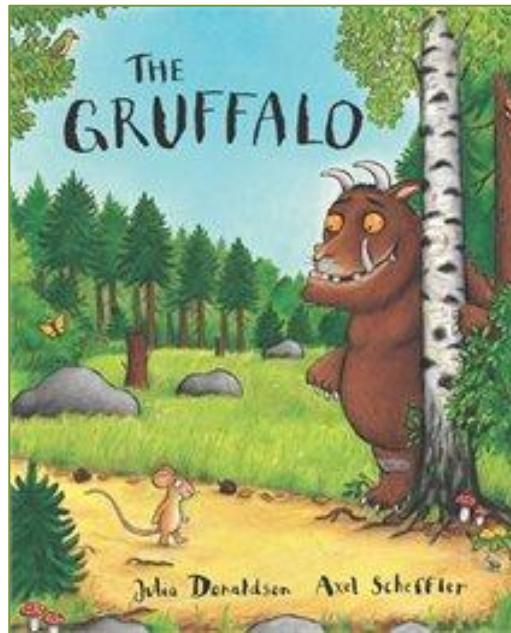


Learning and Evaluation Situation

Elementary - Grade 5



THE GRUFFALO

BY JULIA DONALDSON

Name : _____

Group : _____

ACTIVITY 1

SETTING THE SCENE

- Classify the following vocabulary in the grid below. Use the suggested functional language to help you speak English.

Bear	Beaver	Fox	Gruffalo	House
Lake	Log pile	Mouse	Owl	Rocks
Snake	Squirrel	Stream	Tree	Wood

Forest Animals	Body Parts	Habitats

Suggested Functional Language

You go first.

What do you think?
Is it a forest animal/ body
part/ habitat?

It is a forest animal/ a body
part/ a habitat.

I don't know this one, we
should look in the dictionary.

It is my / your turn.

ACTIVITY 2

THE GRUFFALO

Part A - Predicting

True False

- Predict if the following statements are true or false.

1. A Gruffalo is a sea monster.
2. Mouse is very smart.
3. Fox wants to eat Mouse.
4. Mouse's favourite food is peanut butter sandwiches.
5. Gruffalo is afraid of Mouse.

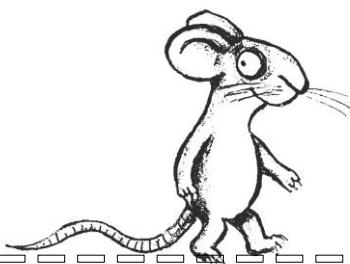


Part B - Comprehension

True False

- Decide if the following statements are true or false.

1. Mouse went for a walk.
2. The snake lives in a treetop house.
3. The owl invited the mouse for tea.
4. Mouse is smart.
5. Gruffalo has purple prickles all over his legs.
6. The fox is afraid of the mouse.
7. Gruffalo's eyes are orange.
8. Mouse is Gruffalo's friend.
9. Gruffalo thinks the mouse is going to eat him.
10. Mouse likes nuts.



ACTIVITY 3

WHO'S WHO?

- Watch the story again and complete the Identification Cards (ID) for each character.

Gruffalo's identification card



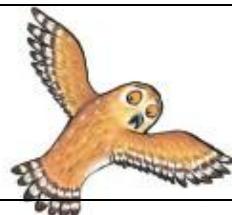
Name	
Habitat	
Physical traits	
Colour	
Special features	

Mouse's identification card



Name	
Habitat	
Physical traits	
Colour	
Special features	

Owl's identification card



Name	
Habitat	
Physical traits	
Colour	
Special features	

Snake's identification card



Name	
Habitat	
Physical traits	
Colour	
Special features	

Fox's identification card



Name	
Habitat	
Physical traits	
Colour	
Special features	

Reflexion

DOES MIGHT MAKE RIGHT?

- Answer the following guiding question in your own words.

ACTIVITY 4

ADJECTIVES AND ADVERBS

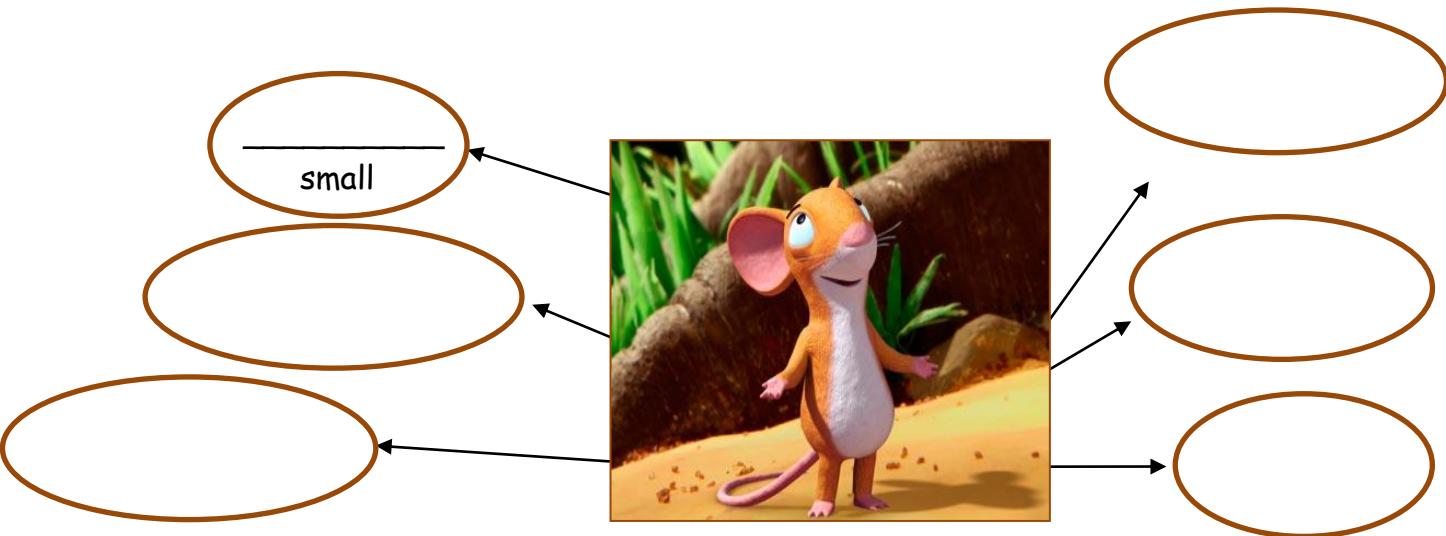
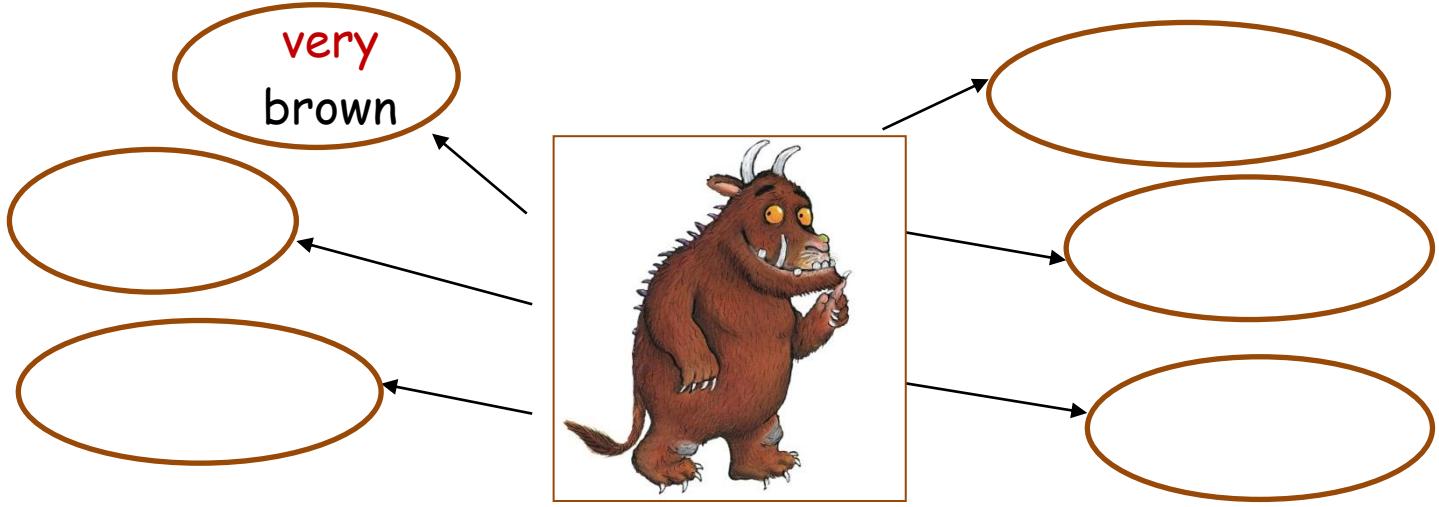
An adjective ...

- ✓ is a "describing" word.
- ✓ describes a **noun**.
- ✓ gives more information about the noun.
- ✓ is placed before the noun : *The orange mouse is walking in the woods.*
- ✓ is placed after the verb in a descriptive sentence: *The mouse appears orange.*

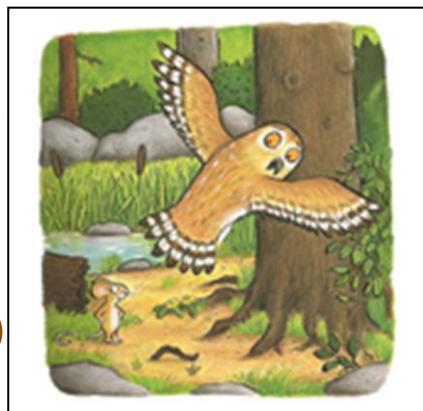
An adverb ...

- ✓ describes a **verb** or an **adjective**.
- ✓ it is usually formed by adding **-ly** at the end of an adjective : *terrible - a terribly scary monster; wonderful - the wonderfully green forest; The mouse walked slowly.*
- ✓ Yesterday, now, sometimes, very, here, there, are also adverbs.

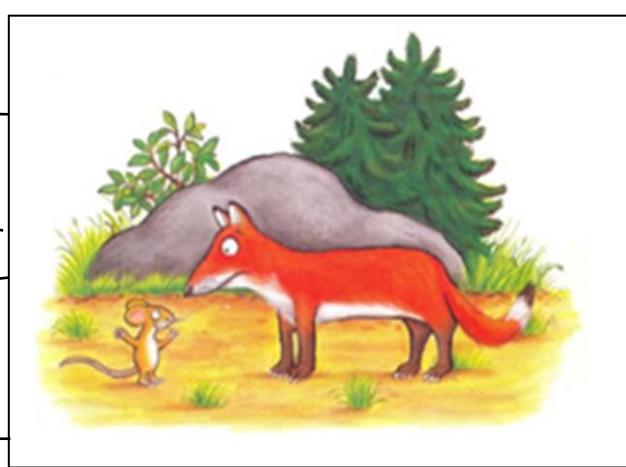
1. Describe the characters and the setting with as many adjectives as you can!
2. Add an adverb to each adjective.
3. Write one sentence about the character using an adjective and an adverb.



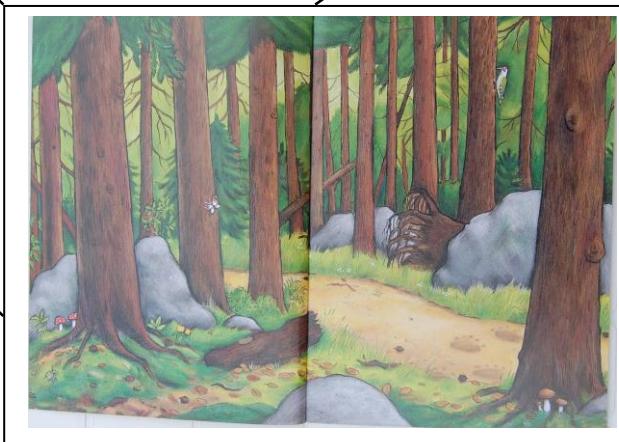
wise



fluffy



huge



ACTIVITY 5

READER'S THEATRE

- Read the opening scene of the story and discuss the different parts with a partner:
 - **Who** are the characters in this scene?
 - **Where** is the scene taking place?
 - **What** are the other aspects that appear in this scene?
- Highlight the elements that could be changed when you write an extra scene for the story.
- Note the new elements you will use in your scene in the column *Our scene*.

Scene 1

A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good.

"Where are you going to, little brown mouse? Come and have lunch in my underground house."

"It's terribly kind of you, Fox, but no - I'm going to have lunch with a gruffalo."

"A gruffalo? What's a gruffalo?"

"A gruffalo! Why, didn't you know? He has terrible tusks and terrible claws and terrible teeth in his terrible jaws."

"Where are you meeting him?"

"Here, by these rocks, and his favourite food is roasted fox."

"Roasted fox! I'm off!" Fox said "Good bye, little mouse," and away he sped.

"Silly old Fox! Doesn't he know, there's no such thing as a gruffalo?"

	Scene 1	Our scene
Who (characters)		
Where (Places)		
Other aspects (activity, favourite food, adjectives, adverbs, rhymes, feelings, parts of the body, etc.)		

- Personalise your scene with the elements you planned.

Our scene

A mouse took a stroll through the deep dark wood. A _____ saw the mouse and the mouse looked good.

"Where are you going to, little brown mouse? Come and have _____ in my _____."

"It's _____ of you, _____, but no - I'm going to have _____ with a gruffalo."

"A gruffalo? What's a gruffalo?"

"A gruffalo! Why, didn't you know? He has _____ and _____ and _____ teeth in his _____."

"Where are you meeting him?"

"Here, by these _____, and his favourite food is _____."

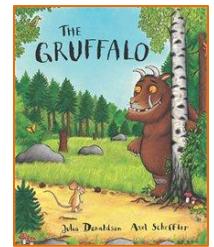
"_____! I'm off!" _____ said "Good bye, little mouse," and away he sped.

"Silly old _____! Doesn't he know, there's no such thing as a gruffalo?"

Notes for Reader's Theater presentation (time, place, props, etc.)

Gruffalo Rallye

Appreciation Form



Stations: _____

Instructions:

1. Write the number of the station.
2. Note the names of your teammates.
3. Check off what you think about the activity or your team.

Station _____	Names: _____	
<u>This station was:</u>	<u>My team:</u>	
<input type="checkbox"/> Fun	<input type="checkbox"/> Interesting	<input type="checkbox"/> Spoke English
<input type="checkbox"/> Easy	<input type="checkbox"/> Exciting	<input type="checkbox"/> Had fun
<input type="checkbox"/> Challenging	<input type="checkbox"/> Difficult	<input type="checkbox"/> Finished the activity
<input type="checkbox"/> Cool	<input type="checkbox"/> Boring	<input type="checkbox"/> Cooperated well
<input type="checkbox"/> Okay	<input type="checkbox"/> Excellent	<input type="checkbox"/> Was calm

Station _____	Names: _____	
<u>This station was:</u>	<u>My team:</u>	
<input type="checkbox"/> Fun	<input type="checkbox"/> Interesting	<input type="checkbox"/> Spoke English
<input type="checkbox"/> Easy	<input type="checkbox"/> Exciting	<input type="checkbox"/> Had fun
<input type="checkbox"/> Challenging	<input type="checkbox"/> Difficult	<input type="checkbox"/> Finished the activity
<input type="checkbox"/> Cool	<input type="checkbox"/> Boring	<input type="checkbox"/> Cooperated well
<input type="checkbox"/> Okay	<input type="checkbox"/> Excellent	<input type="checkbox"/> Was calm
Station _____	Names: _____	
<u>This station was:</u>	<u>My team:</u>	
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<input type="checkbox"/> Challenging	<input type="checkbox"/> Difficult	<input type="checkbox"/> Finished the activity
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<input type="checkbox"/> Challenging	<input type="checkbox"/> Difficult	<input type="checkbox"/> Finished the activity
<input type="checkbox"/> Cool	<input type="checkbox"/> Boring	<input type="checkbox"/> Cooperated well
<input type="checkbox"/> Okay	<input type="checkbox"/> Excellent	<input type="checkbox"/> Was calm

Self-evaluation:

My favourite station was _____ because _____.

I didn't like station _____ because _____.

My best team was _____ because _____.

I spoke English... ... all the time. ... some of the time. ... not at all.

MY SELF-EVALUATION

Activity 2 : The Gruffalo

Date: _____

C2	Excellent ☺	Okay	Oops ☹
a) I understood the story.			
b) I made predictions.			
c) I completed the task on SB p.3-4 well.			

Activity 3 : Who's Who

Date: _____

C2	Excellent ☺	Okay	Oops ☹
a) I paid attention during the listening /viewing of the story.			
b) I completed the activity on SB p. 5-6 well.			

Activity 4 : Adjectives and Adverbs

Date: _____

C3	Excellent ☺	Okay	Oops ☹
a) I found at least 3 adjectives for each character and the setting.			
b) I added at least 2 adverbs to some of my adjectives.			

Activity 5: Reader's Theatre

Date: _____

C1	Excellent ☺	Okay	Oops ☹
a) I spoke English with my partner.			
b) I enjoyed this activity.			

Task 6: Gruffalo Rallye

Date: _____

C1	Excellent ☺	Okay	Oops ☹
a) I spoke English during the stations.			
b) I completed the appreciation sheet after each station.			

Teacher's signature _____ Parent's signature _____