THE GRUFFALO

By Julia Donaldson
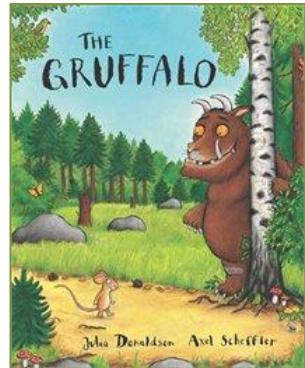
Official website : http://www.gruffalo.com/index.html
Book: http://www.chapters.indigo.ca , $ 9.99
Movie: http://www.chapters.indigo.ca , $ 12.99, 30 minutes
Text: Booklet included
Source of some activities: http://www.tes.co.uk/teaching-resource/The-Gruffalo-6047538/

Guiding question: Does might make right?

This classic children's story teaches kids that might doesn't always make right as a clever mouse outsmarts predators much bigger than he is. The mouse is threatened repeatedly by a series of animals who want to eat him -- from a fox to an owl to the gruffalo himself. But he never looks afraid, and kids won't really worry about his fate. Kids will have no trouble rooting for the little mouse who uses his brain to outsmart would-be predators.

BAL: Health and Well-Being: Awareness of his/her basic needs (need for safety).
CCC: To work in a team (Use of language conducive to harmonious exchanges).

ESL Competencies:

C1: Participation in exchanges, use of functional language (see C1 rubric).

C2: Demonstration of understanding and use of resources during tasks (see C2 rubric).

C3: Compliance with instructions, characteristics of final product (see C3 rubric).

Related Content:

Useful expressions: Functional language related to exchanges.
Vocabulary: Theme-related vocabulary.
Strategies: Predicting, activating prior knowledge, attention, taking risks, resourcing, practice, self-evaluation, inferring, accepting not understanding everything, taking notes.
Language conventions: Adjectives and Adverbs.
Text components: Contextual cues, overall meaning, key elements.
Cultural products: Story book, boardgame, Reader's Theatre.

Activity 1: Setting the Scene – Sb, p.3

- Activate prior knowledge with students to introduce the new LES. Divide the board in three columns, titled:

Forest Animals	Body Parts	Habitats

- Distribute Student Booklet (printed in a booklet format).
- Show students the different vocabulary words. Have students go to page 3 in their Student Booklet, and ask them to guess which category each word belongs to. This is to be done individually. This is a good opportunity to remind them of the strategies: *Use of Prior Knowledge* and *Inferring* (Guessing Intelligently)
- Complete grid on the board with answers from the students. Have students complete the grid in their SB, page 3.

** You may want to have students do this in small groups as an extra opportunity for C1, in which case, teach the functional language required to do this interaction using provided poster. *Ex.: You go first. – What do you think? - Is it a forest animal/ body part/ habitat? – I don't know this one, we should look in the dictionary. – It is my/ your turn. – etc.*

- Evaluate C1 using rubric on page 6.
- Observe and give feedback, when necessary, on students' use of strategies: Activating prior knowledge, inferring, taking risks.

Activity 2: The Gruffalo – SB, p.4

- Show students the trailer: http://www.youtube.com/watch?v=Q-ctYMMBDlc (You may use front and back covers of story book if you have no access to multi media). Tell students that they will complete a True or False Activity (Anticipation Guide) to make predictions about the story. Students go to SB page 4, Part A, and complete the activity.
- Read the story to students or watch the story on the Smartboard at : http://www.youtube.com/watch?v=1xvIeEZ_TB0 .
- Use provided flashcards to illustrate some of the vocabulary.
- Tell students to go back to Activity 2 to confirm and correct their predictions. Tell students to complete Part B. Depending on the level of your students, you may want to either give them time to complete it individually or read each statement aloud, giving students time to answer.
- Correct as a class.
- Have Students complete Self-Evaluation for this activity on SB p. 11.

- Evaluate C2 using rubric on page 7.
- Observe and give feedback, when necessary, on students' use of strategies: predicting, attention.

Activity 3: Who's Who? – SB, p.5-6

- Have students go to pages 5-6 in their Student Booklet. They will listen and watch the story again, in order to complete the Identification cards. Correct as a class.
- Have a class discussion of what the moral of this story is.
  Suggestions: Might doesn't always make right! Use your brain instead of your muscles! For more ideas, check : http://www.commonsensemedia.org/book-reviews/gruffalo .
- Ask students to complete the Reflection on SB p. 6.
- Have Students complete Self-Evaluation for this activity on SB p. 11.
- Evaluate C2 using rubric on page 7.
- Observe and give feedback, when necessary, on students' use of strategies: attention, taking notes.

Activity 4: Adjectives and Adverbs – SB, p.7-8

- To prepare the students for the following writing task, teach them about adjectives and adverbs and how they are used in the Gruffalo. Show students on the board the rule about adverbs(use provided poster) and elicit some examples from students to leave on the board as a reference.
- Have students do the exercise on SB page 7-8 using available resources.
- Have Students complete Self-Evaluation for this activity on SB p. 11.
- Evaluate C3 using rubric on page 8.
- Observe and give feedback, when necessary, on students' use of strategies: resourcing.

Activity 5: Reader's Theatre – SB, p.9-10

- Show students page 9. Tell them that this is a scene from the story.
- Have students identify the different parts of the scene:
  - Who are the characters? The fox and the mouse
  - Where is the scene taking place? In the deep dark woods
- Ask students which parts of the scene could be personalized, or changed?
- Highlight them:
  - …A fox …
  - ….lunch….underground house…

- It's terribly kind...Fox.....lunch
- ...terrible tusks and terrible claws and terrible teeth in his terrible
- jaws
- ....by these rocks,....roasted fox
- Roasted Fox! I'm off!
- ...Fox!

- Have students notice the rhymes in the paragraph.
- Tell students that this is a copy of the scene but now it will be their turn to fill in the blanks with their ideas. Challenge students to play with words and create rhymes.
- You may want to create a bank of words on the board for students to use as a resource.
- When students are finished writing their new scene, explain to them that it is time to act out their scene in a Reader's Theatre format! If students are unfamiliar with the concept, explain and give them some time to practice. For more on RT, go to: http://www.teachingheart.net/readerstheater.htm
- Have groups present their scene.
  Suggestions of presentations:
  - in front of the class
  - in small groups
  - in front of other students of the school, teacher personnel(street theatre!)
  - Flash Mob style according to a secret prearranged schedule.
- Have Students complete Self-Evaluation for this activity on SB p. 11.
- Evaluate C2 using rubric on page 7.
- Observe and give feedback, when necessary, on students' use of strategies: practicing.

Flash Mob

A flash mob (or flashmob) is a group of people who assemble suddenly in a place, perform an unusual and seemingly pointless act for a brief time, then disperse, often for the purposes of entertainment, satire, and artistic expression. Flash mobs are organized via telecommunications, social media, or viral emails.

The term, coined in 2003, is generally not applied to events and performances organized for the purposes of politics (such as protests), commercial advertisement, publicity stunts that involve public relation firms, or paid professionals. In these cases of a planned purpose for the social activity in question, the term smart mobs is often applied instead.

Source: http://en.wikipedia.org/wiki/Flash_mob

Activity 6 : Gruffalo Rallye – Stations

- Teacher hands out Station order Slip with numbers from 1 to 7, and explains to students that today's class will be a Station Class. Tell students they will be in groups of 4 and go through seven stations, completing different tasks. Make sure students understand the task from each station and that they must speak English at all times.
- Draw students' attention to suggested functional language on the back of each station card; tell them that this is the type of language you want to hear during station work.
- Students complete the appropriate section of the Appreciation Form after each station on SB p. 11.
- Evaluate C1 using rubric on page 6.
- Observe and give feedback, when necessary, on students' use of strategies: taking risks, practicing, resourcing

STATION 1: Spelling Bee!
- One student reads the word and the other students spell it.
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STATION 2: Guess That Word!
- One student reads the description and the others guess the word.
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STATION 3: Gruffalo Q & A?
- One student asks questions about the story, and the other students answer.
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STATION 4 : Gruffalo Sequencing
- Students place the different actions of the story in order. (sequencing)

STATION 5: Name That Gruffalo Body Part
- Students label the body parts and find new ones to add on the sheet.
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STATION 6: Gruffalo Review
- Students write a personal (individual) review of the story using their teammates as a resource.
- You may evaluate C3 using rubric on page 8.
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STATION 7: Board Game
- This is the station where the teacher stays and observes students in action. As students are playing, the teacher evaluates students'C1 and C2.

Generic Rubrics – Elementary Cycles 2-3
Working Document

<table>
<tr><td colspan="8" align="center">Competency 1 Rubric – Student Version
To interact orally in English</td></tr>
<tr><td>Evaluation Criteria</td><td>My teacher observes whether . . .</td><td>A
(25)</td><td>B
(20)</td><td>C
(15)</td><td>D
(10)</td><td>E
(5)</td></tr>
<tr>
<td>Participation in exchanges</td>
<td>I participate in the discussion with my teammates.
For example:
- I participate in classroom routines
I ask for help
- I ask questions
- I give examples
- I express my opinions (Cycle 3)
- I react to others' opinions (Cycle 3)</td>
<td>I participate very often.</td>
<td>I participate regularly.</td>
<td>I participate sometimes.</td>
<td>I rarely participate.</td>
<td rowspan="2">I participate only when someone helps me.
OR
I use classroom language and new vocabulary correctly
only when someone helps me.</td>
</tr>
<tr>
<td>Use of functional language</td>
<td>I use classroom language (e.g. <i>What do you think? I disagree)</i> and new vocabulary (e.g. <i>The neighbourhood is big)</i> during my discussions with my teammates.</td>
<td>I use a wide range of classroom language and new vocabulary correctly.</td>
<td>I use classroom language and new vocabulary correctly or mostly correctly.</td>
<td>I sometimes use classroom language and new vocabulary correctly.</td>
<td>I rarely use classroom language and new vocabulary correctly.</td>
</tr>
</table>

Competency 2 Rubric – Student Version
To reinvest understanding of oral and written texts

Evaluation Criteria	My teacher observes whether . . .	A (25)	B (20)	C (15)	D (10)	E (5)
Evidence of understanding of texts	**I understand The topic and what I have to do in the task.**	The ideas in my text show a **superior** understanding of the topic.	The ideas in my text show a **solid** understanding of the topic.	The ideas in my text show, overall, a **basic** understanding of the topic.	The ideas in my text show a **minimal** understanding of the topic.	The ideas in my text show a **lack of** understanding of the topic.
Use of knowledge from texts in a reinvestment task	**In addition to using my own ideas and language, I use information and language from the texts I read.**	My text contains a **wide range** of information and language from a **variety** of the texts I read.	My text contains an **adequate** amount of information and language from the texts I read.	My text contains **some** information and language from the texts I read.	My text contains **little** information and language from the texts I read.	My text contains **very little** information and language from the texts I read.

Evaluation Criteria	My teacher observes whether . . .	A (25)	B (20)	C (15)	D (10)	E (5)
Application of targeted language conventions	**The important words drawn from the texts are spelled correctly (e.g. *neighbourhood*, *village*, *transportation*).**	**Most** or **all** words are spelled correctly.	**Many** words are spelled correctly.	**Some** words are spelled correctly.	**Very few** words are spelled correctly.	My text is very difficult to read. There are many spelling errors and most ideas are not clear and/or do not make sense.
Characteristics of the written text	**My text is easy to read; ideas are clear and make sense.**	My text is **very easy** to read; ideas are very clear and make sense.	My text is **easy** to read; ideas are clear and make sense.	My text is **somewhat easy** to read; several ideas are clear and make sense.	My text is **difficult** to read; many ideas are not clear and/or do not make sense.	

Competency 3 Rubric – Student Version
To write texts