

Tell the story 'The monster that came to school' with finger puppets or using the Usborne book (get title). Discuss school rules and what the monster was doing wrong. Relate to the 7 habits. Is the monster thinking win-win?

Draw a collaborative monster on the smart board or chart paper, each student passes the pen and we add to it. Take and photo to save.
Together fill in the description of the monster.

First day they draw their monster using the idea sheets if they want.

Tomorrow we will fill in the description, one item at a time, using personal dictionaries to find the number and colour words we need.

Me voici!

Je m'appelle _____.

J'ai _____ ans. Je mesure _____ cm.

J'aime _____.

Mon monstre est _____.

Il a _____ yeux.

Son nez est _____.

Il a _____ dents.

Il s'appelle _____.

Our theme in grade one in November is food. The parameters for this page was that the meal they drew had to include all of the 4 food groups. The students used visual dictionaries to find the words they needed.

We wrote “J’aime manger _____.”

Voici ce que

_____ aime manger.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

