handout GCG 2.1)	20
General Competency Grid C2 (Handout GCG 2.2)	21

CATCH Planning Tool

Unit at a Glance

Unit 2 MY CLOTHES

DURATION

UNIT TASKS ⌚ 15–30 min / approx. four to six 1-hour periods

+ RESOURCES (i+), Handouts, Kit Components (i+) ⌚ variable

+ EXTRA STORY (i+) ⌚ 30 min

+ CHANT (i+) ⌚ 15 min

+ GO, CATCH, GO! (i+) ⌚ 30 min

STRATEGIES	VOCABULARY	CONTEXTUAL LANGUAGE
- Cooperate - Direct attention - Gesture - Practise	Clothing	- Build personal repertoire - Use expressions during pair work - Use expressions to designate objects - Use basic expressions to convey needs and request help - Use vocabulary related to people and objects

UNIT OPENER	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
Learn new vocabulary. p. 18 Strategy Direct attention Contextual Language Use basic expressions to convey needs and request help. FB C1 <i>Evidence of understanding of texts</i> ⌚ 30 min Unit 2 Flash Cards (i+) Unit 2 Picture Dictionary (i+) Where Are Nora's Clothes? (i+) Miss Mary Mack	Increase exposure to vocabulary. p. 19 Strategies Gesture Practise Use resources Contextual Language Use vocabulary related to people and objects EV C2 <i>Use of words and expressions to transmit oral messages</i> FB C1 <i>Use of learning strategies</i> ⌚ 15 min (i+) Model Dialogue 2.1	Check understanding of the story. p. 20 Strategies Direct attention Use resources EV C1 <i>Evidence of understanding of texts</i> ⌚ 30 min (i+) Where Are Nora's Clothes?	Practise vocabulary with story content. p. 20 Strategies Respond physically Use resources Contextual Language Use expressions to designate objects. EV C2 <i>Use of words and expressions to transmit oral messages</i> ⌚ 15 min (i+) Model Dialogue 2.2	Reinvest vocabulary. p. 21 Strategies Cooperate Practise Take risks Use resources Contextual Language Use expressions during pair work. EV C2 <i>Understanding of oral messages</i> FB C2 <i>Use of words and expressions to transmit oral messages</i> ⌚ 30 min

EXTRA RESOURCES

(i+) Kohkum's Trunk	(i+) The Dress Up Chant	(i+) Go, Catch, Go!
ES 2.1 Kohkum's Trunk Handout	C 2.1 The Dress Up Chant Handout	GCG 2.1 Go, Catch, Go! Handout

PEDAGOGICAL INTENTION

To teach students vocabulary for city-themed locations and transport

ESL COMPETENCIES COVERAGE

Both ESL competencies are developed throughout the unit.

C1 To Act on Understanding of Texts

EVALUATE

- Evidence of understanding of texts

FEEDBACK

- Evidence of understanding of texts
- Use of learning strategies

C2 To Communicate Orally in English

EVALUATE

- Evidence of understanding of oral messages
- Use of words and expressions to transmit oral messages

FEEDBACK

- Evidence of understanding of oral messages
- Use of words and expressions to transmit oral messages

ACTIVITY 5	ACTIVITY 6	ACTIVITY 7	ACTIVITY 8	ACTIVITY 9
Expand vocabulary through song. p. 22 Strategy Practise Contextual Language Build personal repertoire EV C1 Evidence of understanding of texts ⌚ 30 min	Receive further exposure to vocabulary. p. 23 Strategies Direct attention Use resources EV C1 Evidence of understanding of texts ⌚ 15 min	Expand vocabulary through song. p. 23 Strategy Use resources EV C1 Evidence of understanding of texts ⌚ 15 min	Review unit vocabulary. p. 24 Strategy Use resources FB C1 Use of learning strategies ⌚ 15 min	Review unit vocabulary. p. 25 Strategy Use resources FB C1 Use of learning strategies ⌚ 15 min
 Miss Mary Mack				 CO 2: Consolidation Handout



Let's get dressed!



EXTRA RESOURCES

-  Workshop 2.1: Getting Dressed
-  Workshop 2.2: Dress Up Catch
-  Group Game 2.1: Clothes Roll
-  Group Game 2.2: Find the Clothes
-  Unit 2 Game Board
-  Unit 2 Activity Cards
-  Unit 2 Memory Game Cards
-  CP 2: Cut and Paste Handout
-  EF 2: Early Finisher Handout
-  VG 2: Vocabulary Game Handout

My clothes

Teacher's Notes

- Go over the words with students. Listen to the words on the i+ platform. Use flash cards from the Kit. Ask students to repeat the words.
- Read or listen to the story several times throughout the unit. Highlight unit vocabulary. Encourage the class to join in during the recurrent passage (see **bold** text in the story).
- Play the song several times during the unit. Encourage students to join in.

Strategy

Direct attention

Students ignore distractors to pay attention.

Contextual Language

Use basic expressions to convey needs and request help.

Where Are Nora's Clothes?

Miss Mary Mack

boots



dress



hat



jacket



mittens



pants



scarf



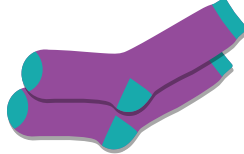
shirt



shoes



socks



skirt



sweater



18

eighteen • Unit 2

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Feedback

FB C1 Evidence of understanding of texts
Provide feedback and support as students learn new vocabulary and repeat recurrent phrase from the story.

Resources

- Student Workbook p. 18
- i+ Unit 2 Picture Dictionary
- Unit 2 Flash Cards
- i+ Where Are Nora's Clothes?
- i+ Miss Mary Mack

1



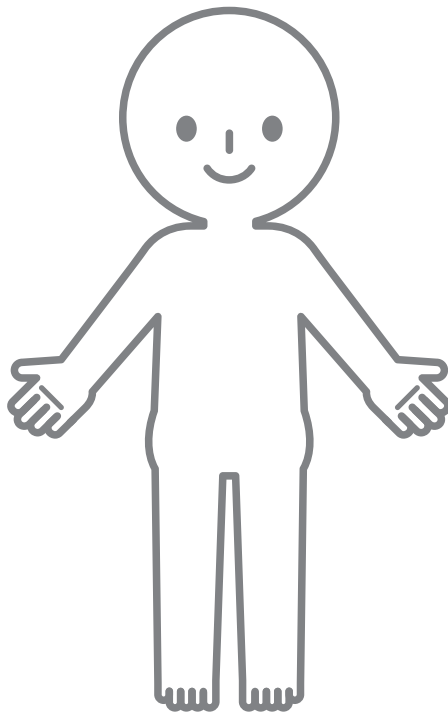
Draw a picture.



Speak to a classmate.



Today, I am wearing...



Teacher's Note

Activity 1 Over the outlined figure, students draw what they are wearing. They then play True or False using the vocabulary from page 18.

Strategies

- **Gesture** Students use physical motion (thumbs up/down).
- **Practise** Students repeat, rehearse, regroup, integrate and assimilate words and expressions.
- **Use resources** Students use material resources.

Differentiation

- ▮ Students ask a simplified question such as "Yellow shirt? True or false?"
- ▮ Students label the clothes they've drawn (e.g. they write "shirt" next to the shirt they've drawn, etc.).
- ▮ Choose a student in the class and describe their clothing. Students then find out who this secret person is.



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Unit 2 • nineteen

19

Resources

- Student Workbook p. 19
- Model Dialogue 2.1

Evaluation

EV C2 Use of words and expressions to transmit oral messages
Students initiate exchanges and respond to others using or combining single words, strings of words and short expressions.

Feedback

FB C1 Use of learning strategies
Model gestures during the dialogue and observe student participation.

Contextual Language

Use vocabulary related to people and objects.

Teacher's Notes

- **Activity 2** Play or read the story to students, pausing or stopping as many times as necessary. Students sequence the narrated events in the correct order by numbering each picture.
- **Activity 3** Students look at the illustrations in Activity 2 and practise the dialogue.

Strategies

- **Direct attention**
Students ignore distractors and focus on the story.
- **Respond physically**
Students point to illustrations when appropriate.
- **Use resources**
Students use unit vocabulary.

Contextual Language

Use expressions to designate objects.

2



Listen to the story.

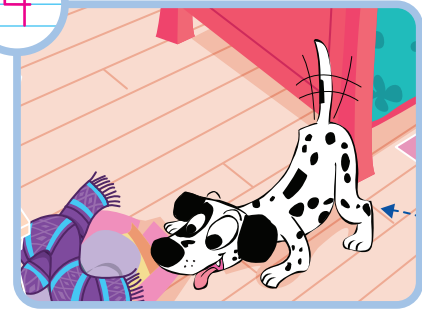
6

Number the pictures.

2



4



5



1



3



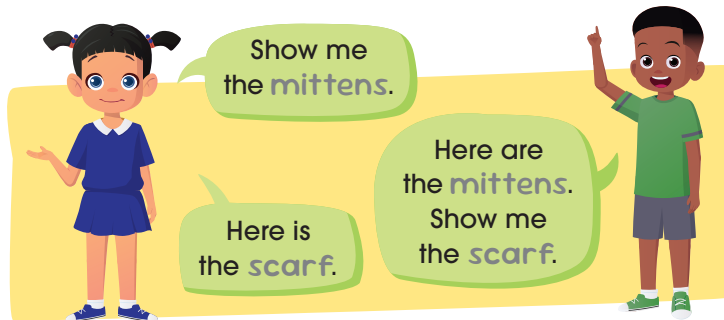
3



Speak to a classmate.



Point to Nora's clothes.



20

twenty • Unit 2

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Evaluation

EV C1 Evidence of understanding of texts
Students sequence story events in the correct chronology.

EV C2 Use of words and expressions to transmit oral messages
Students converse using the newly acquired vocabulary.

Resources

→ Student Workbook p. 20

i+ Model Dialogue 2.2

i+ Where Are Nora's Clothes?

4



Colour
the clothes.



Play
the game.



Speak to your
classmates.

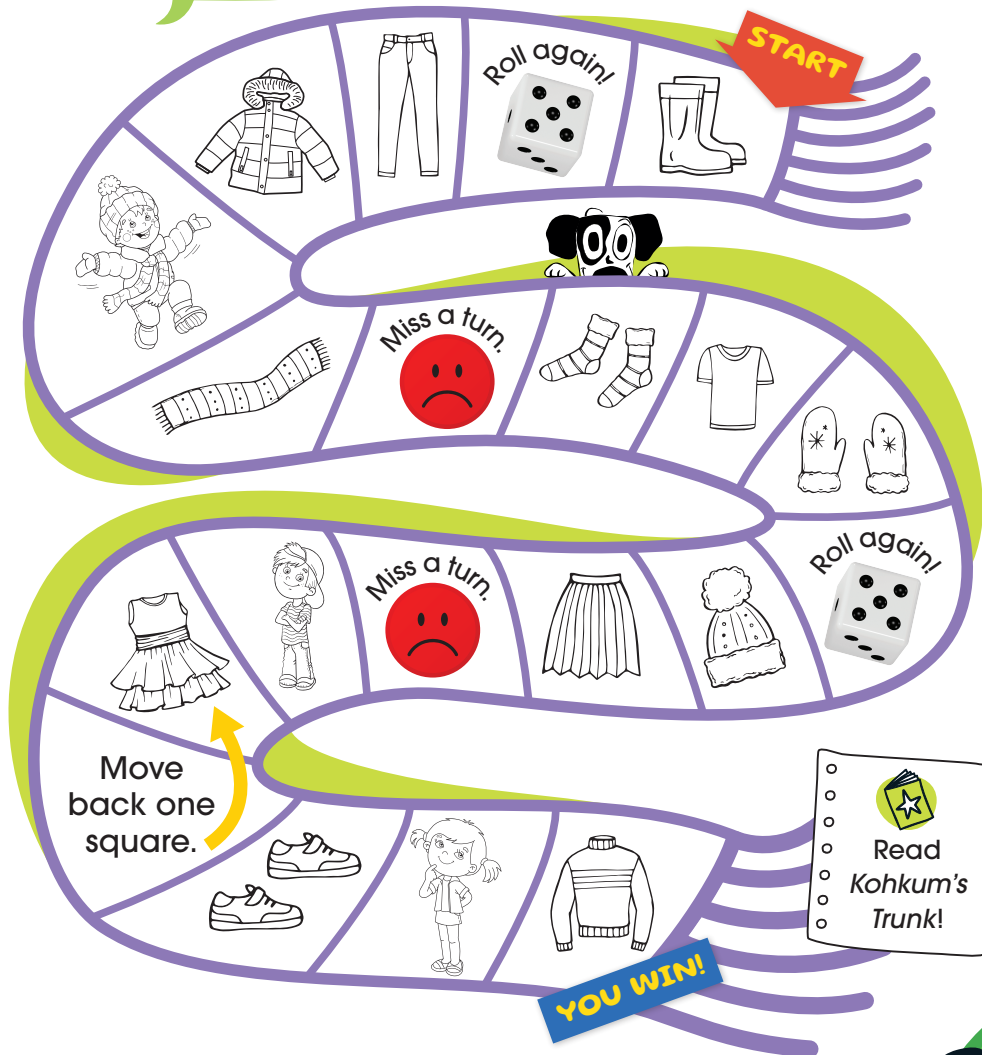
It's my turn.

Good job!

It's your turn.

Move your token.

Roll the die.



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Unit 2 • twenty-one

21

Teacher's Note

Activity 4 Students colour their own game board before playing in pairs or in groups. They roll a die and move their token to the correct square on the board. They must name the clothing item and its colour(s). If they answer correctly, they stay on the square. If they answer incorrectly, they move back one square.

Contextual Language

Use expressions during pair work.

Strategies

- **Cooperate** Students work and learn with a group and help others.
- **Practise** Students integrate and assimilate words and expressions.
- **Take risks** Students attempt to integrate new language by combining colours and clothing items.
- **Use resources** Students use pages 14 and 19 for colours targeted for the task.

Resources

→ Student Workbook p. 21

Kohkum's Trunk

ES 2.1 Kohkum's Trunk Handout

Read or listen to Kohkum's Trunk, on the digital platform.

Evaluation

EV C2 Understanding of oral messages

Students use unit vocabulary while playing a game.

Feedback

FB C2 Use of words and expressions to transmit oral messages

Encourage students to use contextual language.

Differentiation

▼ Students need only name the clothing, referring to page 18 as needed.

↑ Encourage students to speak in complete sentences (e.g. "The pants are blue," or "It's a red scarf.").

Extra Story
Unit 2

Kohkum's Trunk

Handout
ES 2.1



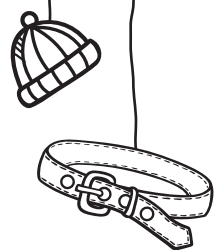
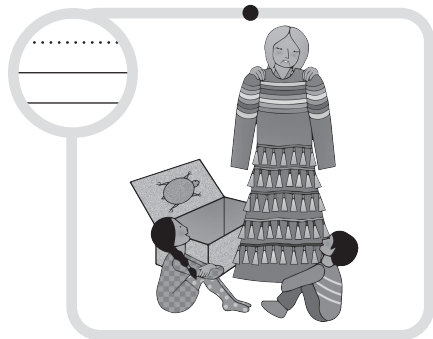
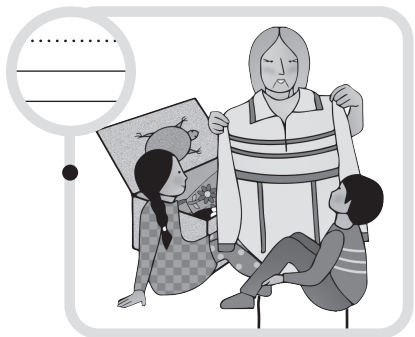
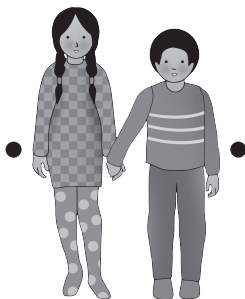
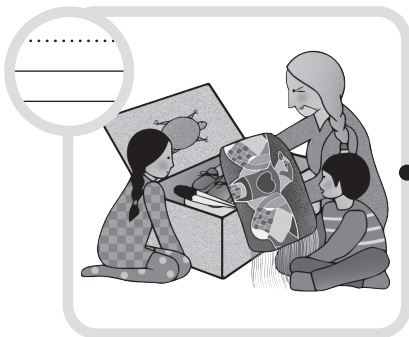
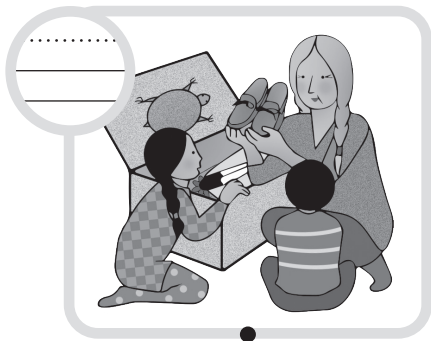
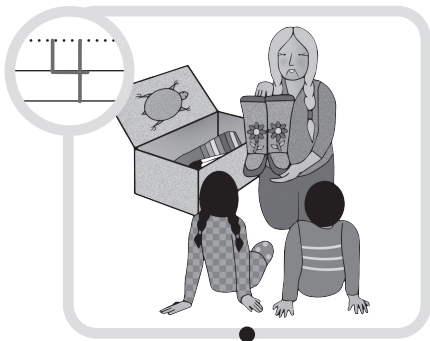
Listen to
the story.



Number
the pictures.



Match Starlight and Foxtail
with the clothes.



**What clothes do Starlight
and Foxtail choose?**

Starlight chooses the _____ and _____.

Foxtail chooses the _____.

**Chant
Unit 2**

The Dress Up Chant

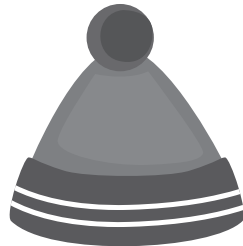
**Handout
C 2.1**



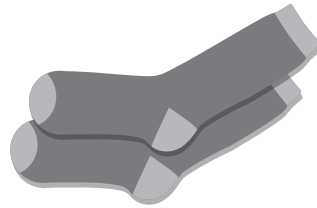
Look at the picture.



Circle the clothes for each season.



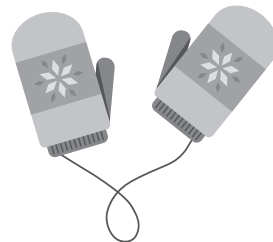
spring



summer



fall



winter



Vocabulary Game
Unit 2

My clothes

Handout
VG 2.1

 **Look** at the picture.  **Circle** the correct word.



boots shirt



scarf socks



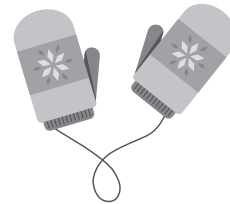
jacket dress



jacket sweater



shirt skirt



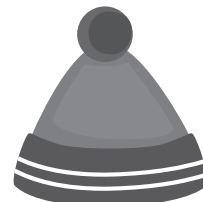
mittens shoes



shoes shirt



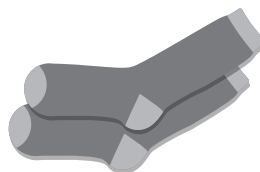
mittens sweater



hat scarf



dress shirt



socks sweater



pants skirt

**Consolidation
Unit 2**

My Clothes

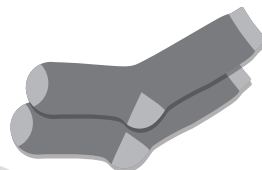
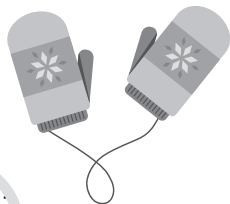
**Handout
CO 2.1**



Listen to your teacher.



Number the pictures.



**Early Finisher
Unit 2**

My clothes

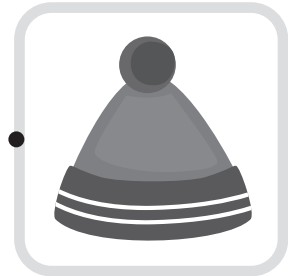
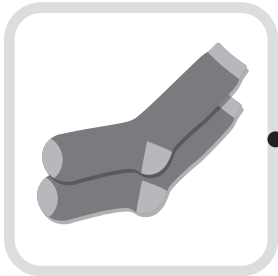
**Handout
EF 2.1**



Listen to your teacher.



Match the character to the clothes.



**Cut and Paste
Unit 2**

My Clothes

**Handout
CP 2.1**



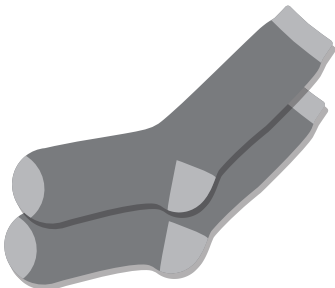
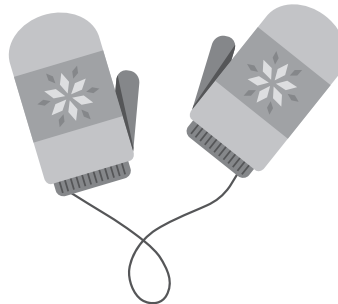
**Cut out
the cards.**



**Play the
game.**



**Speak to your
classmates.**



Catch at Home
Unit 2**My clothes****Handout**
CH 2.1**Look** at the
unit words.**Play**
games.**Sing** the song
and chant.**Listen** to
the stories.Cut up the cards on page 16
and use them to play games.Log into your child's account
on it and look for the
Catch at Home button.You will find the words, stories
and songs for the unit!**The Pair Game**

Place the cards face down. Put the word cards to one side and picture cards to the other. Each player turns over one word card and one picture card. They name the picture or read the word that shows up on their card. If they land on a pair (e.g. a picture of a jacket and the word "jacket"), they say, "I have two [jackets]. It's a pair." They then keep the cards. The game ends when all pairs have been claimed. The winner is the player with the most pairs.

I have two jackets.
It's a pair.**Simon Says, Put on Your...**

Each player draws a picture card. Depending the card drawn, they say, "Simon says put on your..." and mime getting dressed in the clothing article (e.g. mime putting on a pair of boots if the card is boots). The other player must guess the clothing item.

**Card Drill**

Use the cards like flash cards. Draw them at random and the players must name the image or read what they see as fast as possible.

Catch at Home
Unit 2

My Clothes

Handout
CH 2.1



Look at the unit words.



Say them out loud.

boots



dress



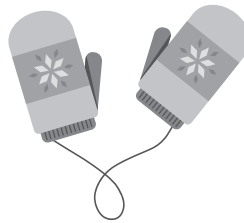
hat



jacket



mittens



pants



scarf



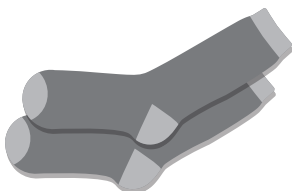
shirt



shoes



socks



skirt



sweater

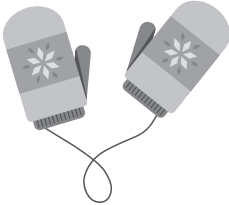
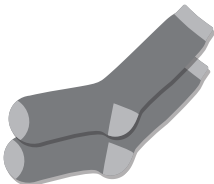


Catch at Home
Unit 2

My clothes

Handout
CH 2.1 (cont.)



boots		dress	
jacket		mittens	
pants		scarf	
hat		shirt	
shoes		socks	
skirt		sweater	

Special Days

Winter Holidays— Favourite Activities

Handout
SD 2.1



Cut out the winter activities.



decorate a tree



drink hot
chocolate



skate



ski



play a game



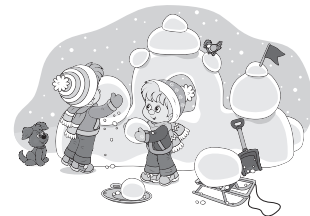
light candles



make a
snowman



wrap presents



make a fort



ride a toboggan



make snow
angels



go ice fishing

Special Days

Winter Holidays— Favourite Activities

Handout
SD 2.1 (cont.)



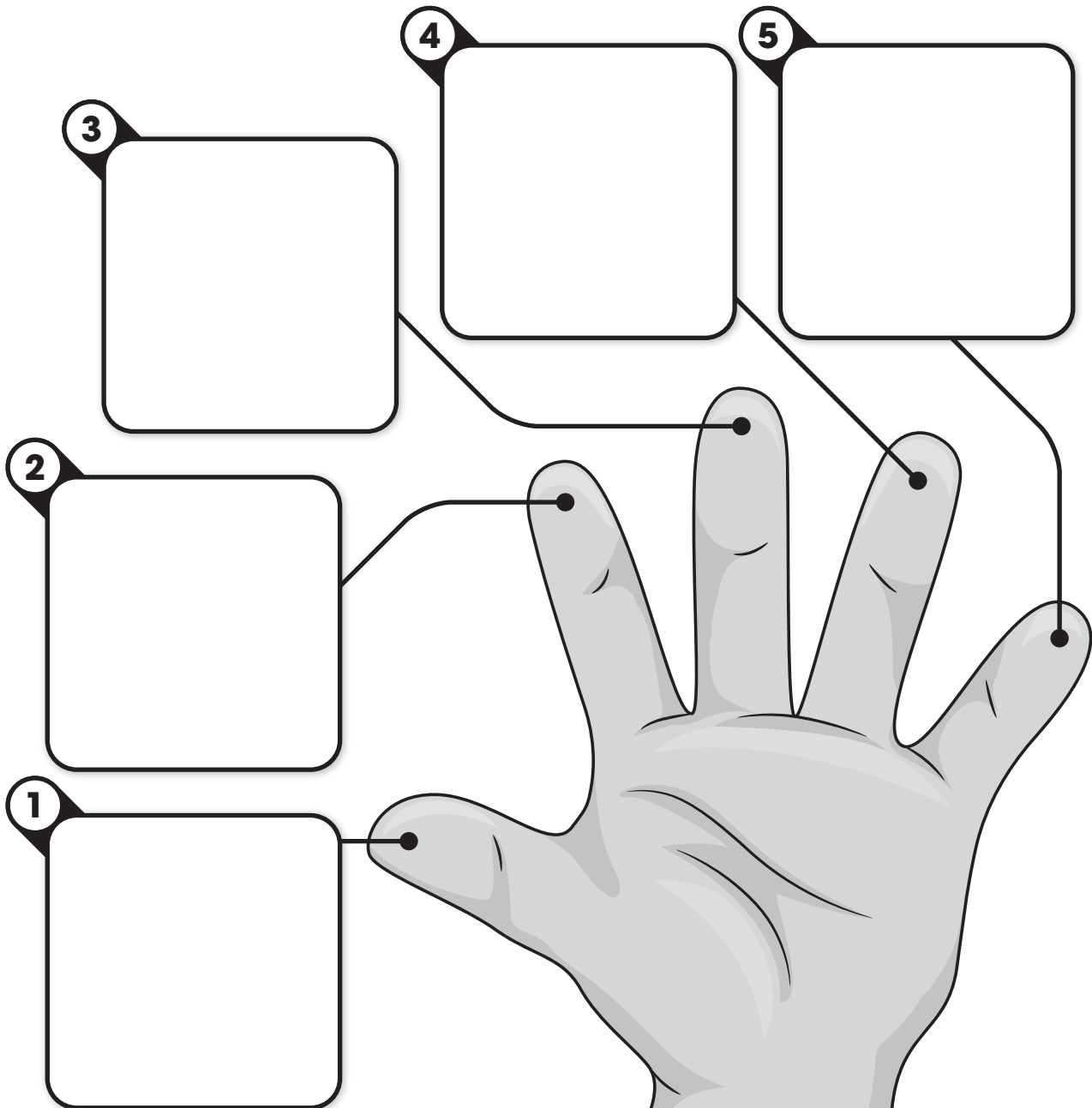
Glue your favourite
winter activities.



Speak to your
classmates.

What do you like
to do in winter?

I like to drink hot chocolate and...



Evaluation Rubrics

The following evaluation rubrics describe general expectations for observable behaviours related to the ESL competencies.

- Competency 1 *To act on understanding of texts*
- Competency 2 *To communicate orally in English*

The rubrics conform to the *Progression of Learning* and the *Updated Framework for the Evaluation of Learning*. They can be used as a reference tool when observing and evaluating students.

Evaluation notes throughout the workbook indicate opportunities to observe and evaluate students. Knowledge should be evaluated at specific times chosen by the teacher, who will determine the importance of the various aspects to be observed and evaluated in calculating the student's mark.

For some activities, more than one competency or criterion is listed. In these cases, you may choose to evaluate either one or the other criterion or competency. We do not recommend that more than one competency or criterion be observed or evaluated for a given activity. Encourage students to use their resources at all times.

TEACHER'S NOTES

C1 To act on understanding of texts						
EVALUATION CRITERIA	Information clarifying the criteria (Observable behaviours)	A EXCEEDS EXPECTATIONS	B MEETS EXPECTATIONS	C MEETS EXPECTATIONS MINIMALLY	D DOES NOT QUITE MEET EXPECTATIONS	E DOES NOT MEET EXPECTATIONS
Evidence of understanding of texts	Use of words and expressions from texts along with appropriate actions to perform songs and rhymes	Use of words and expressions from texts along with actions to perform songs and rhymes is always appropriate.	Use of words and expressions from texts along with actions to perform songs and rhymes is often appropriate.	Use of words and expressions from texts along with actions to perform songs and rhymes is sometimes appropriate.	Use of words and expressions from texts along with actions to perform songs and rhymes is rarely appropriate.	Use of words and expressions from texts along with actions to perform songs and rhymes is never appropriate.
Use of learning strategies*	Use of words and expressions from recurrent passages in order to join in during storytelling and retelling	Use of words and expressions from recurrent passages in order to join in during storytelling and retelling is always appropriate.	Use of words and expressions from recurrent passages in order to join in during storytelling and retelling is often appropriate.	Use of words and expressions from recurrent passages in order to join in during storytelling and retelling is sometimes appropriate.	Use of words and expressions from recurrent passages in order to join in during storytelling and retelling is rarely appropriate.	Use of words and expressions from recurrent passages in order to join in during storytelling and retelling is never appropriate.
		Comments: _____				

* Provide feedback on this criterion, but do not consider it when determining the student's mark on the report card.

C2 To communicate orally in English						
EVALUATION CRITERIA	Information clarifying the criteria (Observable behaviours)	A EXCEEDS EXPECTATIONS	B MEETS EXPECTATIONS	C MEETS EXPECTATIONS MINIMALLY	D DOES NOT QUITE MEET EXPECTATIONS	E DOES NOT MEET EXPECTATIONS
Evidence of understanding of oral messages	Reaction to oral messages using verbal or nonverbal responses	Reactions to oral messages are always appropriate (verbal or nonverbal).	Reactions to oral messages are often appropriate (verbal or nonverbal).	Reactions to oral messages are sometimes appropriate (verbal or nonverbal).	Reactions to oral messages are rarely appropriate (verbal or nonverbal).	Reactions to oral messages are never appropriate (verbal or nonverbal).
Use of words and expressions to transmit oral messages	Initiation of exchanges as well as response to others using or combining single words, strings of words and short expressions	Oral messages always demonstrate a correct use of words, strings of words and short expressions.	Oral messages often demonstrate a correct use of words, strings of words and short expressions.	Oral messages sometimes demonstrate a correct use of words, strings of words and short expressions.	Oral messages rarely demonstrate a correct use of words, strings of words and short expressions.	Oral messages never demonstrate a correct use of words, strings of words and short expressions.
Use of strategies*	Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks	Comments: _____ _____ _____ _____ _____ _____ _____ _____ 				

* Provide feedback on this criterion, but do not consider it when determining the student's mark on the report card.

