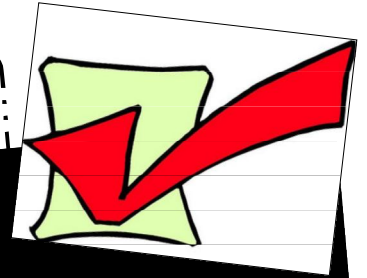
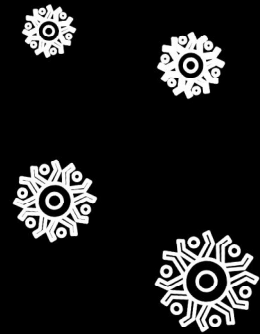




## Teacher's Guide



# Winter Sports



Which Winter Sport  
is the Best for Me?



## Which Winter Sport is the Best for Me?

### Goal of this ES (Evaluation Situation)

The goal of this ES is to develop competency 2 and 3. It is suggested this ES be done in January, not only because of the topic, but also because of the text they will have to read. Students are asked to read, listen and view texts throughout the cycle, therefore teachers must make sure these reading strategies are acquired before doing this ES.

### Broad Area of Learning

Health and well-being

### Cross-Curricular Competencies Activated

To use information

To cooperate

### Resources

During this ES, students must have access to all resources that have been available to them throughout the ES - Flashcards, student booklet and strategy posters.

### Targeted Essential Knowledge

- **Functional language**
  - ✓ Vocabulary related to winter sports
  - ✓ Feelings, interests, tastes, preferences

- **Strategies**



- **Language conventions**
  - ✓ Spelling
  - ✓ Simple present: I am/I am not and I like/I don't like/ A-An / I need / It is

### Text components

- ✓ Contextual cues (title, illustrations)
- ✓ Overall meaning
- ✓ Key elements: objects, place, person

## Which Winter Sport is the Best for Me?

### ESL Competencies Evaluated

#### Competency 1 – TO INTERACT ORALLY IN ENGLISH

USE OF FUNCTIONAL LANGUAGE

PARTICIPATION IN EXCHANGE

USE OF STRATEGIES

#### Competency 2 – TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS

EVIDENCE OF UNDERSTANDING OF TEXTS



USE OF KNOWLEDGE FROM TEXTS IN A REINVESTMENT TASK



USE OF STRATEGIES

#### Competency 3 – TO WRITE TEXTS

APPLICATION OF TARGETED LANGUAGE CONVENTIONS



CHARACTERISTICS OF THE WRITTEN TEXTS



USE OF STRATEGIES

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p><u><b>Introductory activity</b></u> (30 min.)</p> <p>↳ Flashcards</p> <p><u><b>Task 1</b></u> <u><b>Where do we play sports?</b></u> (20 min.)</p> <p>↳ SB p. 1-2</p>	<p><u><b>Task 2A</b></u> <u><b>Winter Sports Walk</b></u> (25 min.)</p> <p>↳ Flashcards (equipment)</p> <p><u><b>Task 2B</b></u> <u><b>Sports Equipment</b></u> (25 min.)</p> <p>↳ SB p. 3-4</p> <p>↳ Appendix 4</p>	<p><u><b>Task 3</b></u> <u><b>Winter Sport Descriptions</b></u></p> <p>↳ Appendix 5A (15 min.)</p> <p>↳ Part A (True or False) SB p.6 (15 min.)</p> <p>↳ Part B (Sport Associations) SB p.7 (15 min.)</p>	<p><u><b>Task 4</b></u> <u><b>My Information Sheet</b></u> (20 min.)</p> <p>↳ SB p.8</p> <p><u><b>Task 4 Part 2</b></u> (30 min.)</p>	<p><u><b>Task 5</b></u> <u><b>Which Winter Sport is the Best For Me?</b></u> (Time needed)</p> <p>↳ Appendix 6 Draft copy</p> <p>↳ Checklist (SB p.10)</p> <p>↳ Final copy SB p.9</p> <p>↳ SB pages 11-12 are optional.</p>	<p><u><b>Finish final task if needed.</b></u></p>

## Which Winter Sport is the Best for Me?

**Class 1**



30 minutes

### Introductory Activity - Presenting the Winter Sport Flashcards

- Introduce the ES by activating students' prior knowledge with questions like:

Do you like winter?  
Why?

Can you name some  
winter sports?

Which winter  
sports do you like?

- Tell students that you have pictures of 14 different winter sports that are all very fun and super cool. (Flashcards - Appendix 1A colour **OR** Appendix 1B B&W)
- Show one flashcard at a time and ask them to raise their hand and name the sport.
- Post the corresponding flashcards on the board as the students say the sport. You could also ask a student to come to the front and post the flashcard on the board. **NOTE:** Use up only half the space on your board as you will need extra space for the headings. (Appendix 2).
- Point to each flashcard and have students pronounce each sport correctly as a group. Proceed by asking questions like:
  - Who likes to play hockey?
  - Whose brother, dad, sister... plays hockey?
  - Where do you play hockey? (put up the *ON ICE* label)
  - Where do you ski? (Put up the *ON SNOW* label)
  - Where do you bobsleigh? (Put up the *ON TRACK* label)
- Have students come to the front and just transfer the flashcards under the correct heading.
- Once again, go over each sport in order to practice pronunciation. At the same time, ask student to spell the sports out loud as well. (Important for task 1)





# Winter Sports

## Which Winter Sport is the Best for Me?

### Task 1 Where do we play sports?



20 minutes

Now that the students are familiar with the 14 winter sports, they need to keep note of them. This will be a valuable resource during the ES. Ask students to label the pictures in their student booklet, pages 2 and 3. Don't forget to tell the students that they must copy the words without spelling mistakes.

### Correction key:

**Winter Sports**

**Task 1 Where Do we Play Sport?**

There are three PLACES where sports are done: on Snow, on Track and on Ice.

**Instructions:**  
**Label the pictures on pages 2 and 3.**

Snowshoeing	Biathlon	Luge	Alpine skiing
Hockey	Curling	Winter camping	Snowboarding
Figure skating	Ice fishing	Bobsleigh	Speed skating
Cross-country skiing	Ice climbing		

Alpine Skiing

Winter Camping

Cross-country skiing

Snowboarding

**On Snow**

Snowshoeing

Biathlon

2

**Winter Sports**

**Task 1 Where Do we Play Sports?**

**On Track**

Luge

Bobsleigh

**USING RESOURCES**

**On Ice**

Ice Climbing

Speed Skating

Ice Fishing

Hockey

Curling

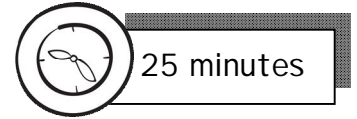
Figure Skating

3

## Which Winter Sport is the Best for Me?

### Class 2

#### Task 2 - Part A Winter Sports Walk



Material needed: Appendixes 3A -3B and 3C  
Three different colours of paper or cardstock

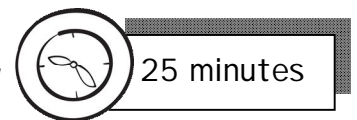
Preparation required:

Print Appendix 3A (Group A) on coloured paper. Cut the mini-flashcards. Proceed the same way for appendix 3B (Group B) and appendix 3C (Group C). Each group must be of a different colour.

Post the labels of all 14 winter sports (Appendixes 3A-3B-3C) around the classroom prior to your class. Each label consists of the name of the sport and in most cases, three empty boxes. Make sure you post the labels of the same colour on the same wall or corner. In other words, all the sports in group A should be together. This was done to prevent students from matching the wrong "helmet" or "boots" mini-flashcard to the wrong sport, because many sports require a helmet. Hand out the sport equipment mini-flashcards to students randomly. According to the number of students in your class, the amount of cards each student will receive will vary. Just keep in mind that there are 40 mini-flashcards in all.

Students walk around the classroom and try to match the equipment to the corresponding sport. Make sure to tell them that if their mini-flashcards are yellow, they have to match it with a sport on a yellow label. Using Velcro, Funtack or tape, they put their mini-flashcard on one of the empty boxes. It is important to model your expectations. So, make sure to demonstrate by giving an example of what they will have to do. If possible, laminate the labels and mini-flashcards before. Correct as a class. Change the mini-flashcards that have been wrongly placed. There is no formal evaluation for task 2, the goal being to give a chance to students to get acquainted with the vocabulary needed to better understand the text in task 3.

#### Task 2 - Part B Winter Sport Equipment



Copy appendix 4 for every student. Each student must cut the sport equipment and paste it under the correct sport in their student booklet, pages 4 and 5. The sport equipment respective to each sport was intentionally grouped (usually 3 articles for each sport) as to prevent students from cutting each article individually thus using up too much time. So, instead of cutting 40 pieces of paper, they will cut 14. Before pasting, have students raise their hand for your approval.


## Correction key:


















### Winter Sports

#### Task 2 Winter Sport Equipment

Sports require different equipment.

Instructions:

 Cut the sport articles and glue them under the corresponding sport.

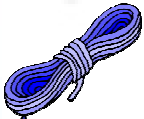
<h3>Figure Skating</h3> <div></div> <p>Skates A dress</p>	<h3>Ice fishing</h3> <div></div> <p>A shack A fishing rod Baits</p>
<h3>Bobsleigh</h3> <div></div> <p>Spiked Shoes A sled A helmet</p>	<h3>Alpine Skiing</h3> <div></div> <p>Skis Poles Boots</p>
<h3>Cross-country skiing</h3> <div></div> <p>Poles Skis Boots</p>	<h3>Snowboarding</h3> <div></div> <p>A hat and a scarf Boots A snowboard</p>

## Winter Sports

### Task 2

### Winter Sport Equipment

#### Ice climbing



A rope A harness An ice axe

#### Curling



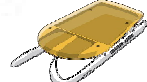
A broom A stone Shoes

#### Hockey



A stick A puck Skates A helmet

#### Luge



A skin-tight suit A sled

#### Speed skating



Skates A skin-tight suit Goggles

#### Snowshoeing



Boots A snowsuit Snowshoes

#### Biathlon



A target and a gun A hat Skis and poles

#### Winter camping



A backpack A tent A sleeping bag

## *Which Winter Sport is the Best for Me?*

### ***Class 3***

#### ***Task 3 Winter Sport Descriptions***

Material needed: Text Booklet

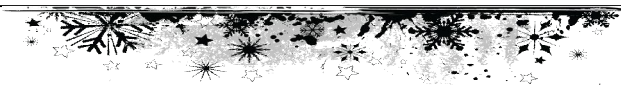
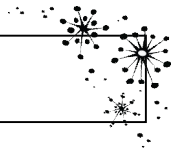


15 minutes

The text booklet is available in colour (Appendix 5A). This text is the point of departure of C2. Students must really understand the text in order to perform successfully during the upcoming tasks.

Ask students to read the 14 sport descriptions in the text booklet. There is a mini-dictionary on the last page that can be used as a resource. As this is an ES, students should already be able to use reading strategies and use their dictionary appropriately. The goal is to pinpoint the students who have difficulty reading or those for whom it is too easy. It is also a way for you to see if you have to re-teach certain strategies.

## Which Winter Sport is the Best for Me?



### Part A - True or False



15 minutes

Referring to the text, students answer the five true or false statements. If they are false, they must underline the wrong word and replace it by a good one as to make the statement true. **It is important to model** with an example before asking the students to work on their own. Write the examples on the board and do the activity out loud. Two examples are given. See below.

### Evaluation:

*C2 - EC2 = Evidence of understanding of text.*

### Correction key:

Statements	True	False	Correction if necessary
<b>Example A:</b> A snowshoe adept needs a good snowsuit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Example B:</b> A hockey player must put the <b>ball</b> in the net.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	puck
1. You need snowshoes for the biathlon. (1) (2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Skis or 2. Snowshoeing
2. The luge athlete goes down the track <b>head</b> first.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	feet
3. Curling, figure skating and hockey are performed on ice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. A hockey player is strong and <b>graceful</b> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	fast
5. In ice fishing, you make a hole in a frozen lake.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



## Which Winter Sport is the Best for Me?



15 minutes

### Part B Sports Associations

Referring to the text, students match each sport to its quality. Pick up the booklet at the end of the class.

### Evaluation:

*C2- Evaluation criteria = Evidence of understanding of text.*

Refer to the evaluation grid on page 7 of the student booklet to grade this task. Task 3 A and B were paired for the grading.

### Correction key:

Winter Sports

**Task 3 - Part B Winter Sport Descriptions**

**Part B: Sports Associations**

3

Instructions:

- ✓ Match the sport to its quality.
- ✓ Write the number in the box.

Cross-country skiing	2	1. Nature-loving
Luge	6	2. In control
Speed skating	4	3. Agile
Alpine skiing	3	4. Determined
Snowboarding	8	5. Serious
Snowshoeing	1	6. Focused
Curling	5	7. Flexible
Figure skating	7	8. Dynamic
Ice fishing	9	9. Patient
Ice climbing	10	10. Strong

*Evaluation*

C2 - Evidence of understanding of texts.

---

15

7

## Which Winter Sport is the Best for Me?

### Class 4

#### Task 4 My Information Sheet



20 minutes

Part 1:

Referring to the text, students choose four sports; two they like and two they don't like. They complete the information sheet in their student booklet, page 8. This is an explicit model that will help students write the final task.

### Evaluation:

C2- Evaluation criteria = use of knowledge from texts in a reinvestment task.  
(Selecting and organizing information)



30 minutes

Part 2:

In pairs, students take turns reading their information sheet to each other. The teacher walks around to give students feedback on their pronunciation. It is also possible to have students read their sheet out loud in turn to the whole group, which would be easier to evaluate.

As a follow up, teacher asks questions like:

- What sport does your partner like?
- What place do you play this sport?
- What quality does your partner have? etc.
- It is a team sport or an individual sport?

*If you finish before the end of the class, you can introduce task 5. (See next page)*

## *Which Winter Sport is the Best for Me?*

### ***Class 5***

#### ***Task 5 Which Winter Sport is the Best for Me? (final task)***

The point of all the tasks in an ES or LES is to empower students to answer the guiding question, which is in this case: *Which winter sport is the best for me?*

Using their text booklet, their answers to the previous tasks, in other words, all resources available, students will attempt to answer the guiding question. Using the information in the texts they read, they will create a final product that is personal and unique to them. Their task is to write a short descriptive text which must comprise all the elements in the checklist. They will use the information sheet completed in task 4 as a valuable resource to write their final text.

Explain the checklist (SB page 10). Explain that they must choose one of the sports they like in their information sheet and rewrite it on the draft copy (Appendix 6). They must then revise their text using the checklist as to make sure they did not forget any information. They need a drawing to accompany their sport which respects the requirements in the checklist. Once the review done, they proceed with writing their final copy on page 9 of their student booklet.

Pages 11 and 12 are extra activities for students who finish early.

Pick up the booklets at the end of the class.

### **Evaluation:**

C2 Evaluation criteria = Use of knowledge from texts in a reinvestment task.

C3 Evaluation criteria = Application of targeted language conventions.

## Correction key



# Unscramble the Words



T M L E H E

HELMET

I R G N C L U

CURLING

K T A R C

TRACK

T R G N O S

STRONG

R T W I E N

WINTER

E I C

ICE

K H Y E C O

HOCKEY

G G G L O S E

GOGGLES

Y D M N C A I

DYNAMIC

O W S N

SNOW

