

Learning Situation

Scaredy Squirrel Gets Ready for High School!



Strengths in the Process of Transition
Cycle Three Elementary

Teacher's Guide



Commission
scolaire
de Montréal

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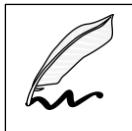
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This document proposes activities to prepare students for the transition from elementary to secondary, in line with the Québec Education Program (QEP).

Using literature as a starting point, an interdisciplinary approach will be favoured throughout the proposed activities. Accordingly, for each of the three learning phases (Preparation, Carrying Out and Integration), connections will be made between the Academic and Career Guidance Content (ACGC) and the elementary English as a Second Language whenever possible. This purpose is to facilitate the integration of ACGC content in the ESL classroom.

It is strongly recommended that students keep track of their reflections during the activities in a logbook, a notebook, a binder or a duo-tang. Digital tools can also be used to record students' exploratory steps.



This pictogram indicates that **it is important for students to record their reflections.**

Acronyms

ACGC	Academic and Career Guidance Content
POL	Progression of Learning
QEP	Québec Education Program

Appendices

- Appendix A: Lexicon
- Appendix B1: Scavenger Hunt
- Appendix B2: Scavenger Hunt Answer Key
- Appendix C: Collective Writing Plan
- Appendix D: Individual Writing Plan
- Appendix E: Student Passport
- Appendix F: Scaredy Passport

AREA 1: SELF-KNOWLEDGE (EDUCATIONAL SELF)

ITEM 4 – STRENGTHS IN THE PROCESS OF TRANSITION

Goal: Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school.

1- THE PREPARATION PHASE

Links to the QEP:

C2 – To reinvest understanding of oral and written texts

- ✓ The student prepares to listen to and read texts using strategies.

C3 – To write texts

- ✓ The student prepares to write texts using strategies.

a) Present the project to students:

The teacher and students will read and study a number of ***Scaredy Squirrel*** books. They will then collectively write a book the way author Mélanie Watt would. ***Scaredy Gets Ready for High School!*** will be the title. This book could then be presented to Elementary Cycle one classes.

This writing process will enable the students to **select (look for and identify) various personal characteristics (assets*) that will be useful in preparing for the transition from elementary school to secondary school.**

b) Activate prior knowledge by asking students about *Scaredy Squirrel*. Do they remember him? Have they read the books? Then, present and read ***Scaredy Squirrel*** (the first book). Give students the following listening intention:

- Identify Scaredy's personal characteristics (e.g. good or bad qualities, fears).

c) After the first reading, as a whole group, write the students' suggestions (comments and personal characteristics) on the board. Take time to explain Scaredy's personal characteristics and notice his assets (strengths, abilities). To help students understand what an asset is, go over some examples listed in the **Lexicon** (Appendix A).

d) Afterwards, read the same book a second time. The main intention is for students to observe how the author organizes the information. Record students' observations on the board or on large sheets (whole group).

Note: This step is important because during the writing process, students will have to use the same writing style as the author, Mélanie Watt.

e) After the two readings, as a preparation for writing, ask students to share the concerns they have about starting high school. Discuss the assets that would help them overcome these fears. For example, the fear of not finding a classroom might fade away if the student has a copy of the school plan.

2- THE CARRYING-OUT PHASE

Links to the QEP:

C2 – To reinvest understanding of oral and written texts

- ✓ The student demonstrates understanding of oral and written texts using strategies.
- ✓ The student carries out meaningful tasks using strategies.

C3 – To write texts

- ✓ The student prepares to write texts using strategies.
- ✓ The student composes texts using strategies.
- ✓ The student revises his or her texts using strategies.

1) In teams of two, students read a second book from the *Scaredy Squirrel* series. Make the following books available to students:

- Scaredy Squirrel goes camping*
- Scaredy Squirrel at the beach*
- Scaredy Squirrel makes a friend*
- Scaredy Squirrel at night*
- Scaredy Squirrel has a birthday party*

2) After reading the second book, students answer the **Scavenger Hunt** questions (APPENDIX B1).



3) As a whole group, review and correct the **Scavenger Hunt** to clarify how Mélanie Watt chose to organize the information. Refer to the **Scavenger answer key** (APPENDIX B2).

4) As a whole group, elaborate the **collective writing plan** for the class book and assign a section to each student (APPENDIX C - one copy for the group). Each student is responsible for writing their **individual writing plan** and including illustrations for their section (APPENDIX D - see separate file - print on 8 1/2 x 14 sheets).



5) As a whole group, using the individual writing drafts, students combine and present the sections to verify the flow of the text. Correct the draft with the entire class before students write their individual final draft copy. Each student revises (content) and edits (grammar, spelling) his final text.

6) The last step is the final editing and layout of the book **Scaredy Gets Ready for High School!** The layout and format of the book should be similar to those found in Melanie Watt's *Scaredy Squirrel* book series. Once the book is finished, students could present it to the school's first cycle students.

3- THE INTEGRATION PHASE

This last phase allows students to make links with the expected ACGC goal. Thus, at the end of the activity, students will be able to select personal characteristics (assets) that will be useful in preparing for the transition from elementary school to high school. Students will individually fill in a **student passport** for high school which takes into account their strengths and personal characteristics (APPENDIX E - To be printed on both sides, two passports per sheet).








The teacher can use the **Scaredy Passport** to provide a template for the students (APPENDIX F - Print on both sides, one copy for each student in the class). The passport is bilingual so that regular French classes can use it as well.









LEXICON

SCAREDY SQUIRREL BOOKS

List of personal assets, definitions and examples

Assets	Definitions	Examples	
Resourcefulness	The ability to deal well with new or difficult situations, and to find solutions to problems	When you cannot find a classroom, you look at the school map to help you.	
Sociability	The act of being sociable (likely to seek or enjoy companionship)	When you get to class, you sit and talk with your classmates instead of sitting alone.	
Team spirit	The willingness to cooperate as part of a team	You work on a class project with peers.	
Self-confidence	Confidence in one's abilities	Your team is separating the tasks for a new science project. You know that you can take care of the math part, so you suggest it to your teammates.	
Critical thinking	The ability to examine and judge carefully	While searching on the Internet, you verify if the sources you consult are reliable.	
Sense of direction	The ability to find your way around easily in a new place	You don't need to look at the school map in order to get from the gymnasium to your locker.	
Openness	The willingness to consider different ideas, suggestions and opinions	While discussing the school uniform with peers, you listen and respect their different opinions.	

List of personal assets, definitions and examples (continued)

Assets	Definitions	Examples	
Assiduity	The quality of being assiduous (showing great care, attention, and effort)	While in class, you actively listen, take notes and do the work required.	
Analytical thinking	The ability to make decisions based on the available information	You have many options to consider for your high school registration. You will analyze all the information before making a final decision.	
Stress management	The act of controlling and dealing with stress	Before you write an exam, you feel a bit stressed. You go for a walk, take deep breaths and study in advance.	
Self-awareness	The knowledge of your own personality or character	You know that you are a talented musician. That is why you registered for the school's music competition.	
Organizational skills (time, space, material or information)	The skill of arranging things in a useful way	All the material you need for each subject is in your locker. You organised each subject in separate binders. You plan enough time to gather your material for each class.	
Planning skills	The act of planning to achieve or do something	You notice that you have many assignments to hand-in in the next two weeks. You make sure to write the deadlines in your agenda and set some time aside to study.	

Name: _____

SCAVENGER HUNT

SCAREDY SQUIRREL BOOKS

Personal Assets

- Resourcefulness
- Sociability
- Team spirit
- Self-confidence
- Critical thinking
- Sense of direction
- Openness
- Assiduity
- Analytical thinking
- Stress management
- Self-awareness
- Organizational skills (time, space, material or information)
- Planning skills

1

Find a page where Scaredy makes a **plan**.

a) How is the **information organised** in the **plan**?

b) According to you, which asset helped Scaredy **find his way** in the **plan**?

c) Which asset is Scaredy developing when **using a plan**?

2

Find the page where Scaredy presents the equipment he needs for his mission. Look at the different items and read the justification given for each one.

a) Are all the pieces of equipment **important** to complete the mission? Explain why.

b) Which asset did Scaredy use to determine if an item was **necessary** to his mission?

3

Find the page where there is an unexpected turn of events. Choose an asset that would help Scaredy better **manage the unexpected situation**.

4

Find the page where Scaredy **lists his fears**.

a) Choose an asset Scaredy demonstrates by using the **list**.

b) Identify **two fears** you have **about high school**.

5

Find the page where Scaredy **overcomes his fears**. Which assets helped him discover the **positive aspects** of the situation?

6

Find the page where there is a **schedule**.

a) How is the **information organised** in the **schedule**?

b) Which assets can you develop when **using a schedule**?

7

Find the page where there is a **list**.

a) How is the **information organised** in the **list**?

b) Which assets can you develop when **using a list**?

8

Find the page where there is a **P.S.**

a) What does it mean?

b) Why does the author use the **P.S.**?

SCAVENGER HUNT

SCAREDY SQUIRREL BOOKS

Personal Assets

- Resourcefulness
- Sociability
- Team spirit
- Self-confidence
- Critical thinking
- Sense of direction
- Openness
- Assiduity
- Analytical thinking
- Stress management
- Self-awareness
- Organizational skills (time, space, material or information)
- Planning skills

1

Find a page where Scaredy makes a **plan**.

a) How is the **information organized** in the **plan**?

There is a legend, a dotted line to indicate the path to take, a red X to indicate a position/the spot (here, exit, destination, etc.), symbols...

b) According to you, which asset helped Scaredy **find his way** in the **plan**?

Sense of direction

c) Which asset is Scaredy developing when **using a plan**?

Sense of direction, planning skills, resourcefulness

2

Find the page where Scaredy presents the equipment he needs for his mission. Look at the different items and read the justification given for each one.

a) Are all the pieces of equipment **important** to complete the mission? Explain why.

Answers will vary.

b) Which asset did Scaredy use to determine if an item was **necessary** to his mission?

Analytical thinking, critical thinking

3

Find the page where there is an unexpected turn of events. Choose an asset that would help Scaredy better **manage the unexpected situation**.

Resourcefulness, stress management

4

Find the page where Scaredy **lists his fears**.

a) Choose an **asset** Scaredy demonstrates by using the **list**.

Self-awareness

b) Identify **two fears** you have **about high school**.

Answers will vary.

5

Find the page where Scaredy **overcomes his fears**. Which assets helped him discover the **positive aspects** of the situation?

Openness, sociability, self-confidence

6

Find the page where there is a **schedule**.

a) How is the **information organised** in the **schedule**?

Days of the week, analogical time, digital time

b) Which assets can you develop when **using a schedule**?

Assiduity, organisational skills (time), stress management, planning skills

7

Find the page where there is a **list**.

a) How is the **information organised** in the **list**?

The use of bullets, key words, the elements in a list are often placed one after the other.

b) Which assets can you develop when **using a list**?

Organisational skills, planning skills

8

Find the page where there is a **P.S.**

a) What does it mean?

P.S. (postscript) literally means, "after writing".

b) Why does the author use the **P.S.**?

P.S. is a note or series of notes added at the end of a letter or a book.



Scaredy Gets Ready for High School! COLLECTIVE WRITING PLAN

1

Scaredy Squirrel... (a negative sentence about high school) _____

Student in charge: _____

2

A few high school things Scaredy is afraid of (illustrated list):

- _____
- _____
- _____
- _____
- _____
- _____

Student in charge: _____

3

So, Scaredy... (a plan to avoid going to high school) _____

Student in charge: _____

4

Choose from the graphic elements that organize the information (according to the number of students in class):

A - A list of actions

Student in charge: _____

B - A list of advantages and disadvantages

Advantages:

Student in charge: _____

Disadvantages:

Student in charge: _____

C - A to do list

Student in charge: _____

4

D - A procedure

Student in charge: _____

E - A test

Student in charge: _____

F - An emergency kit

Student in charge: _____

G - Special equipment with a legend

Student in charge: _____

4

H - A list of needed items

Student in charge: _____

I - An evacuation plan

Student in charge: _____

J - A schedule

Student in charge: _____

K - A mission map or plan with a legend

Student in charge: _____

5

_____! (an unexpected turn of events)

This was not part of the plan!

Student in charge: _____

6

Scaredy panics! (his reactions to the situation) _____

_____.

Student in charge: _____

7

And ... PLAYS dead. 30 minutes later...1 hour later...2 hours later

Finally,

OR

After all this time,

Scaredy realizes that... (no real danger) _____

_____.

Student in charge: _____

8

Scaredy... (his actions show that he likes high school) _____

_____.

Student in charge: _____

9

He forgets... (his high school fears) _____

_____.

Student in charge: _____

10

This amazing adventure permitted Scaredy to develop the following assets:

(name his assets) _____

_____.

Student in charge: _____

11

P.S. _____

_____.

Student in charge: _____

12

Other elements from the book:

A- Front cover page (title, author, illustrator) AND back cover page (story summary, review quotes)_____

Student in charge: _____

B- Prologue (warning)_____

Student in charge: _____

C- Dedication and copyright information AND title page (title, authors)_____

Student in charge: _____

Name : _____

Scaredy Gets Ready for High School! - PLAN PER STUDENT



#1

Scaredy Squirrel... (a negative sentence about high school)

_____.



Name : _____

Scaredy Gets Ready for High School! - PLAN PER STUDENT



2

A few high school things Scaredy is afraid of (illustrated list):

- _____
- _____
- _____
- _____
- _____
- _____



Name : _____

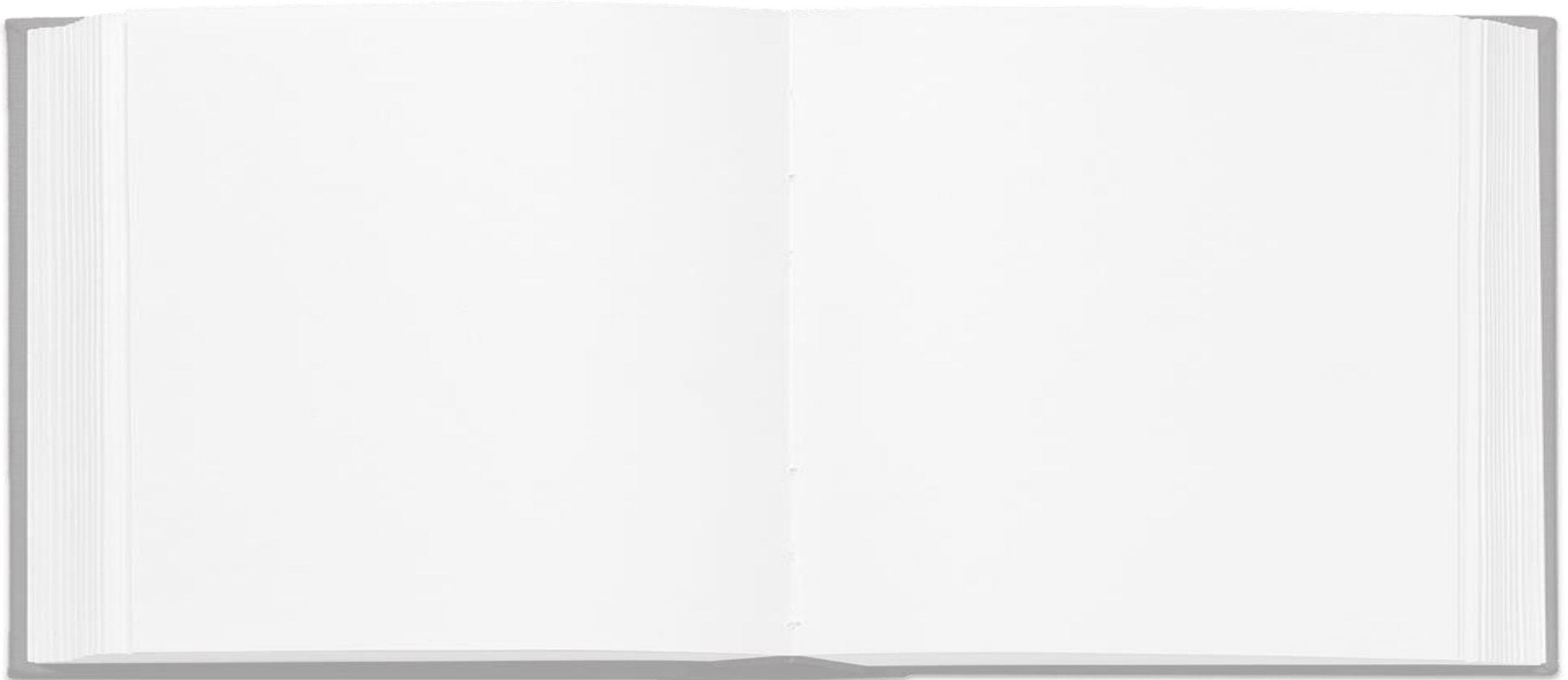


Scaredy Gets Ready for High School! - PLAN PER STUDENT

3

So, Scaredy (a plan to avoid going to high school) _____

_____.



*Make a copy for each element chosen.

Name : _____

Scaredy Gets Ready for High School! - PLAN PER STUDENT



4

Graphic elements that organize the information *:

A- A list of actions

B- A list of advantages/disadvantages

C- A *to do* list

D- A procedure

E- A test

F- An emergency kit

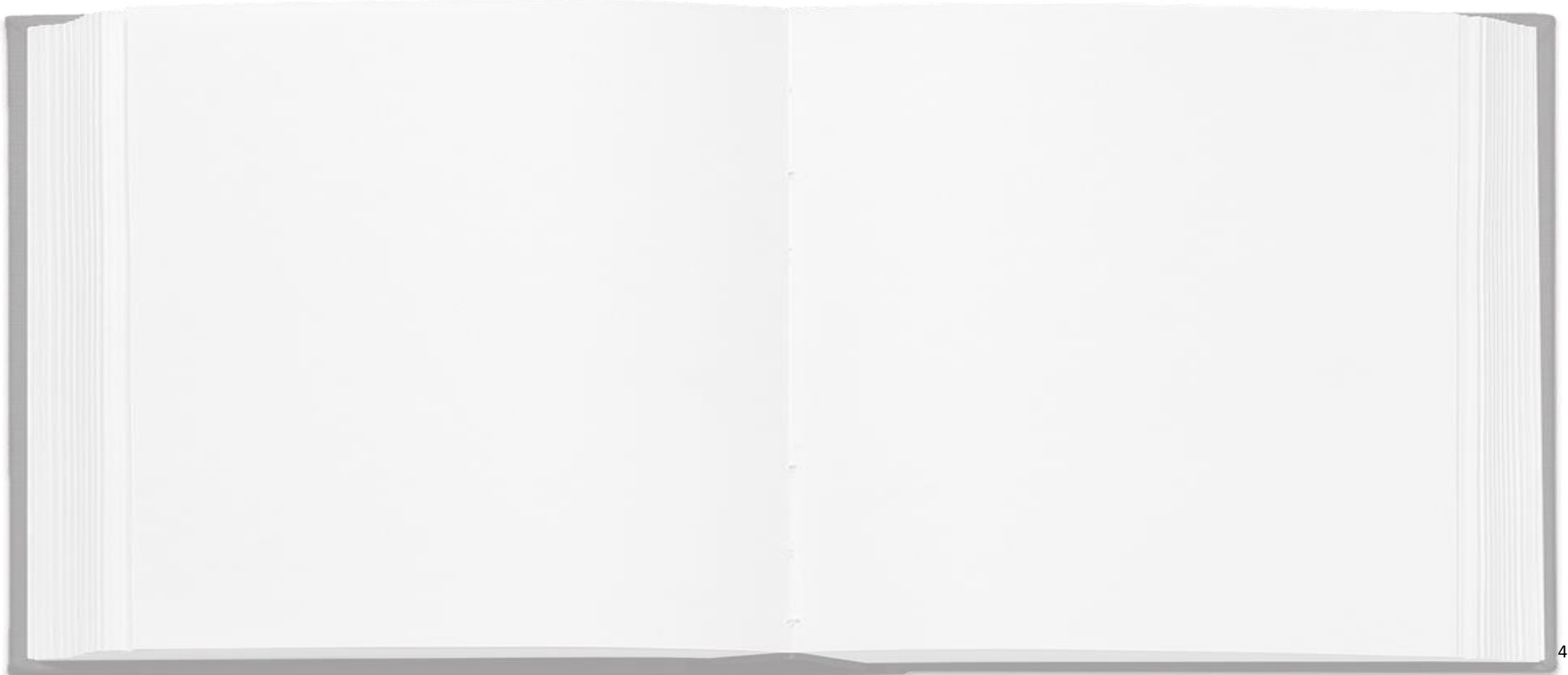
G- Special equipment with a legend

H- A list of needed items

I- An evacuation plan

J- A schedule

K- A mission map or plan with a legend



Name : _____

Scaredy Gets Ready for High School! - PLAN PER STUDENT



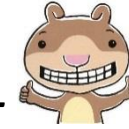
5

_____! (an unexpected turn of events)

This was not part of the plan!



Name : _____

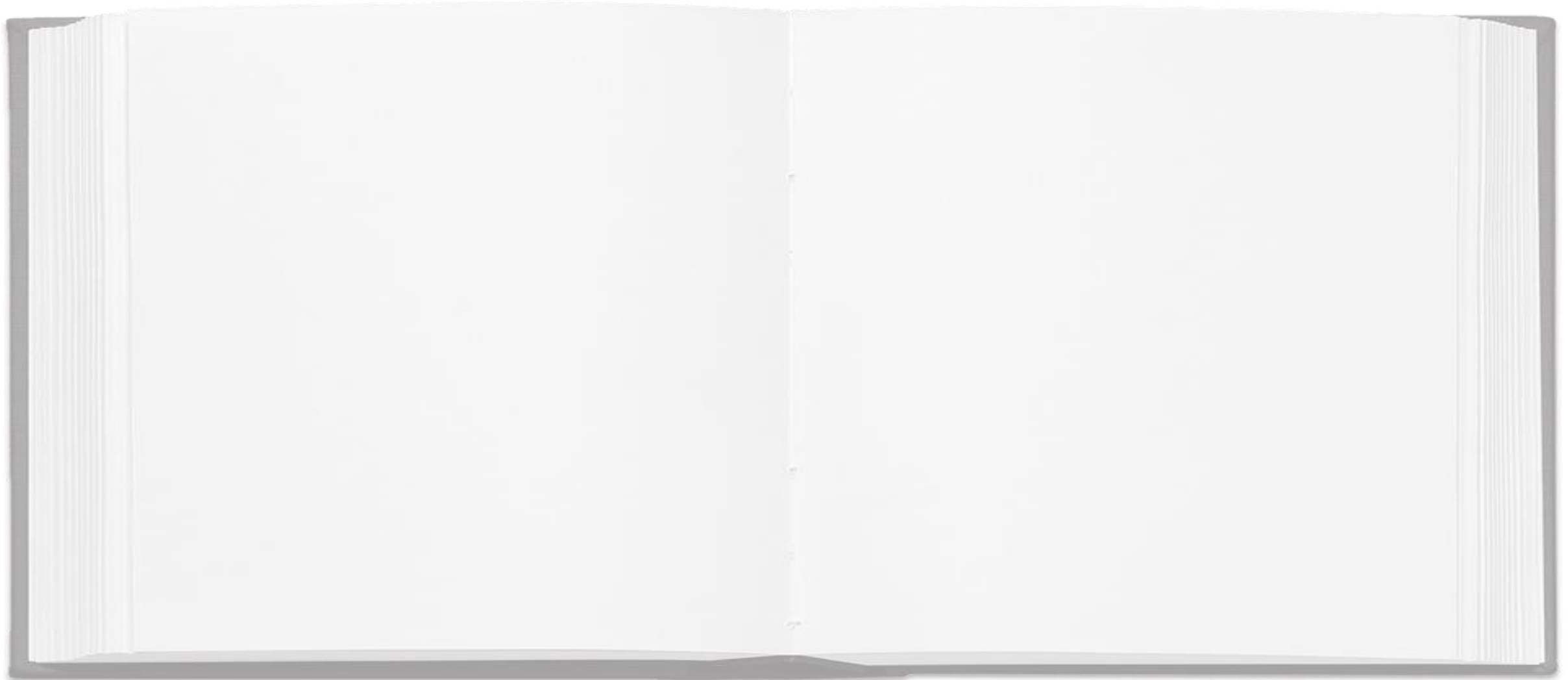


Scaredy Gets Ready for High School! - PLAN PER STUDENT

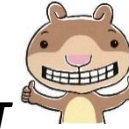
6

Scaredy panics! (his reactions to the situation) _____

_____.



Name : _____



Scaredy Gets Ready for High School! - PLAN PER STUDENT

#7

And ... PLAYS dead. 30 minutes later...1 hour later...2 hours later.

Finally, After all this time, (choose one only)

Scaredy realizes that (no real danger) _____
_____.



Name : _____

Scaredy Gets Ready for High School! - PLAN PER STUDENT



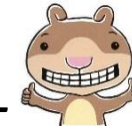
8

Scaredy... (his actions show that he likes high school)

_____.



Name : _____

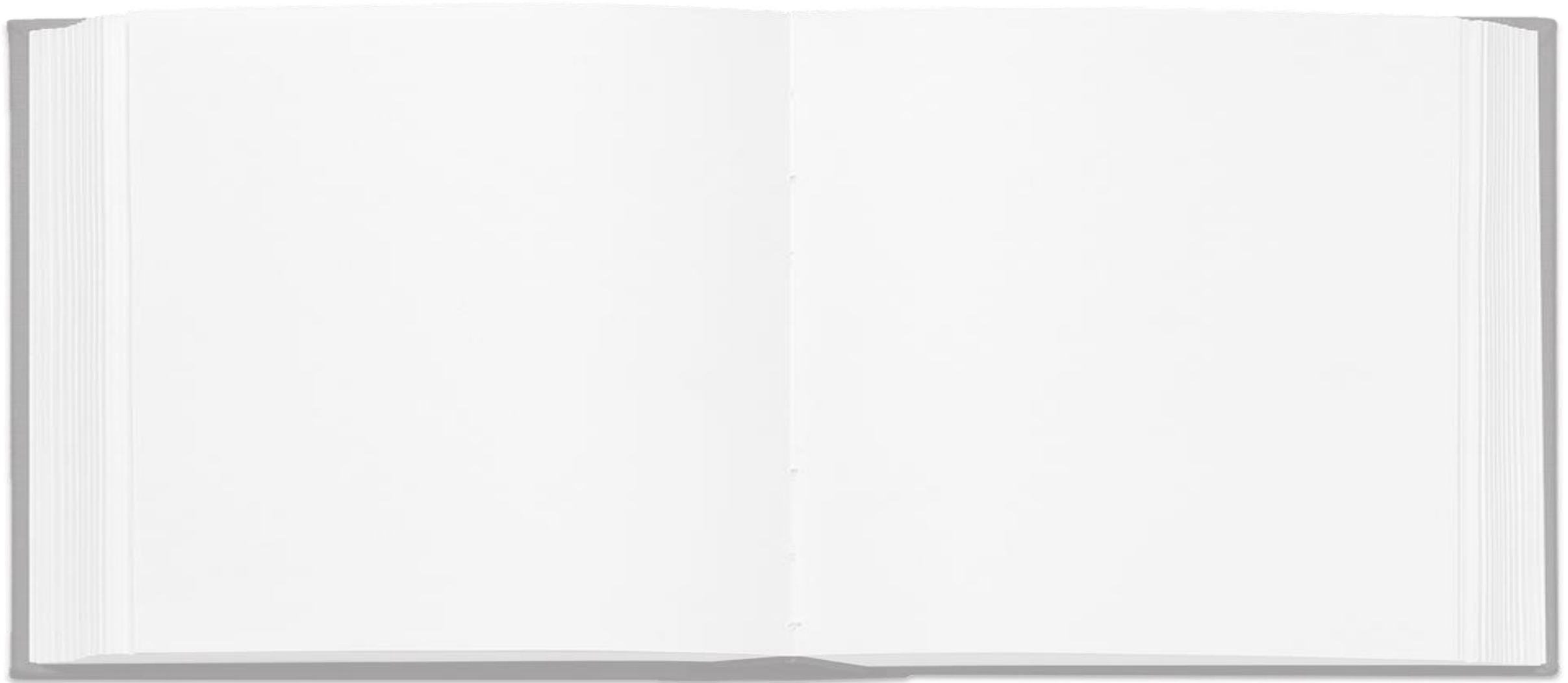


Scaredy Gets Ready for High School! - PLAN PER STUDENT

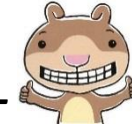
9

He forgets... (his high school fears) _____

_____.



Name : _____



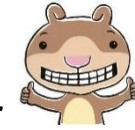
Scaredy Gets Ready for High School! - PLAN PER STUDENT

10

This amazing adventure permitted Scaredy to develop the following assets: (name his assets) _____



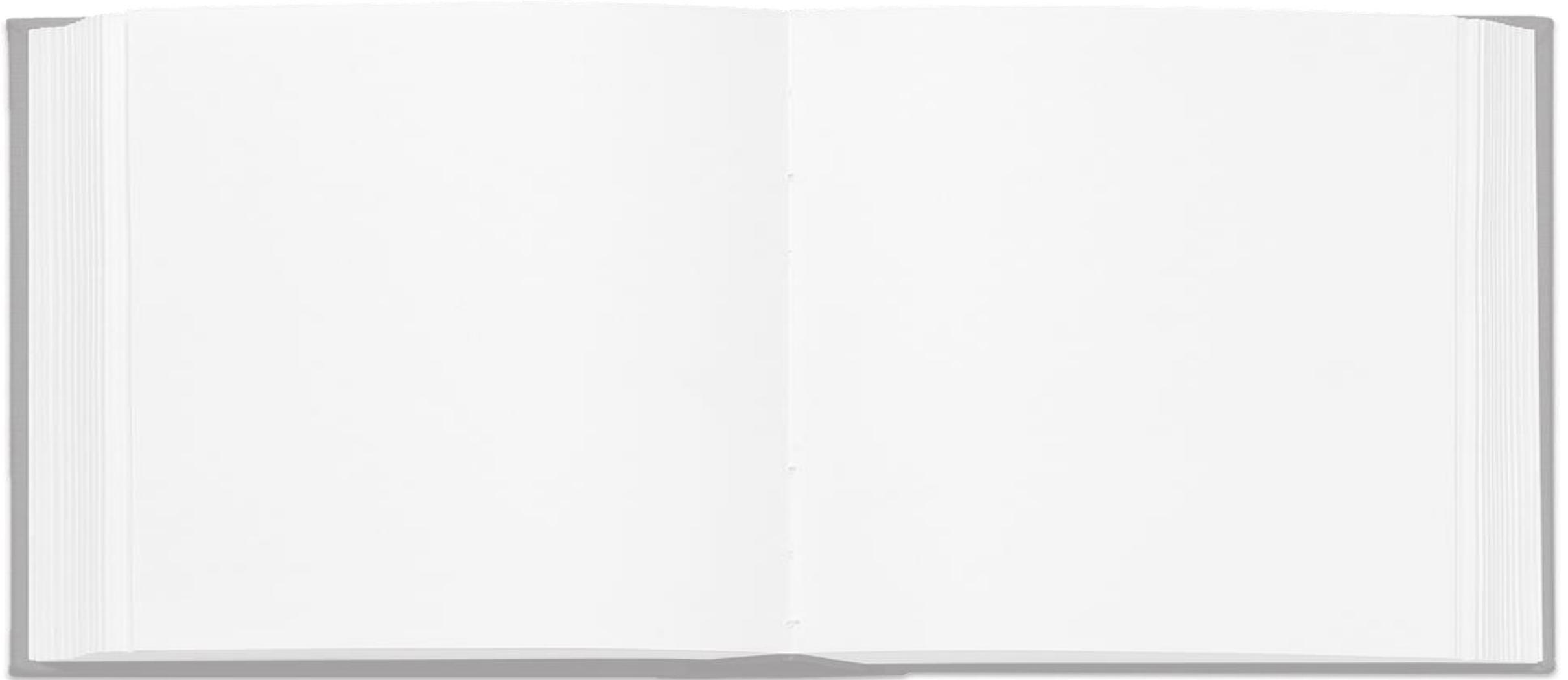
Name : _____



Scaredy Gets Ready for High School! - PLAN PER STUDENT

11

P.S. _____
_____.



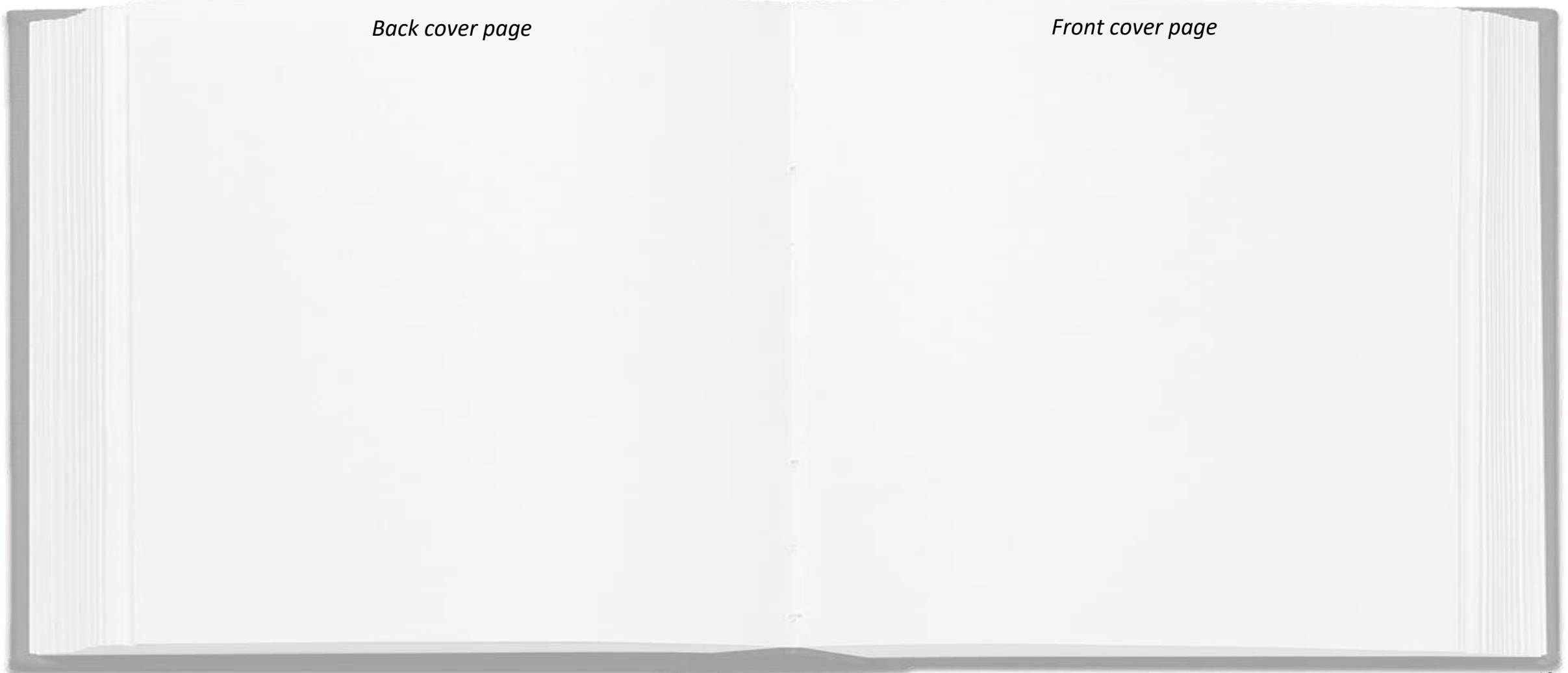
Name : _____

Scaredy Gets Ready for High School! - PLAN PER STUDENT



12

A - Front cover page (title, author, illustrator) AND back cover page (story summary, review quotes)



Name : _____



Scaredy Gets Ready for High School! - PLAN PER STUDENT

12

B - Prologue (warning) _____



Name : _____

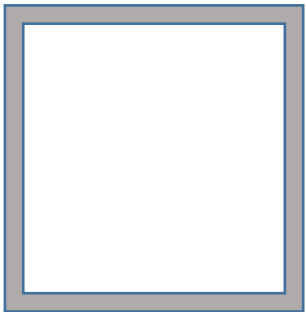


Scaredy Gets Ready for High School! - PLAN PER STUDENT

12

C - Dedication and copyright information AND title page (title, authors) _____





Name: _____

Date of birth: _____

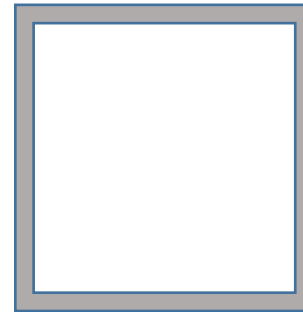
Place of birth: _____

Interests: _____

For High School

Assets that I already have: _____

Assets I would like to develop and the tools that could help me:



Name: _____

Date of birth: _____

Place of birth: _____

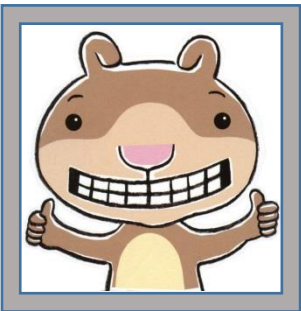
Interests: _____

For High School

Assets that I already have: _____

Assets I would like to develop and the tools that could help me:





Name: Scaredy Orville Squirrel

Date of birth: October 3

Place of birth: nut tree

Interests: protective gear, schedules, plans and safety guides

For High School

Assets that I already have: sense of direction, assiduity, organizational skills, planning skills, self-awareness

Assets I would like to develop and the tools that could help me: stress management, openness, sociability, resourcefulness



Nom : Frisson l'écureuil

Date de naissance : 3 octobre

Lieu de naissance : chêne

Intérêts : équipement de protection, horaires, plans et guides de sécurité

Pour le secondaire

Atouts que je possède : sens de l'orientation, assiduité, sens de l'organisation, sens de la planification, connaissance de soi

Atouts que j'aimerais développer et solutions pour les développer : gestion du stress, ouverture, sociabilité, débrouillardise

