

Free AGENTS

Teacher's Guide

Planning Tool and Annotated Answer Key

Everything you need to simplify your teaching!

Excerpt

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

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 175 pages of reproducible materials including:
 - Audio transcripts
 - Extra activity handouts
 - Extra reading handouts
 - Extra vocabulary handouts
 - Extra grammar handouts
 - Checkpoints
 - General competency grids
 - Final task evaluation grids
 - Observation grids
 - Evaluation situations

The **digital** resources on

the  **Interactive elementary** platform include:

- Optional *Step Out* activities
- Interactive unit workshops
- Interactive grammar workshops
- Online group games
- Authentic videos
- Episodes of *The Free Agents Break Out*, an interactive animated miniseries
- Recorded model dialogues
- Recorded texts
- Numerous hyperlinks

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 Activity A: Mystery Insect A (Handout EA 2.1A)	10
Unit 2 Extra Activity B: Mystery Insect B (Handout EA 2.1B)	11
Unit 2 Extra Reading (Handout ER 2.1)	12
Unit 2 Extra Vocabulary (Handout EV 2.1)	14
Unit 2 Grammar Refresh: Yes/No Questions with <i>To Be</i> and Other Verbs (Handout GR 2.1)	15
Unit 2 Grammar Refresh: Adjectives (Handout GR 2.2)	16

Evaluation

Unit 2 Checkpoint (Handout CP 2.1)	17
Unit 2 Wind Up: Insect Experts! (Handout WU 2.1)	18
General Competency Grid C1: To Interact Orally in English (Handout GG 1.0)	20
General Competency Grid C2: To Reinvest Understanding of Oral and Written Texts (Handout GG 2.0)	21
General Competency Grid C3: To Write Texts (Handout GG 3.0)	22

Free Agents Planning Tool

Unit at a Glance

Unit 2 Citizen Scientist

DURATION

UNIT TASKS

⌚ 260 min / approx.
5–6 one-hour periods

+ STEP OUTS (i+)

+ BREAK OUT (i+)

⌚ 20 min + 20 min + 40 min

+ RESOURCES (Digital i+, Handouts , Kit Components)

⌚ variable

STRATEGIES	VOCABULARY	FUNCTIONAL LANGUAGE
• Activate prior knowledge • Scan • Self-evaluate • Self-monitor • Use resources	• Theme-related vocabulary (insects, nature)	• Ask about others' feelings, interests, tastes, preferences • Ask for information • Give opinion and ask about others' opinions
LANGUAGE CONVENTIONS		
• Yes/no questions in the simple present with <i>to be</i> and other verbs • Adjective position and order		

UNIT OPENER Citizen Scientist	TASK 1 A Bioblitz Adventure	TASK 2 Find Someone Who ...	TASK 3 Now You See Me ...	STEP OUT TASK 2.1 Scavenger Hunt	TASK 4 Insect Superheroes
Learn about observing insects in nature. pp. 28–29 FB C1 Participation in exchanges ⌚ 25 min	Read a comic about insects' super skills. pp. 30–31 FB C2 Use of strategies: Scan EV C2 Evidence of understanding of texts ⌚ 25 min	Learn how your classmates feel about insects. pp. 32–33 FB C1 Use of strategies: Self-evaluate; Use resources EV C1 Participation in exchanges; Use of functional language ⌚ 40 min	Hear about insects that use camouflage. p. 34 FB C1 Use of functional language EV C2 Evidence of understanding of texts ⌚ 20 min	Learn how insects use camouflage. FB C2 Use of strategies: Scan FB C1 Participation in exchanges FB C3 Characteristics of the written text ⌚ 20 min	Learn about three insects with super skills. p. 35 FB C2 Use of strategies: Scan EV C2 Evidence of understanding ⌚ 20 min
Unit 2 Flash Cards ⌚ 5 min	i+ 🎧 Comic ⌚ 2 min	i+ 🎧 Model Dialogue T 6.1: Model Dialogue Transcript ⌚ 3 min	i+ 🎧 Audio Recording ⌚ 2 min	i+ Step Out! 2.1: Masters of Disguise	HG 2.2: Extra Grammar Handout: Adjectives ⌚ 20 min
i+ 🎧 Words ⌚ 1 min	i+ 🎧 Words ⌚ 1 min	HG 2.1: Extra Grammar Handout: Yes/No Questions with <i>To Be</i> and Other Verbs ⌚ 20 min			
	EV 2: Extra Vocabulary Handout ⌚ 20 min				

GRAMMAR REFRESH

Yes/No Questions in the Simple Present	Adjectives
Practise <i>yes/no</i> questions with <i>to be</i> and other verbs. Play a game of Twenty Questions. p. 38 FB C1 Use of strategies: Use resources EV C1 Participation in exchanges; Use of functional language ⌚ 25 min	Practise adjective position and order. Write about some awesome insects. p. 39 FB C3 Application of targeted language conventions EV C3 Application of targeted language conventions ⌚ 20 min
i+ 🎧 Model Dialogue T 6.2: Model Dialogue Transcript ⌚ 3 min	i+ 🎧 Adjectives ⌚ 1 min

PEDAGOGICAL INTENTION

To acquire basic vocabulary about insects and their characteristics and skills.

To learn about citizen science and how everyone can observe and learn from nature.

To reinvest knowledge acquired in the unit to write a frequently asked questions (FAQ) page about an insect.

ESL COMPETENCIES COVERAGE All three ESL competencies are developed throughout the unit.

C1 To Interact Orally in English

EVALUATE

- Participation in exchanges
- Use of functional language

FEEDBACK

- Participation in exchanges
- Use of functional language
- Use of strategies

C2 To Reinvest Understanding of Oral and Written Texts

EVALUATE

- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task

FEEDBACK

- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task
- Use of strategies

C3 To Write Texts

EVALUATE

- Application of targeted language conventions
- Characteristics of the written text

FEEDBACK

- Application of targeted language conventions
- Characteristics of the written text
- Use of strategies

 STEP OUT TASK 2.2 Invent an Insect Superhero	TASK 5 Night Lights!	CHALLENGE Secret Insect	WIND UP Insect Experts!	 BREAK OUT 1
Learn about more insect superheroes and invent your own. FB C1 Participation in exchanges FB C2 Use of knowledge from texts in a reinvestment task FB C3 Application of targeted language conventions; Characteristics of the written text ⌚ 20 min  Step Out! 2.2: Insect Superhero	Learn about fireflies. p. 36 FB C2 Use of strategies: Scan EV C2 Evidence of understanding of texts ⌚ 25 min   "Night Lights" ⌚ 2 min   Story ⌚ 1 min   Words ⌚ 1 min	Solve the Challenge clues and discover Alex's secret insect. p. 37 FB C2 Evidence of understanding of texts ⌚ 25 min 	Reinvest learning and write a Citizen Scientist FAQ page about your favourite insect. pp. 40–41 FB C3 Use of strategies: Self-monitor; Take notes EV C2 Use of knowledge from texts in a reinvestment task EV C3 Application of targeted language conventions; Characteristics of the written text ⌚ 60 min   Model FAQ sheet ⌚ 2 min  WU 2.1: Wind Up! Final Draft and Evaluation Grid	Watch Episode 1 of the <i>Free Agents Break Out</i> miniseries. FB C1 Participation in exchanges FB C2 Use of knowledge from texts in a reinvestment task FB C3 Application of targeted language conventions ⌚ 40 min  <i>The Free Agents Break Out</i> Episode 1  BO 2.1: Break Out Project Handout ⌚ 4 min



EXTRA RESOURCES

 Workshop 05: Unit 2 Grammar Review ⌚ 15 min	 Unit 2 Group Game ⌚ 20 min	 EA 2A–2B: Extra Activity A & B Handouts ⌚ 20 min	 CP 2: Checkpoint Handout ⌚ 20 min	 Unit 2 Task Cards ⌚ variable
 Workshop 06: Unit 2 Unit Review ⌚ 15 min		 ER 2: Extra Reading Handout ⌚ 40 min		 Unit 2 Game Board ⌚ 20 min

Unit 2

Citizen Scientist

Teacher's Notes

- Introduce the theme of insects and nature. Read the title of the unit. Explain that citizen scientists collect information to help scientists do their work. Anyone can be a citizen scientist.
- Hold a class discussion: *Where are the Free Agents? What equipment do the people have? What do you think they're doing? Do you like to look for and observe insects? Do you want to be a citizen scientist?*
- Tell students that they will write a FAQ page about their favourite insect at the end of the unit. Explain that FAQ means "frequently asked questions." They will also discover their classmates' favourite insects.
- Read the Challenge for students. Tell them they will collect clues throughout the unit tasks to discover a special insect.
- Point out and read the driving question with the students. Tell them they will learn about insects, their super skills and their role in nature.

In this unit:

Learn about incredible insects.

Read about insects with amazing super skills.

Find out your classmates' favourite insects.

Write a Citizen Scientist FAQ page about your favourite insect.

Discover Alex's spectacular secret insect.

Why are insects nature's superheroes?

Resources

- ➔ Student Workbook p. 28
- 📄 EV 2: Extra Vocabulary Handout

Resources

- 📄 Unit 2 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.



GAME

PLAY Search and Find with a classmate.

- ▶ **LOOK AT** the nature scene.
- ▶ **READ** the Words box.
- ▶ **FIND** and **CIRCLE** the hidden insects.

Words

one green mantis	
two rosy maple moths	
three iridescent blue dragonflies	
four sand grasshoppers	
five thin walking sticks	
six black and red caterpillars	
seven fuzzy bees	
eight tiny black ants	

Do you see the ... ?

Is it a ... ?

Yes, it is. / No, it isn't.

Look! I see a ...

Teacher's Notes

- Invite students to look at the Words box and count the words they already know. How many do they know?
- Tell them to notice the adjectives and the names of the insects. Point out that the adjective comes after the number and before the noun. Note that adjective position and order is a grammar focus in this unit.
- Model the game with a student. Emphasize using the functional language to play the game. Notice that these are examples of the other grammar focus in the unit: *yes/no* questions with *to be* and other verbs.

Differentiation

👇 Brainstorm other insects with students. Write the insect names on the board. Say an adjective and ask students to guess which insect(s) it describes.

👇 Ask students to suggest other adjectives to describe the insects in the illustration. They can add them to the page in their workbook.

👇 Ask students to write the names of as many other insects they can think of in one minute. Then ask them to find one adjective to describe each of the insects they named.

Feedback

FB C1 Participation in exchanges

If students have difficulty participating, remind them to use the functional language and supply more examples of *yes/no* questions, as necessary.

Resources

➔ Student Workbook p. 29

🔍 Words

1

A Bioblitz Adventure

Teacher's Notes

- Read the title of the task. Explain that the comic on pages 30–31 shows the Free Agents at a bioblitz. Read the definition of *bioblitz* in the Words box on page 31.
- Tell students that, at a bioblitz, people observe insects in their natural habitat.
- Have students read the comic. Observe their ability to identify the three super skills. Draw their attention to the Strategy box on page 31. Provide feedback as required.
- Have students read the comic again to complete Steps 2 and 3. Remind them to look for key words to help them locate the information in the text.

Differentiation

▶ Play the audio recording of the text for support or read the comic with the class. Pause the recording after the final panel on page 30 to give students time to underline the three super skills. Check their answers before moving on.

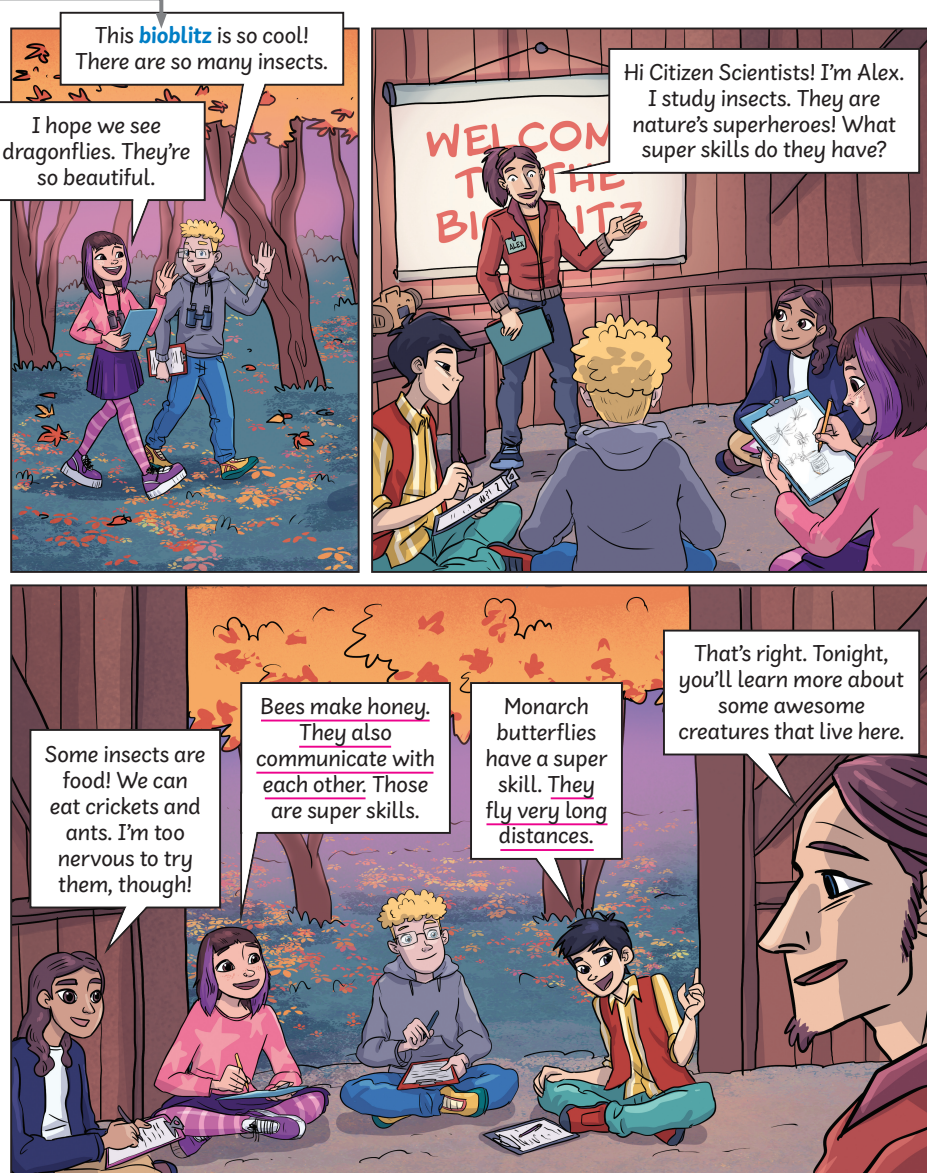
▶ Invite students to read along with the audio recording of the text.

Resources

➔ Student Workbook p. 30

📖 Comic

1 Read the comic. **Underline** three super skills that insects have.



30

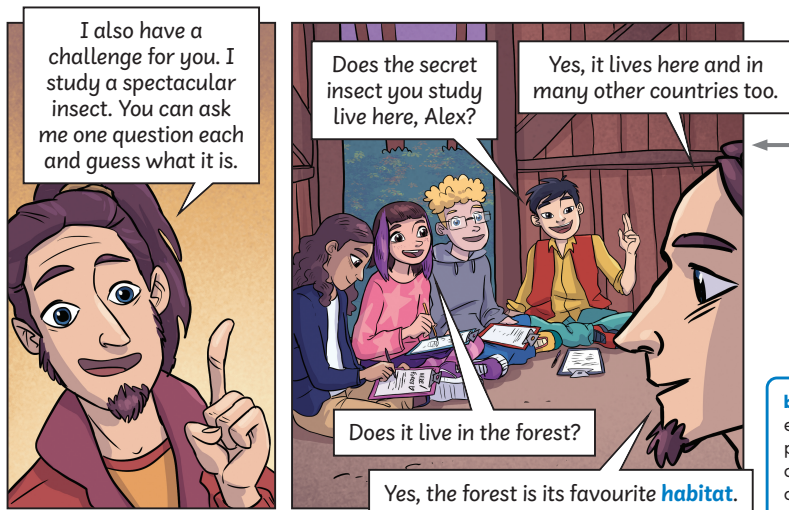
thirty • Citizen Scientist

Reproduction prohibited © TC Media Books Inc.

Feedback

FB C2 Use of strategies

Observe whether students can scan the text to find the information in Step 1. If students have difficulty, draw their attention to the third panel. Point out the key words *super skills* in the two speech bubbles. They will find the information near the key words.



Words

bioblitz: a special event where people observe as many insects as possible in a short time

habitat: the natural place where an animal or plant lives

Teacher's Notes

- Notice the use of *yes/no* questions. These serve as models for the FAQ in the Wind Up!.
- Ask students some *yes/no* questions to help them connect to the story. For example, *Do you think dragonflies are beautiful? Do you know any other insects that fly very long distances? Do you see monarch butterflies near your home? Are you too nervous to try eating insects?*
- Tell students to pay attention to the Challenge star, like the one in Step 3, in the upcoming tasks. The Challenge star marks clues that will be used to solve the Challenge on page 37.

- 2 Scan the comic to look for the **answers** to the questions.

Strategy Scan a text to look for specific information.

- Who thinks dragonflies are beautiful? Laurence
- Who studies insects? Alex
- Who is too nervous to try insects? Noor
- What insect flies very long distances? monarch butterfly

- 3 Scan the comic for three insects that provide food for humans. Write them in alphabetical order.

- ants
- bees
- crickets

I Can Do It!

I can scan the comic to find specific information. - [] +

I understand the comic. - [] +

Fill in the blanks with information from the comic.

- The Free Agents are at a bioblitz.
- Bees make honey. They also communicate with each other.
- Noor says that some insects are food.
- Alex's secret insect lives in the forest.

Reproduction prohibited © TC Media Books Inc.

Unit 2 • thirty-one

31

Differentiation

⬇ If students have difficulty with Step 2, prompt them with possible answers for each of the questions. For example, *Is it Noor? Is it a butterfly? Is it an ant?*

⬆ Ask students to share other facts they know about the insects mentioned in the comic (ants, bees, crickets, monarch butterflies).

Resources

- Student Workbook p. 31
- EV 2.1: Extra Vocabulary Handout
- Words

Evaluation

EV C2 Evidence of understanding of texts
Evaluate students' responses to Step 2 and I Can Do It! to **show understanding**.

Feedback

FB C2 Use of strategies
If students have difficulty finding the answers to the Challenge question in Step 3, tell them to scan the comic for the names of all insects starting with the letters *a*, *b* and *c*. Then, ask them which of these insects provide food for humans.

3

Now You See Me...

Teacher's Notes

- Read the title of the task with students. Tell them they will think about insects that use *camouflage*. Point out that this word is the same as in French and has the same meaning.
- Read the information in the Strategy box and ask students to share one or two insects they know that use camouflage.
- Draw students' attention to the photos. Can they name the camouflaged insects (walking stick, peppered moth, mantis)?
- Play the recording again. This time, tell students to pay attention to the information required in the Challenge question in Step 5. Tell them to focus on *yes/no* questions as they listen.

Differentiation

👇 In Step 1, brainstorm ideas with the class. Remind students to use the functional language and supply them with more examples, if necessary.

👇 In Step 2, refer students to the list of insects on page 29. Tell them to check off the names of those that use camouflage as they hear them in the recording. Then, students check their answers in Step 1.

👆 Students research another insect that uses camouflage and present the information to a classmate.

Step Out

- Have students complete the scavenger hunt activity to learn more about insects that use camouflage.

- 1 Read what Alex says about an insect super skill.

Insects use camouflage to hide from predators or to catch food. Do you know any insects that use camouflage?



- 2 With a classmate, **talk** about which insects you think use camouflage. **Write** the names of two insects you agree on.

Strategy Activate prior knowledge to think about what you already know.

Students' answers will vary.

Do you think ... use camouflage?

I think ...

Are you sure?

Yes! I'm sure.

- 3 Listen to Alex and Noor talk about insects that use camouflage.

- 4 Check and correct your answers in Step 2.

- 4 Decide if each statement is true or false. **Correct** the false statements.

Statement

True ☒

False ☐

a. Some colourful insects use camouflage. ☒ True ☐ False

b. Rosy maple moths are very big. ☐ True ☒ False

Rosy maple moths are very small.

c. Rosy maple moth caterpillars are yellow and green. ☒ True ☐ False

d. Sand grasshoppers cannot fly. ☐ True ☒ False

They have long wings that help them fly.

- 5 Listen to Alex and Noor again. **Complete** Noor's question and Alex's answer.

Noor: Does your secret insect use camouflage?

Alex: Yes, it does.

Step Out

Participate in a classroom scavenger hunt.

34

thirty-four • Citizen Scientist

Reproduction prohibited © TC Media Books Inc.

Resources

➔ Student workbook page 34

🔊 Audio recording

🔍 Step Out! 2.1: Scavenger Hunt

Evaluation

EV C2 Evidence of understanding of texts

Evaluate students' responses to Step 3 to **show understanding**.

Feedback

FB C1 Use of functional language

Observe students' ability to use the functional language to ask and answer *yes/no* questions and to reach agreement on two insects that use camouflage. If students have difficulty, model an exchange with a student using the list of insects on page 29.

1 Read the riddles and **underline** the adjectives.

- a. I am a tiny insect, but I am very strong. I have six long legs. I am a good team player. I transport heavy objects. Are you strong like me?
- b. I have four strong transparent wings. I have excellent vision. I am a very fast flyer. I fly long distances, high in the sky. Catch me if you can!
- c. I eat a lot of delicious leaves and flowers. I have twelve small eyes. I transform into an elegant, graceful insect. Watch me crawl by!

Grammar Adjectives

Use adjectives to describe people, animals, places or things.

Adjective Position

Place adjectives *before* nouns that they describe.

Dragonflies have **transparent** wings. The mantis has a **long** neck.

Place some adjectives *after* verbs like *to be*, *to become* and *to look*.

Ants are **tiny**. The moth looks **calm**.

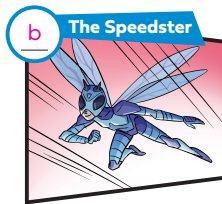
Adjective Order

Use this order when there is more than one adjective before a noun:

	quantity	quality	colour	noun	
Look at the	two	fuzzy	black and yellow	bees	on the flower!

For more practice with adjectives, go to Grammar Refresh page 39 or to the platform.

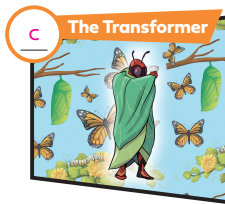
2 Solve the riddles! **Match** each riddle from Step 1 to the correct superhero image and **guess** the insect.



dragonfly



ant



caterpillar

3 Does Alex's secret insect fly? **Find** and **unscramble** the green letters in the riddles in Step 1. The answer is: yes

Step Out

Invent your own insect superhero.

Reproduction prohibited © TC Media Books Inc.

Unit 2 • thirty-five

35

Teacher's Notes

- Read the information in the Grammar box with students before they complete Step 1.
- Have students read the riddles in Step 1. Remind them to use the strategy **scan** to locate the key words.
- Tell students to pay attention to the Challenge star in Step 3. Remind them that this is a clue that will be used to solve the Challenge on page 37.

Differentiation

- Before Step 1, ask students to describe the superhero illustrations in Step 2. *What do they see? What does the insect superhero look like?* Write key words on the board. They then look for similar words in the riddles to help them complete Step 1.
- Tell students how many adjectives to look for in each description in Step 1.
- Students play *Who Am I?* using the descriptions in Step 1. They ask each other *yes/no* questions to guess the insects. Have them write descriptions of other insects in the unit to continue the game.

Step Out

- Students invent their own insect superhero.

Resources

- Grammar Refresh 2.2: Adjectives
- Step Out 2.2: Insect Superheroes

Evaluation

EV C2 Evidence of understanding of texts
Evaluate students' responses to Step 1 to **show understanding**. Students must use the key words in the riddle to match it with the correct illustration.

Feedback

FB C2 Use of strategies
Observe students' ability to scan the riddles to identify the adjectives. Tell them to look first for the nouns in each sentence. Remind them that adjectives are placed before nouns or after verbs like *to be*.

Extra Activity
Unit 2

Mystery Insect A

Handout
EA 2.1A

1 Complete the sentences. Use the Words box for help.

- The title of Unit 5 is C_____ Scientist.
- The Free Agents are at a b_____.
- The Titan is a _____ h_____.
- A _____ f_____ has iridescent wings.
- The c_____ p_____ transforms into a beautiful butterfly.

2 Find the words from the Words box in the puzzle.

G	C	L	U	F	E	S	U	I	O	C
D	R	C	I	T	I	Z	E	N	R	A
R	I	A	L	N	M	N	F	S	E	T
A	C	W	S	U	O	E	U	E	H	E
G	K	E	E	S	T	R	Z	C	R	R
O	E	S	V	W	H	V	Z	T	E	P
N	T	O	A	O	N	O	Y	N	P	I
F	A	M	R	N	I	U	P	A	U	L
L	D	E	B	S	H	S	Y	P	S	L
Y	E	B	D	E	T	I	C	X	E	A
B	I	O	B	L	I	T	Z	U	G	R

Words

ant
 awesome
 bee
 bioblitz
 brave
 caterpillar
 citizen
 cricket
 dragonfly
 excited
 fuzzy
 grasshopper
 insect
 moth
 nervous
 snow
 sun
 superhero
 thin
 useful

3 Copy the leftover letters to find the mystery insect. _____

4 Read about the mystery insect. Complete the text. Use the Words box for help. Underline one super skill you think is cool.

Its _____ colours protect it from predators.

It produces a _____ liquid when it feels

_____. It detects smells through

its _____. It lies _____

and pretends to be _____.

Words

bright still
 dead stinky
 feet threatened

Extra Activity
Unit 2

Mystery Insect B

Handout
EA 2.1B

1 Read the words in the Words box. **Underline** the adjectives.

Words

ant	brave	dragonfly	insect	sun
awesome	caterpillar	excited	moth	superhero
bee	citizen	fuzzy	nervous	thin
bioblitz	cricket	grasshopper	snow	useful

2 Write each adjective from Step 1 beside its meaning.

- | | |
|-------------------------|-----------------------|
| a. soft and hairy _____ | e. practical _____ |
| b. slim _____ | f. enthusiastic _____ |
| c. anxious _____ | g. courageous _____ |
| d. amazing _____ | |

3 Find the words from the Words box in the puzzle.

G	C	L	U	F	E	S	U	I	O	C
D	R	C	I	T	I	Z	E	N	R	A
R	I	A	L	N	M	N	F	S	E	T
A	C	W	S	U	O	E	U	E	H	E
G	K	E	E	S	T	R	Z	C	R	R
O	E	S	V	W	H	V	Z	T	E	P
N	T	O	A	O	N	O	Y	N	P	I
F	A	M	R	N	I	U	P	A	U	L
L	D	E	B	S	H	S	Y	P	S	L
Y	E	B	D	E	T	I	C	X	E	A
B	I	O	B	L	I	T	Z	U	G	R

4 Copy the leftover letters to find the mystery insect.

5 Read about the mystery insect. **Complete** the text. **Use** the Words box for help. **Underline** one super skill you think is cool.

Its _____ colours protect it from predators.

It produces a _____ liquid when it feels

_____. It detects smells through its

_____. It lies _____ and

pretends to be _____.

Words

bright	still
dead	stinky
feet	threatened

- 1** Think about what you already know about insects. **Read** the statements. **Circle** if you think the statement is true (T) or false (F) before you read the text.

Statement	Before Reading		After Reading
a. All insects have wings. _____	T	F	
b. Insects have eight legs. _____	T	F	
c. Insects have two main body sections. _____	T	F	
d. Insects have two antennae. _____	T	F	
e. Insects are invertebrates. _____	T	F	
f. All insects make sounds. _____	T	F	

- 2** Read the text. **Underline** the words from Step 1.

Know where to look

There are millions of insect species in the world and many different habitats. Dragonflies often fly near water. Crickets and grasshoppers hide in the grass. Ants love to crawl in the soil. Butterflies and bees like to rest on leaves and flowers.

Know how to identify them

Insects have common characteristics. Most insects have one or two pairs of wings. Some do not have any wings. All insects have six legs and three main body sections. The three sections are the head, thorax and abdomen. The thorax is the middle section. The insect's legs and wings are attached to it. Insects have two antennae on their heads.

Insects are invertebrates. They do not have bones inside their bodies. Instead, they have an exoskeleton for protection.

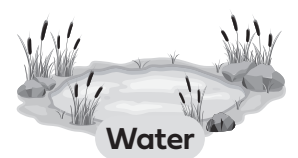
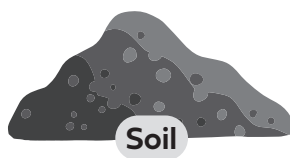
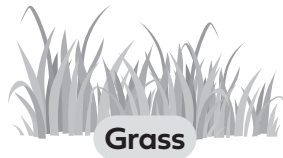
Listen carefully

You can identify insects by their sounds. Ants chirp. Bees and flies buzz. Crickets and grasshoppers sing. Some insects don't make any sound at all!

Hey, Citizen Scientists!
You can have your own
backyard bioblitz. Look for
insects at home. Use this
information to help you.



- 3** Check your answers in Step 2. **Correct** the false statements.
- 4** Write the names of the insects mentioned in the text in the correct habitat.



- 5** Find out if other common creatures are insects. **Read** the characteristics. Write the correct number on the line. Put an X or checkmark (✓) in the chart.

Is it or isn't it an insect?	legs	body sections	_____ or _____ pairs of wings	_____ antennae
 snail				
 ladybug				
 earthworm				
 spider				
 mosquito				

- 6** Which of the creatures in Step 6 are insects? _____
- 7** Do you like to observe insects? _____
- 8** Do you see any of the insects mentioned in the text near your home? Which ones?

- 9** Do you want to participate in a bioblitz? _____

1 Write the name of each insect. Use pages 29 and 39 of your workbook for help.

a. 	b. 	c. 	d. 
e. 	f. 	g. 	h. 
i. 	j. 	k. 	l. 

2 Unscramble the letters to find the names of three other insects mentioned in the unit.

a. rkeccit _____

b. frfeyli _____

c. mnchora ftutelybr _____

3 Use the words to complete the text.

The mantis is a large, _____ insect. It is a _____. It has a _____, flexible neck. Its head is shaped like a _____. It lives in _____ in Québec. The forest is its favourite _____. It uses _____ to look like a leaf. The mantis is _____ during the day.

Words

active	habitat
camouflage	long
forests	predator
green	triangle

Grammar Refresh

<i>is/are</i>	subject	rest of the question
<i>Is</i>	<i>Laurence</i>	<i>excited about the bioblitz? Yes, she is.</i>

<i>do/does</i>	subject	base form of the verb	rest of the question
<i>Do</i>	<i>insects</i>	<i>have</i>	<i>eight legs? No, they don't.</i>

- 1** Complete the questions with *Is*, *Are*, *Do* or *Does*. Answer the questions.
 Use pages 30–31 of your workbook for help.

- _____ monarch butterflies have a super skill? _____
- _____ Alex study insects? _____
- _____ the Free Agents at the insectarium? _____
- _____ Shen too nervous to eat insects? _____

- 2** Unscramble the words to form questions.

- a. day – fireflies – the – are – during – active
- _____

- b. do – camouflage – moths – rosy maple – use
- _____

- c. in – the – does – forest – the – insect – secret – live
- _____

- 3** Rewrite the sentences as *yes/no* questions.

MODEL Mason is allergic to bees.
Is Mason allergic to bees?

- a. Shen is brave enough to hold a mantis.
- _____

- b. Insects live on every continent.
- _____

- c. Noor and Alex talk about insects that use camouflage.
- _____

Grammar Refresh
Unit 2

Adjectives

Handout
GR 2.2

1 **Read** the words. **Highlight** the adjectives.

- | | | | | |
|--------------|-----------------|-----------------|---------------|--------------|
| 1. scientist | 2. study | 3. magical | 4. orange | 5. habitat |
| 6. nervous | 7. wasp | 8. awesome | 9. red | 10. learn |
| 11. calm | 12. survive | 13. heavy | 14. beautiful | 15. bioblitz |
| 16. useful | 17. transparent | 18. skill | 19. tiny | 20. enormous |
| 21. reliable | 22. fuzzy | 23. communicate | 24. lonely | 25. yellow |

2 **Write** the first letter of each adjective from Step 1 in order. **Discover** the mystery insect.

Grammar Refresh

Place adjectives before nouns.

Use this word order when there is more than one adjective before a noun:

	quantity	quality	colour	noun
The mantis has	six	long	green	legs.

3 **Draw** and **colour** your favourite insect in the box below. **Use** the pictures in your workbook for help.

4 **Write** three sentences about the insect you drew in Step 4. Use at least two adjectives in each sentence. Use the adjectives in Steps 1 and 3 for help.

1. _____
2. _____
3. _____

**Checkpoint
Unit 2**

Citizen Scientist

**Handout
CP 2.1**

1 Check (✓) if the question formation is correct or incorrect. **Correct** the mistakes.

Question	Correct	Incorrect
b. Are rosy maple moths very small? _____	☐	☐
c. Do you are brave enough to hold a mantis? _____	☐	☐
d. Does bees communicate with each other? _____	☐	☐
e. Does Laurence love honey? _____	☐	☐

2 **Complete** the sentences with the words in parentheses. **Use** correct adjective position.

- The mantis has _____ legs. (green, six, long)
- Fireflies are _____ insects that are _____ at _____.
(active, night, tiny)
- There are _____ walking sticks on the _____.
(branch, two, thin)

3 **Answer** the questions. **Use** complete sentences.

- What are two super skills that bees have?

- What is one reason insects use camouflage?

- What super skill do nocturnal insects have?

4 **Write** two sentences about Alex's secret insect.

MODEL Alex's secret insect is the white admiral butterfly.

- _____
- _____

**Wind Up
Unit 2**

Insect Experts!

Workbook pages 40–41

**Handout
WU 2.1**

FAQ with Citizen Scientist _____

(your name)

Q1

A1

Q2

A2

Q3

A3

Q4

A4

Q5

A5

Check What You Did

- | | |
|--|--|
| ☐ I used information from the unit or a reliable source to create a Citizen Scientist FAQ sheet. | ☐ I described the insect with adjectives. |
| ☐ I wrote five <i>yes/no</i> questions with <i>to be</i> and other verbs. | ☐ I used adjectives in the correct position and order. |
| | ☐ I checked my spelling, capitalization and punctuation. |

**Wind Up
Unit 2****Insect Experts!**

Workbook pages 40–41

**Handout
WU 2.1 (cont.)**

	C2	C3		
Evaluation Criteria	Use of knowledge from texts in a reinvestment task	Application of targeted language conventions / Characteristics of the written text		
A Exceeds expectations	☐ Text almost always uses unit language and ideas correctly. ☐ Text is coherent and well organized. ☐ Text shows personalization by combining unit language with student's own ideas.	☐ Text contains very few errors in the use of <i>yes/no</i> questions and adjective position and order. Errors do not impede comprehension.		
B Meets expectations	☐ Text mostly uses unit language and ideas correctly. ☐ Text is mostly coherent and well organized. ☐ Text shows some personalization.	☐ Text contains a few errors in the use of <i>yes/no</i> questions and adjective position and order. Errors generally do not impede comprehension.		
C Acceptable but needs improvement	☐ Text sometimes uses unit language and ideas correctly. ☐ Text is somewhat coherent and/or well organized. ☐ Text shows little personalization.	☐ Text contains some errors in the use of <i>yes/no</i> questions and adjective position and order. Errors somewhat impede comprehension.		
D Does not meet all expectations	☐ Text rarely uses unit language and ideas correctly. ☐ Text shows no personalization. ☐ Text is incoherent and/or lacks organization.	☐ Text contains frequent errors in the use of <i>yes/no</i> questions and adjective position and order. Errors impede comprehension.		
E Serious difficulties	☐ Text shows very little use of targeted language and ideas. OR ☐ Text is a verbatim copy of the model.			
Targeted and familiar language conventions				
Type of error	Very few	A few	Some	Frequent
Yes/no questions in the simple present with <i>to be</i>				
Yes/no questions in the simple present with other verbs				
Adjective position and order				
Spelling				
Feedback Notes:				

General Competency
Grid C1**C1 To Interact Orally in English**Handout
GG 1.0

The following evaluation grids provide general expectations for observable behaviours related to the three ESL competencies. The grids conform to the *Progression of Learning* and the *Framework for the Evaluation of Learning*. They can be used as a reference tool when evaluating tasks or projects. The evaluation notes in the planning tool indicate opportunities to observe and evaluate students. In some cases, more than one competency or criterion may be listed. Choose to evaluate either one or the other. We do not recommend that more than one competency or criterion be observed or evaluated during tasks, except in the case of final Wind Up! tasks. Students should have access to their resources at all times. You may also choose to evaluate knowledge from the progression of learning at certain moments. The student should be provided with feedback on use of strategies, but this element must not be considered when determining the student's mark on the report card.

C1 To Interact Orally in English		
Evaluation Criteria	Use of functional language	Participation in exchanges
Observable elements¹	• Student uses functional language and vocabulary. • Student combines functional language and vocabulary to express personal messages. • Student pronounces functional language and vocabulary.	• Student participates in classroom routines. • Student perseveres in using English. • Student initiates and maintains oral exchanges. • Student reacts to oral messages. • Student supports peers during interaction. • Student expresses personalized messages.
A Exceeds expectations	☐ Student almost always uses functional language and targeted vocabulary correctly to express personal messages.	☐ Student almost always participates. ☐ Student supports peers during interaction. ☐ Student expresses personalized messages.
B Meets expectations	☐ Student mostly uses functional language and targeted vocabulary correctly.	☐ Student mostly participates. ☐ Student initiates and maintains interactions. ☐ Student expresses some personalized messages.
C Acceptable but needs improvement	☐ Student sometimes uses functional language and targeted vocabulary correctly.	☐ Student sometimes participates. ☐ Student maintains interaction with some support from peers/teacher.
D Does not meet all expectations	☐ Student rarely uses functional language and targeted vocabulary correctly or gives one- or two-word answers.	☐ Student rarely participates or only when prompted.
E Serious difficulties	☐ Student uses models and targeted vocabulary incorrectly or only uses mother tongue.	☐ Student never participates.

1. *Framework for the Evaluation of Learning* (2011)

**General Competency
Grid C2**
**C2 To Reinvest Understanding
of Oral and Written Texts**
**Handout
GG 2.0**

C2 To Reinvest Understanding of Oral and Written Texts		
Evaluation Criteria	Evidence of understanding of texts	Use of knowledge from texts in a reinvestment task
Observable elements¹	• Student demonstrates understanding of overall meaning of texts. • Student identifies and/or describes key elements in texts. • Student establishes connections between text and own experiences. • Student expresses appreciation of texts. • Student shares understanding of texts with others.	• Student selects information/ideas from texts that are relevant to the task. • Student coherently organizes selected information/ideas. • Student uses words and expressions from texts. • Student delivers a personalized product by: – summarizing information/ideas drawn from texts. – combining information/ideas from texts with own ideas and language.
A Exceeds expectations	☐ Student almost always shows an understanding of text. ☐ Student almost always makes connections between text and own experiences.	☐ Text almost always uses unit language and ideas correctly. ☐ Text is coherent and well organized. ☐ Text shows personalization by combining unit language with student's own ideas.
B Meets expectations	☐ Student mostly shows an understanding of text. ☐ Student sometimes makes connections between text and own experiences.	☐ Text mostly uses unit language and ideas correctly. ☐ Text is mostly coherent and well organized. ☐ Text shows some personalization.
C Acceptable but needs improvement	☐ Student sometimes shows an understanding of text.	☐ Text sometimes uses unit language and ideas correctly. ☐ Text is somewhat coherent and/or well organized. ☐ Text shows little personalization.
D Does not meet all expectations	☐ Student shows little understanding of text.	☐ Text rarely uses unit language and ideas correctly. ☐ Text shows no personalization. ☐ Text is incoherent and/or lacks organization.
E Serious difficulties	☐ Student shows no significant understanding of text. OR ☐ Text is a verbatim copy of the model.	

1. *Framework for the Evaluation of Learning* (2011)

C3 To Reinvest Understanding of Oral and Written Texts		
Evaluation Criteria	Evidence of understanding of texts	Use of knowledge from texts in a reinvestment task
Observable elements¹	• Student uses grammar targeted for tasks. • Student uses punctuation targeted for tasks. • Student spells words from provided models and available resources.	• Student writes a text that: – is on topic. – respects the required text form and requirements. – is well structured. – takes the intended purpose and audience into account. – is creative.
A Exceeds expectations	☐ Text contains very few errors. Errors do not impede comprehension.	☐ Text respects all task requirements and shows strong creativity.
B Meets expectations	☐ Text contains a few errors. Errors generally do not impede comprehension.	☐ Text respects all task requirements and shows some creativity.
C Acceptable but needs improvement	☐ Text contains some errors. Errors somewhat impede comprehension.	☐ Text respects most task requirements and shows little creativity.
D Does not meet all expectations	☐ Text contains frequent errors. Errors impede comprehension.	☐ Text respects few task requirements and shows no creativity.
E Serious difficulties	☐ Text shows very little use of targeted language and ideas. OR ☐ Text is a verbatim copy of the model.	

1. Framework for the Evaluation of Learning (2011)

