

YEAR 1 – PART B – UNIT 2

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the feelings taught • confidently use wild and farm animal vocabulary • follow the narration of a short illustrated story • make a guess
<i>Intercultural aspect:</i>	Pupils should come into contact: <ul style="list-style-type: none"> • with foreign children’s literature (Little Beauty by Anthony Browne) • with a different language (sign language)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • use visuals to support their comprehension
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • <u>Listening</u> - To be able to: <ul style="list-style-type: none"> - comprehend basic vocabulary which has been taught - follow a simple story which is accompanied by visuals and expressive narration • <u>Speaking</u> – To be able to respond to basic questions on known topics • <u>Intercultural Awareness</u> – <ul style="list-style-type: none"> -to become aware of the existence of different languages -to respect and show curiosity towards other languages • <u>Learning Strategies</u> – To be able to: <ul style="list-style-type: none"> - tolerate ambiguity - use visuals to support their understanding 	<ul style="list-style-type: none"> • Storytelling activities • Vocabulary about feelings / animals / colours / parts of the face • Learning vocabulary through flashcards and illustrated stories • Songs and phrases in sign language
NEW LANGUAGE	
<i>Production</i>	Feelings: angry, scared Other vocabulary friend, gorilla
<i>Comprehension</i>	television, milk, honey, upset, beauty, me, everything
RECYCLED LANGUAGE	adjectives: big, small colours: brown, black, pink, yellow, orange, pink, red, blue, yellow, white feelings: happy, sad wild animals: snake, elephant, lion giraffe, camel, bear, polar

	<p>bear, hippo, flamingo, zebra, leopard, peacock, walrus, crocodile, tiger, kangaroo</p> <p>farm animals: cat, dog, rabbit, sheep, bird, duck, horse, frog, fish</p> <p>It's a</p> <p>Is it a?</p> <p>This is my....</p> <p>Parts of the face: eyes, ears, mouth, nose</p>
MATERIALS	<p>Photocopiable materials, storybook "Little Beauty"</p> <p>(http://tinyurl.com/hxjkwk9) soft ball, flashcards of wild and farm animals (school set)</p>
TIME	3X40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle and sing the first part of the "Head, shoulders, knees and toes" song (eyes and ears and mouth and nose). • The teacher puts flashcards of the farm animals learnt (see recycled vocabulary) on the board. Pupils name the animals as the flashcards are placed on the board. • Once they are all on the board, the teacher invites the pupils to repeat the words in chorus and change how the pupils say the words along the way (e.g. three cards are said happily, two cards in a scared manner, five cards sadly, etc.) • Kim's game. Pupils close their eyes and the teacher takes away a card. Pupils open their eyes and try to find out which card is missing. The teacher encourages them to use the question structure 'Is it a ...?'. • The teacher puts the flashcards face down on the floor in front of him/her and picks one without showing it to the pupils. Pupils guess what animal is on the flashcard by asking 'Is it a ...?'. The teacher replies using 'Yes, it is./No, it isn't.'.
PRESENTATION	<ul style="list-style-type: none"> • The teacher shows flashcards of animals with different feelings – happy, sad, scared, angry - (see photocopiable materials). Each time s/he asks the pupils what animal is on each flashcard and how it

	<p>feels.</p> <p><u>Example:</u></p> <p>Teacher: Look at this animal. What is it?</p> <p>Pupils: It's a dog.</p> <p>Teacher: How does it feel? Is it happy? Is it sad? Is it angry? What do you think? Look at his eyes... How does he feel?</p> <p>During this activity the teacher introduces the new words 'angry' and 'scared'. S/he helps pupils understand the meaning of the words by making the appropriate facial expressions and actions.</p> <ul style="list-style-type: none"> • Pupils repeat all the words for feelings (new and recycled) after the teacher and make matching gestures and facial expressions for each word.
PRACTICE	<ul style="list-style-type: none"> • The teacher names different feelings and pupils act them out/mime (e.g. Show me sad. Show me angry. Let's be happy). • The teacher mimes the different feelings. Pupils identify how s/he feels and name the feeling.
PRODUCTION	<ul style="list-style-type: none"> • Pass the card – 1st round: The teacher gives the flashcards to the pupils and together they sing one of the songs they learnt while they pass the cards round from pupil to pupil. When the teacher says 'stop!', they all stop singing and the pupil who holds a flashcard, lifts it up for all to see. The rest of the pupils name the feeling shown on the card. • Pass the card – 2nd round: Pupils play the game again. This time when the music stops, each pupil who holds a card names the illustrated feeling him/herself. Pupils are encouraged to name the animal and the feeling, e.g. It's a dog. It's sad. • The teacher presents the following chant to the pupils while s/he does the matching actions and facial expressions. The chant is best presented section by section, i.e. the teacher first presents a small section and then invites pupils to repeat it with him/her. S/he then moves to say the section again – along with the pupils – but then moves to introduce the second section

	<p>and so forth.</p> <p>The chant is as follows:</p> <p>I'm happy. I'm happy. I'm happy!</p> <p>Look at me! I'm happy.</p> <p>I'm sad. I'm sad. I'm sad.</p> <p>Look at me! I'm sad.</p> <p>I'm angry. I'm angry. I'm angry!</p> <p>Look at me! I'm angry.</p> <p>I'm scared. I'm scared. I'm scared!</p> <p>Look at me! I'm scared.</p> <ul style="list-style-type: none"> • Pupils say the complete chant while also doing the matching actions and facial expressions. • Pelmanism: The teacher uses the pictures with the feelings to play a pelmanism game with the pupils. S/he makes two copies of each picture and then s/he puts them face down on the board. Pupils are divided in two groups. Two pupils from the first group come out and each pupil turns round one picture and names the animal and the feeling (It's a dog. It's sad). If the two pictures are the same, the group gets a point. If they don't match, the pictures are put back face down again and two pupils from the other group come out to play • Pupils return to their seats and do activity 2 in their handout. They draw a happy animal, a sad animal, an angry animal and a scared animal. <p>Once pupils complete their drawings and pending time available, they present them to the class, e.g. This is a dog. It's sad. / This is a cat. It's happy.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation of the pupils' responses in the various tasks. The teacher writes down their notes soon after the lesson. • Individual learning chats during the pupils' written (drawing task). The teacher walks round and has individual learning chats with pupils e.g. asking them to name what animal they are drawing and how it feels, asking them to name the animals in activity 1 and how they feel.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. They sing a favourite song and say the chant they learnt in the previous lesson. • The teacher names feelings and makes the matching facial expression and/or gestures. Pupils clap two times if they think s/he mimed the wrong feeling and clap once, if they think s/he mimed correctly. • Volunteer pupils are invited to mime feelings and the rest of the class identifies the feelings mentioned.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher shows pupils the cover of the book ‘Little Beauty’ and asks them what they can see on the cover. S/he introduces the word gorilla and pupils repeat the word. The teacher asks pupils to predict what the cat’s name is. After listening to some ideas, s/he says the cat’s name is Beauty and explains what the name means. S/he then asks pupils what they think about the gorilla and the cat/Beauty (e.g. Are they happy? Are they friends?). Pupils are asked to predict what will happen in the story and can express their predictions in L1. They can also be assisted by guiding questions, e.g. Are there going to be more animals in the story? Is there going to be a girl / boy in the story? etc. • The teacher tells pupils that the gorilla knows how to use sign language and explains what sign language means. S/he teaches pupils a simple phrase or greeting in sign language (e.g. hello, goodbye, my name is) <p>Tip: <i>You can use various online videos to teach you a few phrases in sign language e.g.</i> https://www.youtube.com/watch?v=jWCk3WqtVi4</p>
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story. S/he pauses at different points in the story and asks the pupils questions about the illustrations. <p>e.g.</p> <p>-Look at the gorilla. Is it big? Is it small? Do you like gorillas? Are you scared of gorillas? Is the gorilla</p>

	<p>happy or sad?</p> <p>-Why is the gorilla sad?</p> <p>-What do you think he is trying to say?</p> <p>-What friend do you think they are going to give him?</p> <p>-Do you think the gorilla likes the cat?</p> <p>The teacher also asks the pupils to say how the two characters feel at different points of the story (e.g. How does the cat feel? / How does the gorilla feel now?).</p>
AFTER STORYTELLING	<ul style="list-style-type: none"> • The teacher asks pupils if they liked the story and if they think the cat and the gorilla are good friends. • Pupils learn more phrases in sign language (e.g. I love you https://www.youtube.com/watch?v=nqmiespIQII). • Pupils can learn a simple song in sign language. A very simple song is found here: https://www.youtube.com/watch?v=tKCGF2hvf3I <p>Another song which teaches the sign language vocabulary for colours is found here: https://www.youtube.com/watch?v=W5jdJ2CsFuM</p> <p>The song is long but the pupils can learn the first two verses, which can still make a lovely song.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson through observation. • The teacher gives each pupil a post-it note/sticky note. Pupils draw a happy or sad face to show whether they liked the lesson or not.
PROJECT	<ul style="list-style-type: none"> • Pupils can prepare to present their sign language songs at a school event or at a school assembly, where the pupils can teach the rest of the school how to say the colours and/or other phrases in sign language. The song can also be video recorded or audio recorded and included in the pupils' portfolios.

LESSON 3

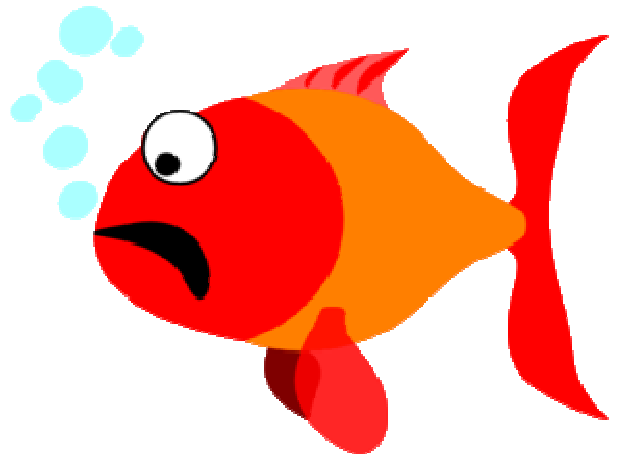
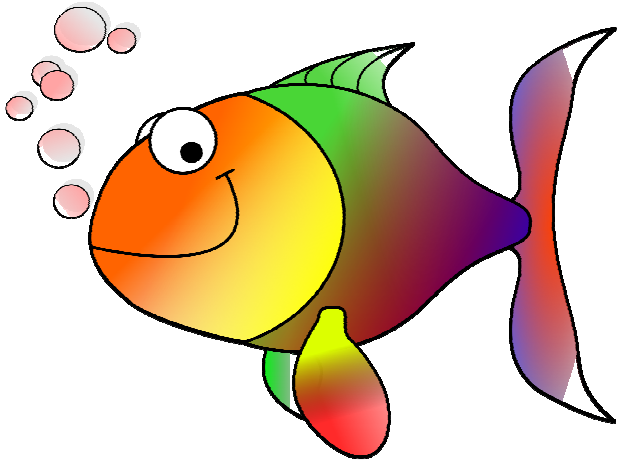
PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sit in a circle. They say the chant about feelings (introduced in lesson 1) along with the matching facial expressions and actions.• The teacher shows the flashcards with animals showing various feelings (photocopiable materials). S/he shows a flashcard and makes a statement, e.g. 'It's a dog. It's sad.' If the statement is right pupils clap once, if it is wrong, they clap twice.• Pupils practice the right movements for the sign language vocabulary they learnt in the previous lesson.• Pupils sing the sign language songs they learnt.• The teacher puts 10 or so wild animal flashcards on the board (any animals from the ones they've learnt during the year: bear, zebra, polar bear, monkey, camel, hippo, flamingo, crocodile, tiger, kangaroo, giraffe, lion, snake). Pupils name the animals as the flashcards are placed on the board.• Once they are all on the board, the teacher invites the pupils to repeat the words in chorus and change how the pupils say the words along the way (e.g. three cards are said happily, two cards in a scared manner, five cards sadly, etc.)• The teacher puts the flashcards face down on the floor in front of him/her and picks one without showing it to the pupils. Pupils guess what animal is on the flashcard by asking 'Is it a ...?'. The teacher replies using 'Yes, it is./No, it isn't.'
PRE-STORYTELLING	<ul style="list-style-type: none">• The teacher asks pupils if they remember the story and which two friends the story was about. <p>If there is time, the teacher asks pupils if they think that other animals can be friends. The teacher can spread the flashcards on the floor and pupils can choose from the animal flashcards and make pairs of animals they think could be friends. The teacher models the activity.</p>

	S/he chooses two flashcards and says ‘The zebra and the giraffe are friends. They are friends.’
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story again. Pupils make facial expressions to show how the two characters feel at different points of the story. The teacher can ask questions about the appearance of the gorilla and the cat (e.g. look at the gorilla’s eyes, Are they big? Look at its mouth. Is it big or small? etc).
AFTER STORYTELLING	<ul style="list-style-type: none"> The teacher asks pupils to say who their friends are (My friend is ...). Pupils can mention friends from their school or family circle. The teacher models a response first, e.g. My friend is Popi. <p>Tip: <i>If all pupils have a friend in the class and there is a good balance of relationships where each pupil has one or two other pupils they play with, then the above activity can be turned into a ball game where they throw the ball to their friend and say ‘My friend is ...’.</i></p> <ul style="list-style-type: none"> Pupils do activity 3 in their handout. They listen and draw a gorilla and then colour it. <p>A sample transcript is given below:</p> <p><i>OK, are we ready to draw a gorilla? Great! Have you got your pencils? Ok, let’s start. This gorilla is a big gorilla. Draw a big gorilla! Like this? (teacher can draw a gorilla body, stick a picture on the board or project a gorilla body shape) OK, now let’s draw the eyes. Draw two small eyes. OK, two small eyes. Great! Now, let’s draw one big nose. A very big nose. Ok, now the gorilla’s mouth. Draw one big mouth. Are your ready? OK, Now, let’s draw the ears. Ready? Let’s draw two small ears. OK? Two very small ears. All right? Now, it’s time to colour our gorilla. Let’s start with the eyes. Colour the gorilla’s eyes green. OK? Have you got a green pencil? Show me! Great! Let’s colour the gorilla’s eyes green. Grea! Now, let’s colour the gorilla’s nose. OK? Let’s colour the nose black. Did you colour the nose black? Great! Now, let’s colour the ears. OK? Let’s colour the ears brown. OK? Have you got a brown pencil? Show me? OK. Colour the ears brown. Now it’s time for the mouth. Let’s colour the mouth</i></p>

	<p><i>pink. Show me a pink pencil? OK, let's colour the mouth pink.</i> <i>Ready? Is it a cute gorilla? Let's see!</i></p> <p>After pupils complete the activity, volunteer pupils can present their drawings to the class and/or the teacher can reveal her/his own drawing as a model of what the final product would look like. A sample picture of the gorilla – as described in the listening activity – can be drawn or projected on the board.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place through observation throughout the lesson. The teacher can use: <ul style="list-style-type: none"> - the flashcard guessing game as a check of progress made as regards pupils' ability to make a guess using the question form 'Is it a ...?' - the listening activity to check progress on pupils' identification/comprehension of colours and parts of the face - the pupils' response to the story as regards progress on their competence to follow and enjoy an oral narration of a short story
PROJECT	<ul style="list-style-type: none"> • Pupils prepare a simple play, with the teacher being the narrator of the story. Groups of pupils can be the gorilla, the zookeepers and the cat. Pupils can learn some of the dialogue which can include the sign language (which they can say while also doing the sign language) and additional dialogue which can be added to the illustrations (e.g. I'm happy. I'm sad. We are very happy, etc.).
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can add the story they read in the lists of stories in their portfolio (p.26) • Pupils can reflect on their progress as regards the following targets: A1 (Listening): Μπορώ να κατανοήσω μια μικρή και απλή ιστορία. A1 (Intercultural Competence): Γνωρίζω τραγούδια και φράσεις στη νοηματική γλώσσα (να προστεθεί στη σελ. 45)

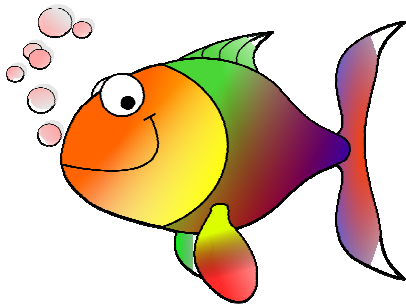
Photocopiable materials



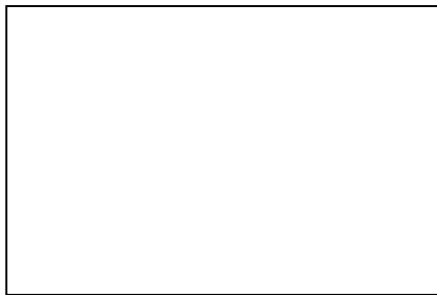


UNIT 2 – YEAR 1 – PART B

1. Listen Look and Learn



2. Draw a sad animal, a happy animal, an angry animal and a scared animal.



3. Listen and draw a gorilla!

