Active Animals
ELA Teacher Resource

KINDERGARTEN

English Language Arts Outcome	Suggested Activity
• Share personal experiences prompted by oral, print and other media texts. • Listen to experiences and feelings shared by others.	• Students can share which animal is their favorite and why.
• Talk about ideas, experiences and familiar events.	• Students can share their ideas of what activities they think each animal likes to do.
• Connect oral language with print and pictures.	• The teacher can talk about the animal fact and explain what it means to the children.
• Ask questions and make comments during listening and reading activities. • Make statements about topics under discussion. • Ask questions to satisfy personal curiosity. • Ask questions to make sense of information.	• Students can ask questions about an animal that the teacher is presenting.
• Hear and identify sounds in words.	• The animal names can be read by sounding out the letters. (They are phonetic.)
• Experience a variety of oral, print and other media texts. • Develop a sense of story through reading, listening and viewing experiences.	• The teacher can create an oral story about the animal characters.
• Talk about and explain the meaning of own pictures and print. • Draw, record or tell about ideas and experiences.	• Students can pick an animal to draw and explain why they chose their animal.
• Categorize objects and pictures according to visual similarities and differences.	• Students can identify the animal class by the colour of the card.
• Represent and talk about ideas and information; dictate to a scribe.	• Students can share an idea about an animal presented to them from a teacher.
• Experiment with sounds, colours, print and pictures to express ideas and feelings.	• Students can pick an animal they think is the closest representation to how they feel.
• Participate in class and group activities.	• Students can workout together in a cooperative mission taking turns flipping cards over.

GRADE 1

English Language Arts Outcome	Suggested Activity
• Talk with others about something recently learned.	• Students can discuss which animals they like best and why.
• Ask questions to get additional ideas and information on topics of interest.	• Students can ask questions about the animals their peers prefer.
• Use phonic knowledge and skills to read unfamiliar words in context.	• Students can read animal names which are phonetic.
• Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons.	• The students can tell stories about an animal of their choice while other students listen.
• Illustrate and enact stories, rhymes and songs.	• Students can act out a story they create about a certain animal.
• Relate aspects of stories and characters to personal feelings and experiences.	• The teacher can share a story about different animals and children can identify which character they would be.
• Tell what characters do or what happens to them in a variety of oral, print and other media texts.	• The students can create stories about the animals and what adventures they go on.
• Generate and contribute ideas for individual or group oral, print and other media texts.	• The students can tell a story taking turns sharing the details of the story.
• Write, represent and tell brief narratives about own ideas and experiences.	• Students can tell a story about an animal of their choice and draw a picture to represent that story.
• Identify or categorize information according to sequence, or similarities and differences.	• Students can sort cards based on colour background or other symbols.
• Recognize and use gathered information to communicate new learning.	• Once symbols on the cards have been explained students can play sorting or matching games.
• Ask or respond to questions or comments related to the content of own or others' pictures, stories or talk.	• Students can ask questions about a displayed animal or a story created by another student about one of the animals.
• Print letters legibly from left to right, using lines on a page as a guide.	• Students can practice writing the names of their favourite animals on paper or matching drawings.
• Capitalize the first letter of names and the pronoun "I" in own writing.	• Students can write the names of their favourite animals and only capitalize the first letter of the animal name.
• Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments.	• The teacher can associate certain animals with virtues (e.g. a salmon could represent sharing) and when the class demonstrates that virtue, the class can dance or act out celebration.
• Work in partnerships and groups. • Help others and ask others for help.	• Students can perform a cooperative mission working out together taking turns flipping cards and explaining exercises to peers that are unsure.
• Take turns sharing ideas and information.	• Students can take turns making observations about the animals.

GRADE 2

English Language Arts Outcome	Suggested Activity
• Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.	• The students can share how they feel after a workout or how they feel after discussing the different characters
• Explain why particular oral, print or other media texts are personal favourites.	• The students can share which animal is their favorite.
• Recognize and talk about developing abilities as readers, writers and illustrators.	• The students can draw their own interpretation of certain characters.
• Find more information about new ideas and topics.	• Students can look up an animal of their choice and learn facts about them.
• Apply phonic rules and generalizations to read unfamiliar words in context.	• Students can read the animal names which are phonetically based.
• Apply knowledge of long and short vowel sounds to read unfamiliar words in context.	
• Put words in alphabetical order by first letter.	• Teachers can give students multiple cards and ask them to be sorted alphabetically
• Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts.	• Students can take turns sharing stories orally about animal characters and choose which stories they like best of their peers. • Students can create a poem about each animal character and share with class.
• Identify favourite kinds of oral, print and other media texts.	• The students can pick their favorite animal based on their name.
• Suggest alternative endings for oral, print and other media texts.	• The students can share an alternate story about certain animal characters from a story told by the teacher.
• Identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights.	• Students can draw a scene with two cards picked at random. The scene can include written sound effects.
• Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions.	• The teacher can give students animal cards that they can create a story about. Those animals can be the main characters.
• Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community.	• The students can be given an animal to research to find out more information and animal facts.
• Produce oral, print and other media texts with introductions, middles and conclusions.	• Students can create an oral text with necessary components about an animal characters life.
• Check for capital letters, punctuation at the end of sentences and errors in spelling.	• The teacher can give the students a list of animal names with certain spelling errors. Students can check the cards for spelling.
• Print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately.	• Students can create a picture with animals and practice writing the animal name consistently under the drawing.
• Present ideas and information by combining illustrations and written text.	• Students can draw a scene with two or more animals and write about what they have drawn.
• Recognize and talk about developing abilities as readers, writers and illustrators.	• Students can illustrate a picture of a certain animal and after a few weeks make the same animal again.
• Find more information about new ideas and topics.	• Students can research online an animal of their choice and find out new facts.
• Put words in alphabetical order by first letter.	• Students can sort a few cards alphabetically by the animal name.
• Model own oral, print and other media texts on familiar forms.	• Students can make their own card for their favourite animal.

English Language Arts Outcome	Suggested Activity
• Express thoughts or feelings related to the events and characters in oral, print and other media texts.	• Students can discuss which characters they prefer and why to their peers.
• Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts .	• Using the Active Animals comic either online or print, students can identify special fonts and characters throughout the stories.
• Identify main characters, places and events in a variety of oral, print and other media texts.	• Students can read the Active Animals comic and identify who they believe are the main characters.
• Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations.	• Students can practice reciting the animal names as a class or in a small group.
• Use own and respond to others' ideas to create oral, print and other media text.	• Students can respond to the card animals that interest them and create a story.
• Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions. • Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts.	• The students can be given animal characters and create a story with the animals. They can be given a time limit or plot direction to help develop their story.
• Print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately.	• Students can practice writing animal names or attacks on a separate paper.

GRADe 3

English Language Arts Outcome	Suggested Activity
• Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others.	• Students can pick characters and write, tell or act out a story created from their own ideas.
• Discuss areas of personal accomplishment as readers, writers and illustrators.	• Students can illustrate their own Active Animals characters and share what they are proud of.
• Share ideas developed through interests, experiences and discussion that are related to new ideas and information.	• Students can discuss which is their favourite character and why with other students in small groups.
• Apply phonic rules and generalizations competently and confidently to read unfamiliar words in context.	• Students can practice reading the Active Animal character names which were phonetically created.
• Put words in alphabetical order by first and second letter.	• Students can be given animal cards with the same first letter and can sort the cards alphabetically.
• Tell or write about favourite parts of oral, print and other media texts.	• Students can write about their favourite aspects of the cards or characters.
• Make inferences about a character's actions or feelings.	• Students can make inferences about Active Animals characters.
• Express preferences for one character over another.	• Students can pick their favourite animal character from the cards.
• Express feelings related to words, visuals and sound in oral, print and other media texts.	• Students can express how different characters make them feel.
• Discuss ways that visual images convey meaning in print and other media texts.	• Students can discuss the way that the animal images convey meaning for the type of character each animal is.
• Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts.	• Students can experiment with making stories about Active Animal characters by randomly choosing protagonists and antagonists from the cards.
• Assess the research process, using pre-established criteria.	• Students can research a given animal and review the process to find that animal.
• Share own oral, print and other media texts with others to identify strengths and ideas for improvement.	• Students can write an Active Animals story and have a peer review their work. The same can be done with oral stories.

• Print legibly, and begin to learn proper alignment, shape and slant of cursive writing.	• Students can pick their favourite animals and practice writing the animal name in cursive.
• Use keyboarding skills to compose, revise and print text.	• Students can type the names of their favourite three animals in order.
• Work cooperatively with others in small groups on structured tasks.	• Students can complete a cooperative mission by taking turns to flip the card and perform the exercise as a group.

GRADE 4

English Language Arts Outcome	Suggested Activity
• Share personal responses to explore and develop understanding of oral, print and other media texts.	• Students can be introduced to the cards and study them to understand the aspects of the cards and their layout.
• Ask questions, paraphrase and discuss to explore ideas and understand new concepts.	• Students can discuss and ask questions about the characters and animals when they are introduced to the cards.
• Select preferred forms from a variety of oral, print and other media texts.	• Students can pick their favourite character and write why the like it.
• Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts.	• Students can interview peers as to which characters are their favourite and why in the card game.
• Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences.	• After discussing with peers, the students can make a report or list of their favourite animals/characters.
• Explore ways to find additional ideas and information to extend understanding.	• Students can look up their favourite character animal online and create an in-depth fact sheet or report on that animal.
• Extend sight vocabulary to include words frequently used in other subject areas.	• Sight vocabulary can include some of the animal attacks that the teacher chooses.
• Use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information.	• Students can look up an animal and then create their own card and characters following the margins and headers of the actual cards.
• Make general evaluative statements about oral, print and other media texts.	• Students can evaluate a set of cards for their power and ranking comparisons.
• Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences.	• Students can discuss certain characters with distinct portrayals and compare to how they have felt in the past either in class or elsewhere.
• Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts.	• Students can make a single elimination bracket of animals and express which animal would win in each situation with reasoning of their preference.
• Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips.	• Students can pick an animal to research and utilize the different sources to create the report for their class and teacher.
• Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions.	• Students can be given a certain number of cards decided by the teacher and they can work in groups to organize animals by class, name, level or another category.
• Use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts	• Students can write a story about certain animal characters and once they have read aloud classmates can give feedback if the story accurately represents the characters they chose.
• Write legibly, using a style that demonstrates awareness of alignment, shape and slant.	• Students can practice writing animal names and other characteristics in their best writing.
• Recognize English words and expressions that come from other cultures or languages.	• Students can study how the animal names are parts of their Latin name and then can research the history of other words
• Present to peers' ideas and information on a topic of interest, in a well-organized form.	• Students can present on their favourite animal character in the game.

- Develop and follow a class plan for accessing and gathering ideas and information.

- Students can create a report on an animal of their choice and gather information from multiple sources.

- Select visuals, print and/or other media to add interest and to engage the audience.

- Students can write create a media project promoting one animal over another to their peers.

- Write legibly, using a style that demonstrates awareness of alignment, shape and slant.

- Students can write short stories about their favourite animals and handwrite a final copy.

- Present to peers ideas and information on a topic of interest, in a well-organized form.

- The students can present a project on their favourite Active Animal and the real-life counterpart.

- Appreciate that responses to some oral, print or other media texts may be different.

- Students can be given an either-or preference of two animals and move to one side of the room or the other to compare with classmates.

GRADE 5

English Language Arts Outcome	Suggested Activity
• Select and explain preferences for particular forms of oral, print and other media texts.	• Students can verbally share which is their favourite animal character or write about their favourite one.
• Seek the viewpoints of others to build on personal responses and understanding.	• Students can interview peers to understand which their favourite character is and why.
• Search for further ideas and information from others and from oral, print and other media texts to extend understanding.	• Students can interview peers to understand which their favourite character is and why.
• Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others.	• Students can present on a character animal and have their peers record the interesting facts and ideas.
• Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers.	• Some animals are characters that represent historical traditions. The students can research and share what they know about those historical cultures with their peers.
• Make connections between fictional texts and historical events.	• Students can research if characters have a relation with historical figures.
• Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.	• Students can discuss and share if they have seen any people who have the same careers or character traits of certain animal characters
• Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts.	• Students can discern what qualities they can observe looking at the characters in the print art of the cards.
• Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts.	• Students can create their own cards modelled after the Active Animals design.
• Develop and follow own plan for gathering and recording ideas and information.	• Students can create their own way to record information about an animal of their choice from the cards.
• Combine ideas and information from several sources.	• Students can write their own short story using multiple animal characters.
• Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues.	• Students can create a travel brochure or travel blog about a place in Animalia that they have created or that they have read about in a comic.
• Use developed criteria to provide feedback to others and to revise own work.	• Students can give feedback to peers about their character creations or stories about Active Animals.
• Write legibly, using a style that is consistent in alignment, shape and slant.	• Students can write clearly about an animal character or story.
• Apply word processing skills, and use publishing programs to organize information.	• Students can type their Active Animals story or create a digital presentation about characters.

- Organize ideas and information in presentations to maintain a clear focus and engage the audience.

- Identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities.

- Accept and take responsibility for fulfilling own role as a group member.

- Students can choose to present on a character type or animal and share in a clear way about that topic.

- Students can study the characters in the Active Animals comics and record or share the qualities that area shown by certain animals in the stories.

- Students can work on a cooperative mission together.

GRADE 6

English Language Arts Outcome	Suggested Activity
• Engage in exploratory communication to share personal responses and develop own interpretations.	• Students can randomly select a card and share their feelings or what they know or recognize from the card.
• Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information.	• Students can write or present where they have previously learned about the different character styles that arise in Active Animals the Game. An example of a character style would be Vikings.
• Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information.	• Students can create graphs or charts compiling information about the cards and their animal or exercise types.
• Integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity.	• Students can take turns reading the names of the animal attacks and record which words are new to them or that they are unfamiliar with.
• Make connections between own life and characters and ideas in oral, print and other media texts.	• Students can write or present on the different animals or animal characters that they can relate to.
• Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts.	• Students can create a backstory about a character basing it off of what they can see from the animal on their card.
• Develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation.	• Students can pick an animal from the card deck and create an outline and plan for how they will create a report or presentation on that animal and its habitat.
• Use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information.	• Students can create a quick list or fact sheet about an animal that they are given using at least 3 different forms of information channels.
• Organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence.	• Students can be given a number of animal cards and find ways to categorize the animals in different ways. (They are already organized by class but students could organize by geographic location.
• Ask for and evaluate the usefulness of feedback and assistance from peers.	• Students can practice their form of different exercises and be given feedback by their classmates.
• Demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication.	• Students can practice presenting the proper form of exercises to their classmates.
• Share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts.	• Students can share different story ideas that come from looking at some of the animal characters.
• Assume a variety of roles, and share responsibilities as a group member.	• Students can perform a cooperative mission and take turns flipping the cards.

GRADE 7

English Language Arts Outcome	Suggested Activity
• Extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes.	• Students can pick an animal of their choice and create a research presentation on the animal. Students can incorporate technology to their project.
• Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints.	• Students can read the digital comic books of Active Animals and discuss the traditions of cultures that they find in the stories through the characters. Students can also extend stories to fill background information on the characters.
• Justify own point of view about oral, print and other media texts, using evidence from texts.	• Students can debate which animals would win in contests of ability or survival using researched information.
• Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.	• Students can compare characters from the Active Animals comics to other historical or fictional people and the choices they have made.
• Analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters.	• Through the comic students can surmise and discuss the overarching story from Active Animals as well as each character's own story arc.
• Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts.	• Students can read through the Active Animals comic and identify where they see the components of foreshadowing, flashbacks etc. in the stories and the characters.
• Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities.	• Students can make review videos of the comic books and cards themselves after taking time to write notes on first impressions and reflecting on their notes with peers and revisiting the stories and characters.
• Identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development.	• Students can reflect on the ending of the Active Animals comic stories and share if they feel the story was told effectively to create a payoff at the end of the story.
• Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.	• Students can create some sort of map or outline to show the relationships of the characters in Active Animals to the overarching story.
• Plan and organize data collection based on instructions, explanations and pre-established parameters.	• Students can be given 5-10 animal cards and asked to organize information about the animals based on criteria such as where they are located based on geography or by their diet.
• Obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions.	• Students can blindly draw an animal card or choose one from their personal preference and research set criteria about that animal.
• Distinguish between fact and opinion, and follow the development of argument and opinion.	• Students can debate which animal would win in a contest and discuss their reasoning behind the support for their animal has facts or is their preference.
• Reflect on ideas and information to form own opinions with evidence to support them.	• After listening to debates from their peers, students can take time to reflect and decide why they choose the winner they do.
• Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations.	• Students can write an autobiography from an animal characters perspective. They can incorporate real facts about that animal into the personality of the animal.
• Incorporate particular content features of effective texts into own oral, print and other media texts.	• Students can read the Active Animals comic and take an aspect of the story they appreciate and replicate it in their own graphic novel.
• Evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement	• Students can give feedback after cooperative missions where the entire class exercises on how they can improve the class time or efficiency of exercise.

GRADE 8

English Language Arts Outcome	Suggested Activity
• Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs.	• Students can read the Active Animals official comic book and identify different cultural traditions that animals may represent with their characters
• Write and represent narratives from other points of view.	• Students can write a short story based on a minor character in the Active Animals comic.
• Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences.	• Students can compare characters in the story and why they make the choices they do in the Active Animals the comic.
• Discuss various ways characters are developed and the reasons for and plausibility of character change.	• Students can share in class how and why animal characters have changed their personality in the comic stories.
• Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas.	• Students can compare the Active Animals comic to other literature based on a grand quest.
• Discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts.	• Students can create an interpretation of the meaning behind different aspects of the art in the Active Animals comic and the card game and how that communicates the characters.
• Distinguish theme from topic or main idea in oral, print and other media texts.	• Students can debate the main theme of Active Animals stories.
• Retell oral, print and other media texts from different points of view.	• Students can retell part of the Active Animals comic using minor character point of view.
• Infer the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes.	• Students can look for figurative language in the Active Animals comic and determine the context of the language.
• Plan and facilitate small group and short, whole class presentations to share information.	• Students can present on an animal or group of animals of their choice picked from the card deck.
• Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts.	• Students can compare their understanding of cultural traditions represented in the Active Animals the Game cards and comics.
• Organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress.	• The class can complete and record cooperative missions where students take turns in different roles which could include flipping cards, reading the information or monitoring exercise time.

FOR MORE INFORMATION

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