

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.

EXCERPTThe **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
 - *Go, Catch, Go!* 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

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

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CATCH Planning Tool

Unit at a Glance

Unit 4 AROUND TOWN

DURATION

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

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

+ EXTRA STORY (i+) ⌚ 30 min

+ CHANT (i+) ⌚ 15 min

+ GO, CATCH, GO! (i+) ⌚ 30 min

STRATEGIES	VOCABULARY	CONTEXTUAL LANGUAGE
- Ask for clarification - Direct attention - Gesture - Infer	City-themed locations and transport	- Build personal repertoire - Use expressions during pair work

UNIT OPENER	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5
Learn new vocabulary. p. 34 Strategy Direct attention Contextual Language Build personal repertoire FB C1 <i>Evidence of understanding of texts</i> ⌚ 30 min (i+) Bouncy Ben's Adventure (i+) The Wheels on the Bus Unit 4 Flash Cards (i+) Unit 4 Picture Dictionary	Increase exposure to vocabulary. p. 35 Strategy Use resources ⌚ 15 min	Use vocabulary in conversation. p. 35 Strategies Ask for clarification Gesture Contextual Language Use expressions during pair work EV C2 <i>Use of words and expressions to transmit oral messages</i> FB C2 <i>Use of words and expressions to transmit oral messages</i> ⌚ 15 min (i+) Model Dialogue 4.1	Check understanding of the story. p. 36 Strategy Direct attention EV C1 <i>Evidence of understanding of texts</i> ⌚ 30 min (i+) Bouncy Ben's Adventure	Practise recurrent phrases from the story. p. 36 Strategy Gesture Contextual Language Build personal repertoire Use expressions during pair work EV C2 <i>Use of words and expressions to transmit oral messages</i> ⌚ 15 min (i+) Model Dialogue 4.2	Use new words. p. 37 Strategy Infer FB C1 <i>Use of learning strategies</i> ⌚ 15 min

EXTRA RESOURCES		
(i+) Catch Takes the Bus	(i+) The Around Town Chant	(i+) Go, Catch, Go!
ES 4.1 Catch Takes the Bus Handout	C 4.1 The Around Town Chant Handout	GCG 4.1 Go, Catch, Go! Handout

CATCH Planning Tool

Unit at a Glance (cont.)

Unit 4 AROUND TOWN

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

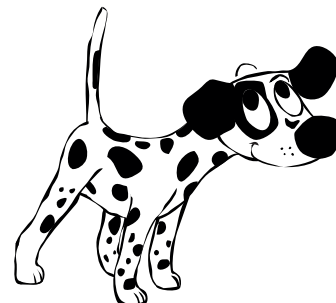
- Evidence of understanding of oral messages
- Use of words and expressions to transmit oral messages

ACTIVITY 6	ACTIVITY 7	ACTIVITY 8	ACTIVITY 9	ACTIVITY 10	ACTIVITY 11
Have personalized exchanges. p. 37 Strategy Take risks EV C2 Use of words and expressions to transmit oral messages ⌚ 15 min	Expand vocabulary through song. p. 38 Strategy Practise Contextual Language Build personal repertoire EV C1 Evidence of understanding of texts ⌚ 30 min	Learn vocabulary through song exploitation. p. 38 Strategy Practise FB C1 Evidence of understanding of texts FB C2 Use of words and expressions to transmit oral messages ⌚ 15 min	Learn vocabulary through song. p. 38 Strategies Direct attention Use resources FB C1 Evidence of understanding of texts FB C2 Use of words and expressions to transmit oral messages ⌚ 15 min	Review unit vocabulary. p. 40 Strategy Use resources ⌚ 15 min	Review unit vocabulary. p. 41 Strategy Use resources ⌚ 15 min
Model Dialogue 4.3	The Wheels on the Bus				CO 4.1: Consolidation Handout

EXTRA RESOURCES

- Workshop 07: Around Town Game
- Workshop 08: Where Are We?
- Group Game 4.1: Lost Items
- Group Game 4.2: Take Me Home
- Unit 4 Game Board
- Unit 4 Activity Cards
- Unit 4 Memory Game Cards
- CP 4.1: Cut and Paste Handout
- EF 4.1: Early Finisher Handout
- VG 4.1: Vocabulary Game Handout

What is my next adventure?



Around Town



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. Go over 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.

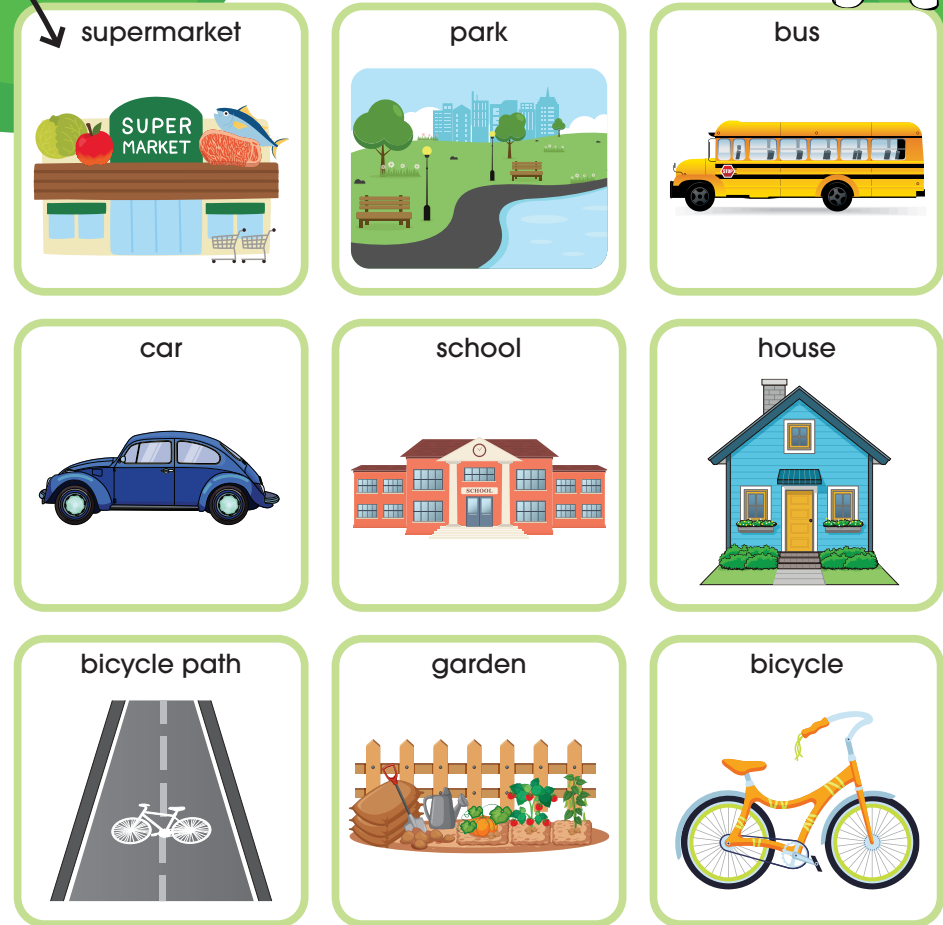
Strategy

Direct attention

Students ignore distractors to pay attention.

Contextual Language

Build personal repertoire by joining in recurrent passages of the story.



34 thirty-four • Unit 4

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Story/Song

- Bouncy Ben's Adventure
- The Wheels on the Bus

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. 34
- Unit 4 Picture Dictionary
- Unit 4 Flash Cards

To access digital content on the platform, visit the appropriate page in the Student Workbook component and look for this icon in the bottom-right corner of the digital page.

1



Look.



Listen.



Write.

bus car house park school supermarket

su p e r ma r k e t

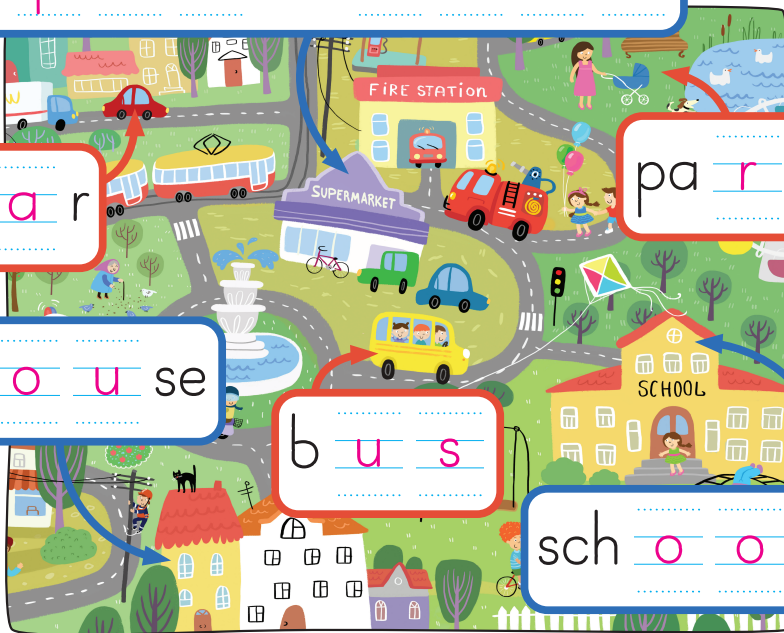
c a r

h o u s e

b u s

pa r k

sch o o l



2



Listen.



Speak.



Point.



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Unit 4 • thirty-five

35

Teacher's Notes

- **Activity 1** Students complete the words with the missing letters by consulting the picture dictionary, the word bank and the illustrated map.
- **Activity 2** Instruct students to ask and answer questions in pairs as in the model dialogue, continuing with as many locations as they can.

Differentiation

- ▼ Have students reply with a simple yes or no.
- ⬆ Have students identify other items in the image. Encourage use of colours as well.

Strategies

- **Ask for clarification** Students ask for extra information.
- **Gesture** Students point to the correct place on the illustration.
- **Use resources** Students use the picture dictionary.

Resources

→ Student Workbook p. 35

i+ Model Dialogue 4.1

Evaluation

EV C2 Use of words and expressions to transmit oral messages
Students use short sentences and unit vocabulary to communicate.

Feedback

FB C2 Use of words and expressions to transmit oral messages
Model contextual language for students.

Contextual Language

Use expressions during pair work.

Teacher's Notes

- **Activity 3** 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 4** Model the exchange for students, then have them practise in pairs. Encourage them to continue with the unit vocabulary.

Strategies

- **Direct attention**
Students ignore distractors to put the parts of the story in the correct order.
- **Gesture** Students point to the correct illustrations.

Contextual Language

- Build personal repertoire.
- Use expressions during pair work.

Differentiation

↑ Have students play by adding colours, such as *blue car, yellow bus, orange bicycle, blue house*.

3 Listen.

6 Number.

4 Speak. Look. Point.

What is my next adventure?

Here.

School.

Good job! My turn!

36

thirty-six • Unit 4

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Evaluation

- EV C1** Evidence of understanding of texts
Students number the scenes in the correct order in Activity 3.
- EV C2** Use of words and expressions to transmit oral messages
Students initiate exchanges and respond to others in Activity 4.

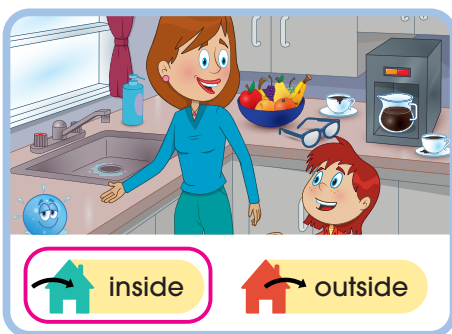
Resources

- Student Workbook p. 36
- Model Dialogue 4.2

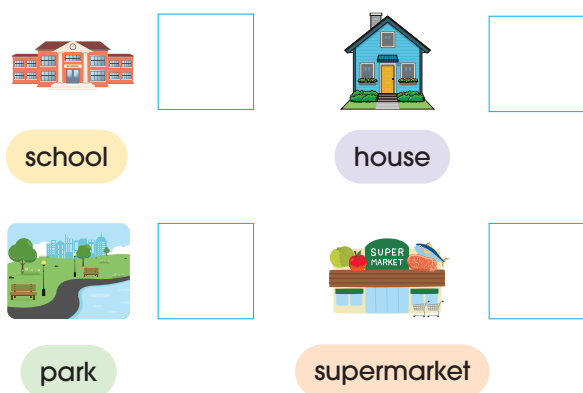
Story

- Bouncy Ben's Adventure

5 Look. Circle.



6 Speak. Write. 123 Count.



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Unit 4 • thirty-seven

37

Teacher's Notes

- **Activity 5** Explain *inside* and *outside* to students. In pairs, student choose the correct designation.
- **Activity 6** Students ask classmates about their favourite places, putting a check mark next to an illustration each time it gets a vote. Count the votes at the end.

Strategies

- **Infer** Students make intelligent guesses: *grass = outside*, *countertop = inside*.
- **Take risks** Students integrate new language by asking and answering questions.

Differentiation

- ▮ Ask students to name the vocabulary items they see in Activity 5.
- ▮ Have students explain their preferences by giving a short explanation: *I like the park because I like swings.*

Read or listen to *Catch Takes the Bus*.

ES 4.1: *Catch Takes the Bus* Handout

Feedback

FB C1 Use of learning strategies
Go over the visual details in Activity 5 that allow students to make inferences.

Resources

- Student Workbook p. 37
- Model Dialogue 4.3

Evaluation

EV C2 Use of words and expressions to transmit oral messages
Students initiate exchanges and respond to others in Activity 6.

Extra Story
Unit 4

Catch Takes the Bus

Handout
ES 4.1

 Look.  Listen.  Move.

look at the map



ride your bicycle



wave goodbye



 Look.  Listen.  Match.



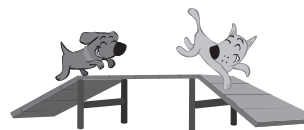
bus driver

Catch's friends



Mom

students



**Chant
Unit 4**

The Around Town Chant

**Handout
C 4.1**



Listen.



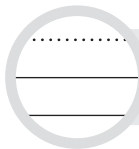
Number.



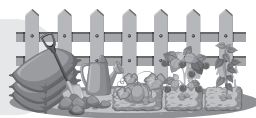
house



supermarket



garden



park



Listen.



Look.



Write.

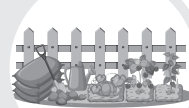
garden

house

park

supermarket

g _ _ _ de _ _



h _ _ _ e



_ _ a _ _ k



s _ _ p _ _ r _ _ _ rk _ _ t



Vocabulary Game
Unit 4

Around Town

Handout
VG 4.1



Listen.



Draw.



Write.

bicycle

bus

garden

park

bicycle path

car

house

school

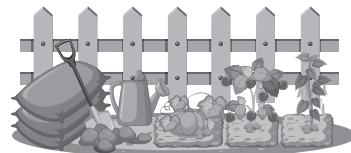
house

bicycle

park

bus

car



arden



bic

pa



s

**Consolidation
Unit 4**

Around Town

**Handout
CO 4.1**



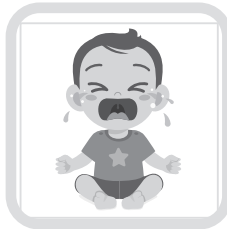
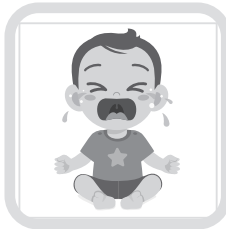
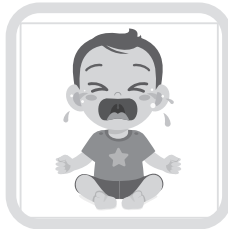
Look.



Listen.



Circle.



Listen.



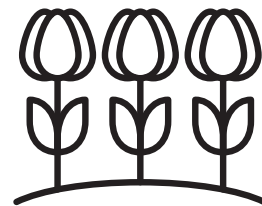
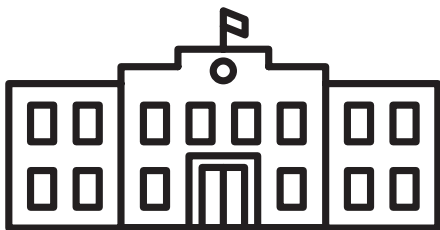
Colour.

bicycle

garden

house

school



**Early Finisher
Unit 4**

Around Town

**Handout
EF 4.1**



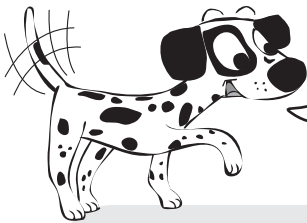
Draw.



Write.



Speak.



What do
you see?

I see a bus.



bicycle

bus

garden

park

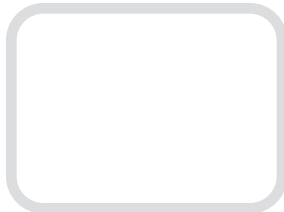
supermarket

bicycle path

car

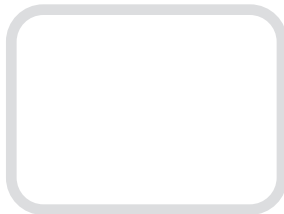
house

school



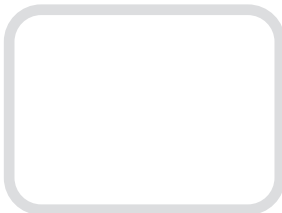
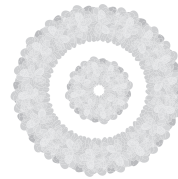
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Cut and Paste
Unit 4

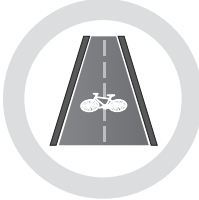
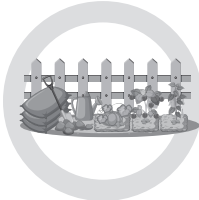
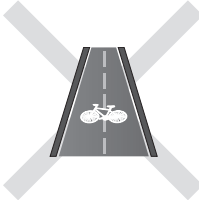
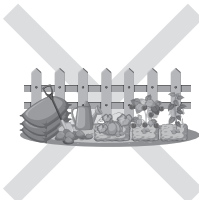
Tic-Tac-Toe

Handout
CP 4.1



Cut.



Cut and Paste
Unit 4

Tic-Tac-Toe

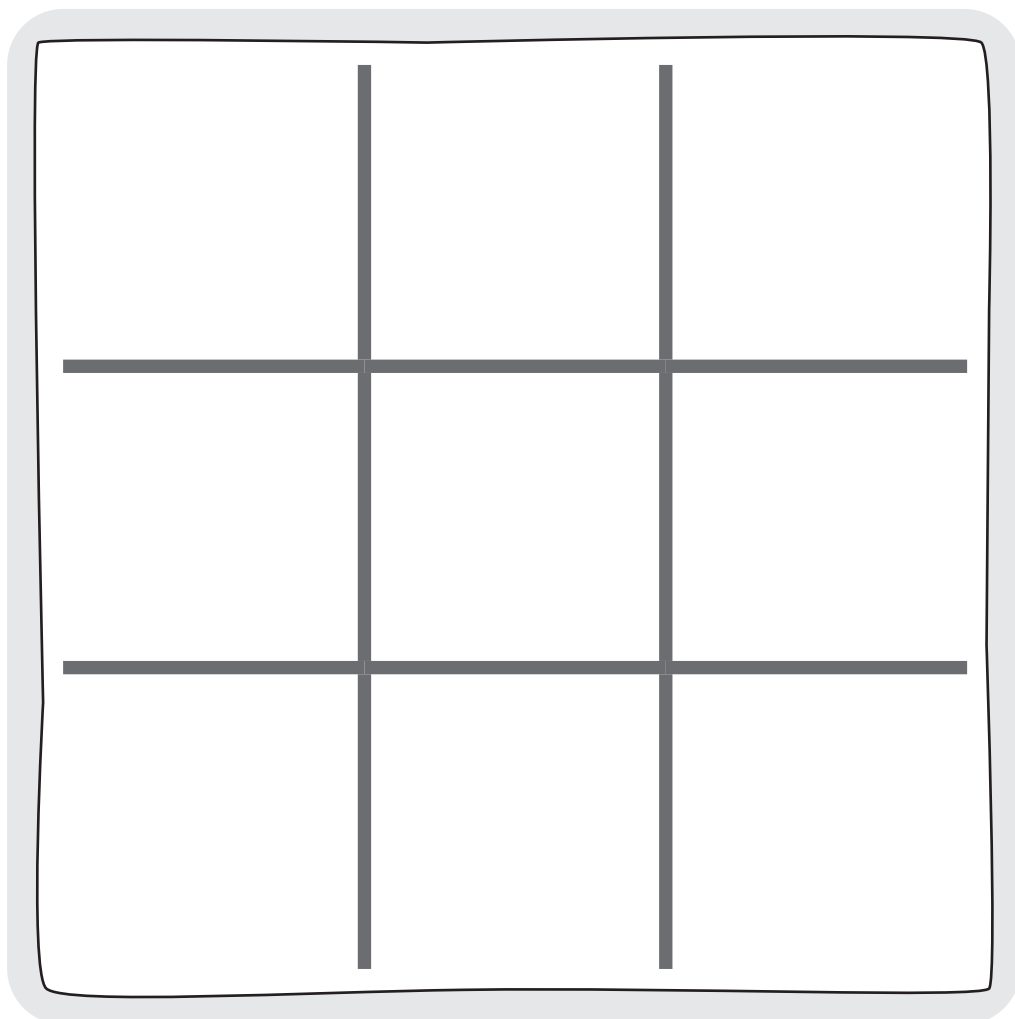
Handout
CP 4.1 (cont.)



Play.



Speak.



I put **bicycle X** here.
It's your turn.

It's my turn. I put **house O** here.

You win!



Tic-Tac-Toe. I win!

Catch at Home
Unit 4**Around Town****Handout**
CH 4.1

Look.



Play.



Sing.



Listen.



Log into your child's account
on it ^(it) and look for the
Catch at Home button.

You will find the words, stories
and songs for the unit!



Cut up the cards on page 17
and use them to play games.

**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 cards. If they land on a pair (e.g. a picture of a bus and the word “bus”), they say, “I have two [buses]. 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 **buses**.
It's a pair.

**Hop On...**

Spread the cards out on the floor and recite a word. The players must then jump, either on the written word or on the matching illustration.

**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 4

Around Town

Handout
CH 4.1 (cont.)



Look.



Speak.

supermarket



park



bus



car



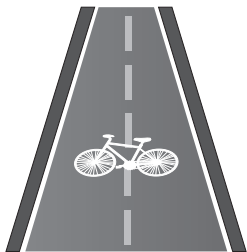
school



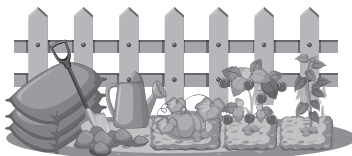
house



bicycle path



garden



bicycle

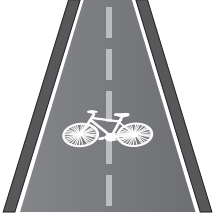
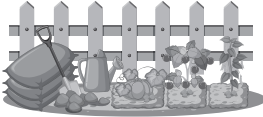


**Catch at Home
Unit 4**

Around Town

**Handout
CH 4.1 (cont.)**



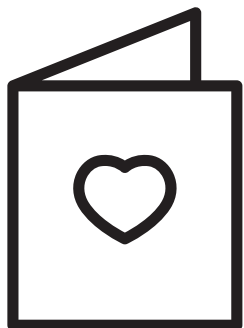
bicycle		bicycle path	
bus		car	
garden		house	
park		school	
supermarket			

Special Days

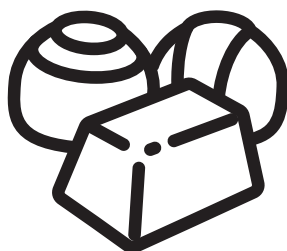
Valentine's Day

Handout
SD 4.1

card



chocolate



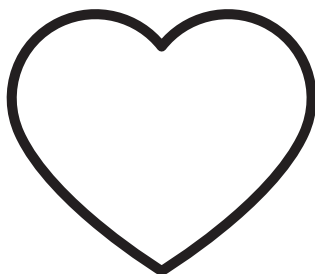
cupid



flower



heart



love



Sing.

Who will be my Valentine, Valentine, Valentine?

Who will be my Valentine?

I choose (*name*).



Name: _____ Group: _____ Date: _____

Special Days

Valentine's Day

Handout
SD 4.1 (cont.)



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 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.
Use of learning 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.

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.

