

English as a Second Language

Grade

2

Catch

Student Workbook



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Conforms to
the **PROGRESSION**
of Learning

CHENELIÈRE
ÉDUCATION

i+

Table of Contents



The sections outlined in orange are featured in this excerpt.

Overview 2
Meet Catch 4
Instruction Words and Strategies 5

Unit 1 Back to School 6
School supplies, places at school, feelings, colours, numbers
Story *First Day of School*
Song "Ten Green Bottles"

Unit 2 My Clothes 14
Clothing, colours
Story *Kohkum's Trunk*
Song "Miss Mary Mack"

Unit 3 Forest Animals 22
Animals, clothing, colours
Story *The Mitten*
Song "Five Little Rabbits"

Unit 4 At Home 30
Rooms, furniture, colours, numbers
Story *The Big Family That Lived in a Shoe*
Song "Six in the Bed"

Unit 5 Game Time 38
Games, action words, numbers
Story *Let's Play a Game*
Song "Say, Say, Oh Playmates"

Unit 6 I'm Hungry 46
Food, drinks, temperature
Story *Alice's Tea Party*
Song "If You Like Cheese on Your Pizza"

Unit 7 People Around Me 54
People in the neighbourhood, directions
Story *The Lost Dog*
Song "Bingo"

Unit 8 Summer Days 62
Summer vacation, activities, days of the week
Story *Valerie and Jack's Summer Camp*
Song "Swimming, Swimming"



Overview of Catch



Instruction Words and Strategies

This section explains the instruction icons used throughout the workbook. It also includes strategies to be used in the activities.

Units

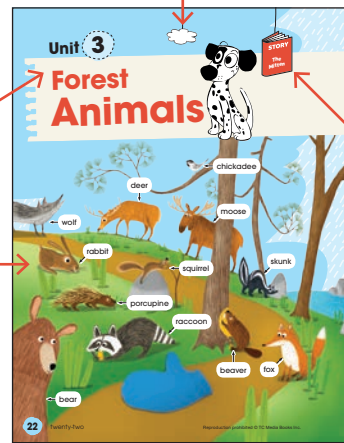
There are eight units in *Catch*.

Each unit starts with a picture dictionary that introduces the unit vocabulary. Recordings of the vocabulary words are available on the online platform.

Activities

Each unit has three pages of activities linked to the unit vocabulary and story.

The unit number and title



Doodles decorate the pages of the workbook and can be coloured in.

Each unit has a story that is linked to the unit's theme. The story is located in the Teacher's Guide and is available on the online platform.

The Story icon indicates that the activity is linked to the story.

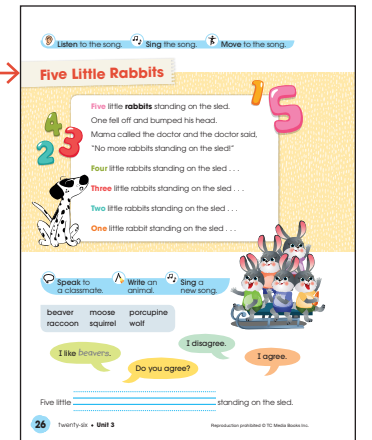
Easy-to-decipher icons provide clear instructions.



Model dialogues make it easier to practise contextual language. Recordings of the model dialogues are available on the online platform.

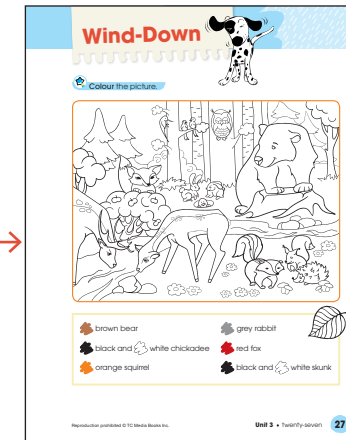
Song

Each unit has a song related to the unit's theme. Song lyrics are presented along with a short activity linked to the song. An animated version of the song is available on the online platform.



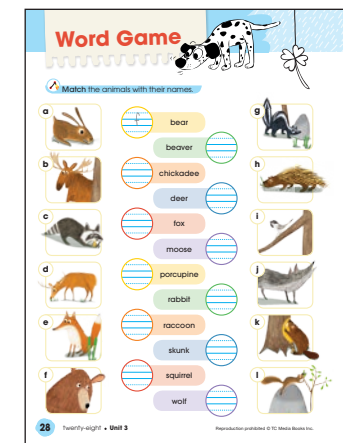
Wind-Down

Each unit includes a wind-down activity that provides an opportunity to assimilate new learning.



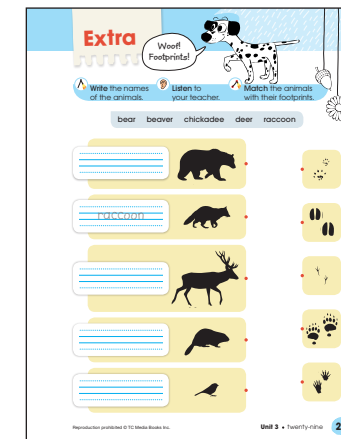
Word Game

Each unit has a word game to help review the unit vocabulary.



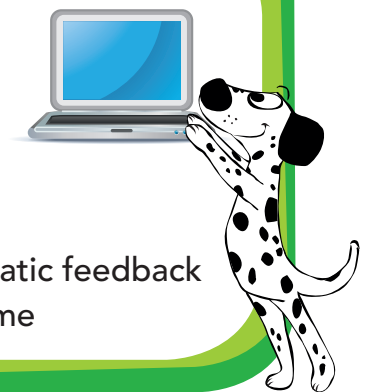
Extra

Each unit concludes with a fun opportunity to explore the theme further.



i+ Interactif online platform primaire

- Synchronized readings of stories
- Recorded vocabulary words
- Recorded model dialogues
- Songs with animations
- Interactive workshops with automatic feedback that can be done in class or at home



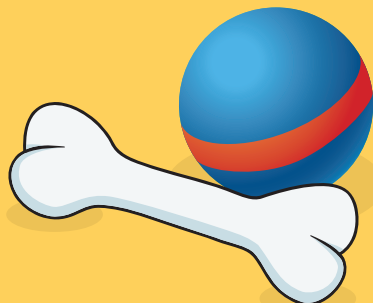
Meet Catch



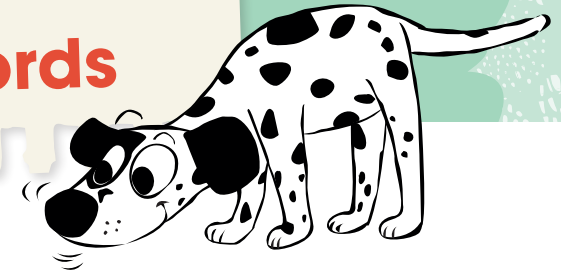
I am Catch.
I am happy to see you.

I like to play!

I make
English
class fun!



Instruction Words



- Circle.
- Colour.
- Count.
- Cut.
- Draw.
- Listen.
- Look.
- Match.
- Move.
- Number.
- Play.
- Point.
- Sing.
- Speak.
Say.
- Write.

Strategies

I ask for help.



I check myself
and adjust.



I cooperate.



I gesture.



I move.



I pay attention.



I practise.



I predict.



I speak.



I try.



I use resources.



I use what
I know.



Unit 3

Forest Animals

Teacher's Notes
Please refer to the Teacher's Guide for more detailed notes, suggestions for differentiation, evaluation criteria, strategies and contextual language.



Story Time
Read the story several times throughout the unit and encourage students to join in and use words and expressions from recurrent passages.

Instruct students to point to the six animals on the opening page as they appear in the story. Ask students which animals they have seen in real life.

Strategy
Directed attention



Activity 1: Students fill in the missing letters of the vocabulary words by referring to page 22. Then they circle the corresponding illustration.

Strategy
Using resources

Write the names of the animals. **Circle the animals.**

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Evaluation

C1 Evidence of understanding of texts

Activity 2: Students circle the six animals that climb into the mitten in the story.

Evaluation
C1 Evidence of understanding of texts

2 Listen to the story. Circle the animals.



Strategy
Directed attention

porcupine chickadee rabbit
beaver wolf raccoon
squirrel moose skunk

3 Speak to your classmates. Look for a friend.

Activity 3: Walk around the class and whisper an animal name to each student, assigning each animal from the unit an even number of times. Students walk around looking for the same animal. When they find a matching animal, students sit together.

"Are you a moose?"
Yes, you are my friend.
Sorry. Try again.

Evaluation
C2 Evidence of understanding of oral messages
Strategy
Practice

Activity 4: Students listen to the story again. They must write the names of the animals in the order that they climb into the mitten in the story. Encourage students to use their answers from Activity 2 as a resource.

4 Listen to the story. Write the names of the animals.

Evaluation
C1 Evidence of understanding of texts

Strategies
Using resources
Directed attention

1 squirrel 4
2 5
3 6

5 Write the words. Draw a picture.

The moose climbed into the mitten.

The _____
climbed into the _____

Activity 5: Students create a personalized version. They add to the story by drawing and writing a sentence using the animal vocabulary from the story and the clothing vocabulary from the bottom of the page.

Evaluation
C1 Evidence of understanding of texts

Strategy
Using resources

hat sock boot glove

Students hold up the correct number of fingers while singing. They then wag their finger each time the song says, "No more rabbits standing on the sled!"

- Listen to the song.
- Sing the song.
- Move to the song.

Five Little Rabbits

Strategy
Practice

Evaluation
C1 Evidence of understanding of texts
C2 Use of words and expressions to transmit oral messages

Five little **rabbits** standing on the sled.
One fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more rabbits standing on the sled!"

Four little rabbits standing on the sled . . .

Three little rabbits standing on the sled . . .

Two little rabbits standing on the sled . . .

One little rabbit standing on the sled . . .



Students work in pairs to choose an animal from the word bank and create a personalized version of the song. They sing their verse to other classmates.

- Speak to a classmate.
- Write an animal.
- Sing a new song.

- beaver
- moose
- porcupine
- raccoon
- squirrel
- wolf



I like *beavers*.

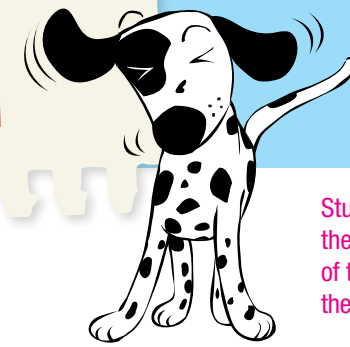
I disagree.

Do you agree?

I agree.

Five little _____ standing on the sled.

Wind-Down



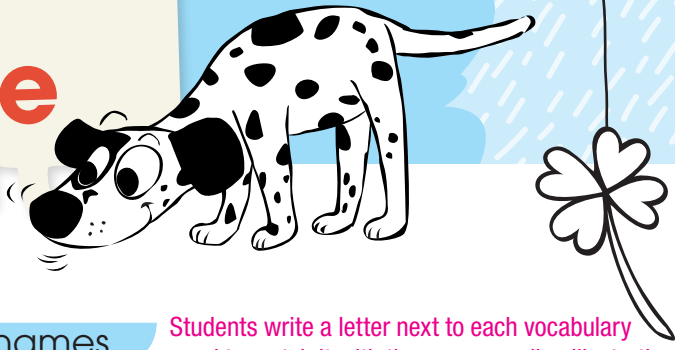
Students colour the illustration using the colour legend at the bottom of the page. Students can colour the rest of the animals as they wish.

- Colour the picture.



- brown bear
- black and white chickadee
- orange squirrel
- grey rabbit
- red fox
- black and white skunk

Word Game



Match the animals with their names.

Students write a letter next to each vocabulary word to match it with the corresponding illustration.

Strategy
Using resources



f bear



beaver

chickadee



deer

fox



moose

porcupine



rabbit

raccoon



skunk

squirrel

wolf



Extra



Strategy
Inferencing

Write the names of the animals.

Listen to your teacher.

Match the animals with their footprints.

bear beaver chickadee deer raccoon

Guide students through the activity. Have them write the names of the animals. Then, correct the answers and associate each animal with a set of footprints by asking, "Are these bear footprints?" or "Where are the bear footprints?"