

## Year 1- PART B – UNIT 5

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• identify vocabulary for describing a person or animal (new and recycled)</li> <li>• use vocabulary for describing a person or animal (new and recycled)</li> <li>• follow and participate in a simple storytelling</li> <li>• follow instructions</li> </ul>
<i>Intercultural aspect:</i>	Pupils should come into contact with foreign children’s literature (‘Go away big, green monster by Ed Emberley’)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• predict what’s going to happen next in a story</li> <li>• infer meaning from visuals and gestures</li> </ul>
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> <li>• <u>Listening:</u> To be able to: -comprehend basic vocabulary they have been taught - respond to basic instructions - follow a simple story</li> <li>• <u>Speaking:</u> To be able to sing songs, rhymes or chants in the foreign language.</li> <li>• <u>Learning Strategies:</u> To be able to make predictions based on context</li> <li>• <u>Intercultural competences:</u> To comprehend that there are similarities and differences in the everyday lives of people from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling activities (stage 1)</li> <li>• Vocabulary about parts of the body and face</li> <li>• Listening activities</li> <li>• Chant</li> <li>• Instructions</li> </ul>
<b>NEW LANGUAGE</b>	
<i>Production</i>	hair, teeth, long, sharp, little, monster, scary
<i>Comprehension</i>	bluish, greenish  ‘You don’t scare me’
<b>RECYCLED LANGUAGE</b>	Parts of the face: eyes, nose, mouth, ears, feet, toes, face, fingers colours numbers  feelings: happy, sad, angry, scared  adjectives: big, small Go Away!

	It's a ....
<b>MATERIALS</b>	photocopiable materials, soft ball, class puppet/s, flashcards (see photocopiable materials), PowerPoint presentation from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a>
<b>TIME</b>	2 X 40 minutes

## LESSON 1

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>Pupils sit in a circle and sing one of the songs they have learnt during the year.</li> </ul>
<b>PRESENTATION/ PRE-STORYTELLING</b>	<ul style="list-style-type: none"> <li>The class puppet appears and seems very scared. It says it is very scared because it saw a monster. The teacher looks around to find the monster. The puppet points at the computer and the teacher shows slide 2 of the presentation (presentation 'lesson 1' – story from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> ). Alternatively, the teacher can bring a different 'monster' ( a soft toy or a picture) and use that one instead of the presentation.</li> <li>The teacher asks pupils what they can see in the picture, e.g.:  Teacher: Oh, dear! I'm so scared. What is it? Is it an animal? Pupils: No! Teacher: No, it isn't an animal. It's a monster!                   What is it? A monster! Let's say it together.                   Everyone...? What is it? Pupils: A monster!</li> </ul> <p>The teacher facilitates a discussion about the monster during which s/he introduces the new vocabulary (teeth, hair, sharp, little, long, scary) by asking questions, e.g.: Are you scared of monsters? Is this one scary? How does it feel? Look at its face (points to the monster's face). Is it happy? Is it sad? Is it angry?</p> <p>During this discussion the teacher encourages pupils to repeat all the new words (hair, teeth, long, sharp, little, scary).</p> <ul style="list-style-type: none"> <li>The teacher puts the flashcards of the new vocabulary (hair, teeth) on the board along with recycled vocabulary (nose, mouth, ears, eyes, knees, toes, head, shoulders, feet, face, fingers). Pupils repeat the words in different ways, e.g. happily, angrily, fast, loudly, silently etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Kim’s game: Pupils close their eyes and the teacher takes away a card. Pupils open their eyes and say which card is missing.</li> <li>• The teacher tells pupils they are going to hear a story about a monster. She says the title of the story is ‘Go away monster!’ and invites pupils to repeat it after her while also making a matching gesture for ‘Go away’.</li> </ul> <p>The teacher asks pupils to guess/predict what the monster in the story is going to be like (e.g. What colour is the monster? Does it have big or little eyes? How many eyes has it got?, etc.). If possible, the teacher can also do a quick sketch on the board of the monster the way it is described by the pupils.</p>
<b>WHILE-STORYTELLING</b>	<ul style="list-style-type: none"> <li>• The teacher tells the story and pauses at intervals to encourage pupils to participate in the storytelling. S/he can pause and encourage pupil to complete sentences e.g.: Big green monster has two, big yellow... (eyes), a big, red mouth with sharp ..... (teeth), a big scary green... (face), purple ....(hair), go away big, red ..... (mouth).</li> </ul> <p>S/he can also encourage them to predict what’s going to appear (or disappear) next, e.g. Ok, the monster now has eyes and a nose... what do you think will come next? Hair? A mouth? What do you think?</p>
<b>AFTER-STORYTELLING</b>	<ul style="list-style-type: none"> <li>• The teacher asks pupils if they liked the story and how they feel now that the big, green monster has gone away.</li> <li>• Pupils are given the flashcards of new and recycled vocabulary. The teacher calls out words such as: ears, teeth, nose, face, hair. Each time, each pupil raises the appropriate card and then, the rest of the class repeats the phrase on the card.</li> <li>• Pupils work with activity 2 in their handouts. They listen to the teacher and colour the monsters, e.g.</li> </ul> <p><i>Ok, we need to colour these little monsters. Are you ready? Let’s colour number 1 red. Get your red pencil. Come on! Ready? Colour number 1 red. Excellent! Well done. Now let’s move to number 2.</i></p> <p>The teacher gives instructions as above so that all the monsters are coloured in.</p> <ul style="list-style-type: none"> <li>• Pupils play Bingo! (activity 2) Each pupil crosses out 3 pictures. The teacher then says the phrase ‘Go away _____ monster!’, using different colours each time, e.g.: ‘Go away blue</li> </ul>

	<p>monster!’, ‘Go away yellow monster!’. Each time pupils cross out the monster they hear. The pupil who crosses out all the pictures first, calls out ‘Bingo!’ and wins the game.</p> <ul style="list-style-type: none"> <li>• Pupils play a pelmanism game using the interactive game at <a href="http://matchthememory.com/matchingmonsters">http://matchthememory.com/matchingmonsters</a> Pupils are divided into two groups. Each group sends two representatives on the board. Each pupil takes a turn to turn a card round. When a card is turned the pupil makes a statement about the monster revealed (It’s a green monster). Then the other pupil turns a card around and makes a statement about the new monster revealed. If the monsters are the same, the team gets one point. If the pupils made correct statements, the team gets one more point. The two pupils then sit down and two representatives of the other team come to the board. e.g.:</li> </ul> <p>Team A: Pupil 1: It’s an orange monster. Pupil 2: It’s a yellow monster. Teacher: One point for making such lovely sentences. Thank you boys. Now, let’s have the other team.</p> <p>Team B: Pupil 3: It’s a yellow monster. Pupil 4: It’s a yellow monster. Teacher: Excellent! You found two yellow monsters. Very good. One point and one point for making such great sentences. Two points for Team B.</p> <ul style="list-style-type: none"> <li>• If there is time, the teacher introduces the following chant:</li> </ul> <p style="text-align: center;">Go away big, green monster Go away, GO AWAY Go away big, green monster Go away big green monster Go away big green monster Go away. GO AWAY</p>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Pupils play Simon says. The teacher uses instructions with the new and recycled vocabulary to evaluate whether the pupils comprehend the new vocabulary, e.g. Simon says touch your hair. Simon says show me a long nose ( pupils gesture to show a long nose) Simon says show me your teeth. Show me your ears. Show me your little finger. etc.</li> </ul>

## LESSON 2

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"><li>• The flashcards of new and recycled vocabulary about describing people are placed on the board and pupils repeat after the teacher.</li><li>• Disappearing cards: Pupils close their eyes and the teacher removes a card. Pupils then name all the flashcards again, including the one that has been removed. The teacher continues removing one or two flashcards at a time and each time pupils name all the flashcards including the ones that have been removed from the board.</li></ul> <p>Each time a card is removed pupils are encouraged to say ‘Go away...’. e.g. ‘Go away hair’, ‘Go away teeth’.</p> <ul style="list-style-type: none"><li>• Pass the card: Pupils sit in a circle. The teacher gives the flashcards to the pupils. Pupils sing one of the songs they learnt while they pass the cards around from pupil to pupil. When the teacher says ‘stop’, they stop singing and pupils who have a flashcard take turns to lift them up for all to see. The rest of the pupils, in chorus, say what’s on the flashcard.</li></ul>
<b>PRE STORYTELLING</b>	<ul style="list-style-type: none"><li>• The teacher asks pupils if they remember the big green monster and if they want it to come out or go away.</li><li>• Pupils sing the following chant: <p style="text-align: center;">Go away big, green monster Go away, GO AWAY Go away big, green monster Go away big green monster Go away big green monster Go away. GO AWAY</p></li></ul>
<b>WHILE- STORYTELLING</b>	<ul style="list-style-type: none"><li>• The teacher tells the story again and encourages more pupil participation. The teacher helps pupils discuss the illustrations e.g. What colour are the monster’s ears? Are they big/small? What colour is the monster’s hair? How about its teeth? Are they sharp?</li><li>• Pupils are also encouraged to join in the storytelling by repeating after the teacher or saying recurring phrases.</li></ul>

**AFTER-  
STORYTELLING**

- Pupils can say the chant again. They can also replace the word ‘monster’ with the newly taught vocabulary e.g.:

Go away little ears  
Go away, GO AWAY  
Go away little ears  
Go away little ears  
Go away little ears  
Go away. GO AWAY

OR

Go away sharp teeth  
Go away, GO AWAY  
Go away sharp teeth  
Go away sharp teeth  
Go away sharp teeth  
Go away. GO AWAY

- Alternatively, pupils can listen to and sing the story’s song which can be found here: <https://youtu.be/roTGYZIP92c>

OR

Watch and listen to an animated version of the story at:  
<https://www.youtube.com/watch?v=rPmLZLp-oec>

- Pupils return to their seats and look at activity 1 in their handout. The teacher asks pupils to point to the different parts of the monster’s face. Pupils can play ‘Simon says’, e.g. ‘Simon says point to the monster’s hair’, ‘Point to the monster’s teeth’, etc. The teacher walks around the classroom and monitors the activity.
- Pupils do activity 3a. They listen and circle the right monster. The transcript is as follows:

*Let’s find the monster! Are you ready children? Great! This monster is a big monster! So, it’s got a big, big face. How many eyes has it got? Hmmm, it’s got 3 little eyes. What about his nose? Oh, it’s got a great big nose and a big, big mouth with three sharp teeth! It’s got four ears. Oh, look at its hands! It’s got two hands and eight fingers! It’s a scary monster. What do you think? Are you scared?*

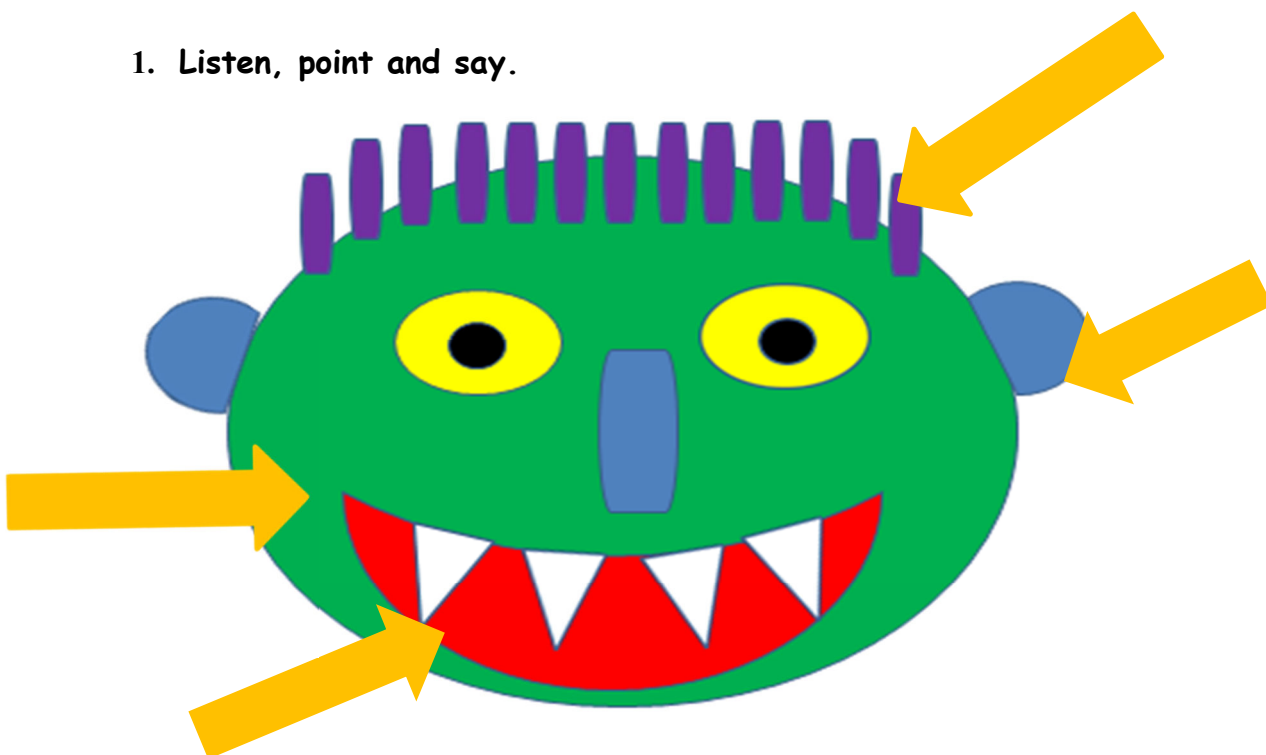
- Pupils do activity 3b. They colour the monster according to the teacher’s instructions, e.g.:

*Now, let’s colour the monster! Let’s start with the eyes. Colour the monster’s eyes yellow. OK? Have you got a yellow pencil? Show me! Great! Let’s colour the monster’s eyes yellow.*

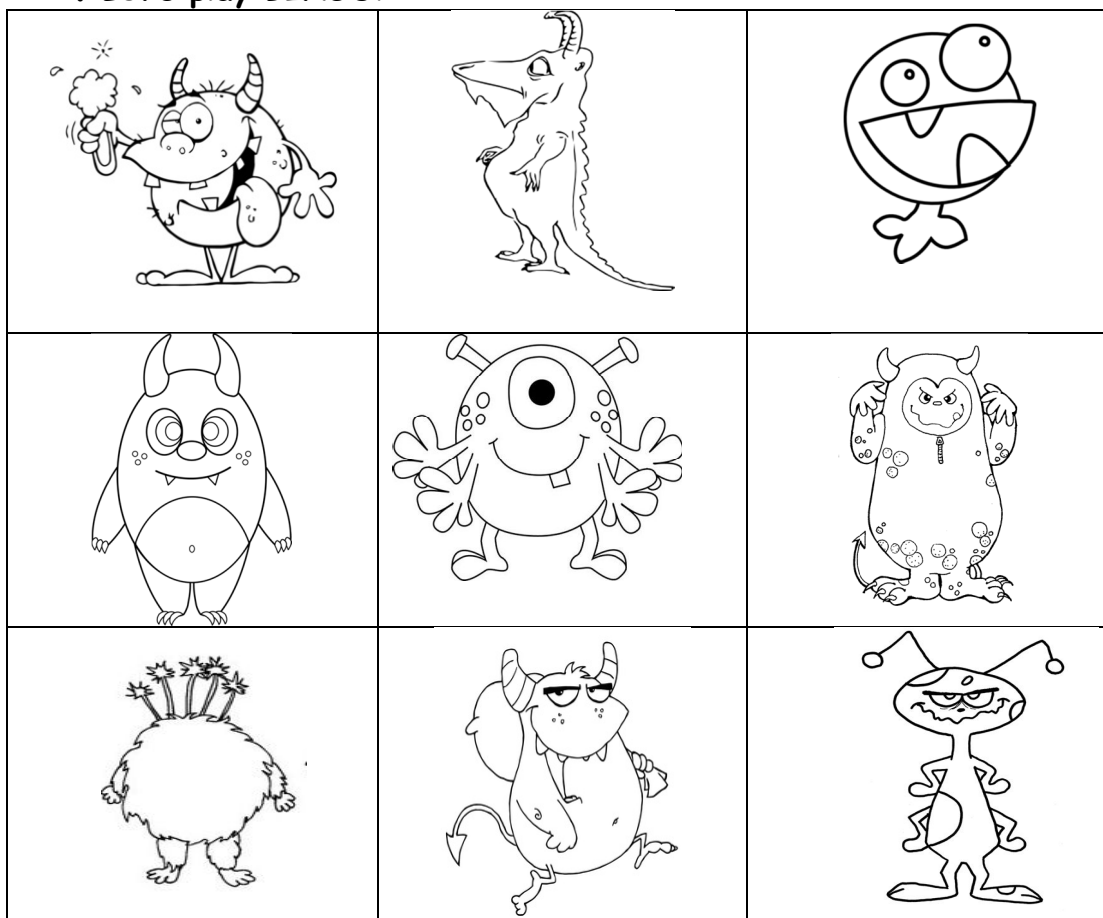
	<p><i>Great! Now, let's colour the monster's nose. OK? Let's colour the nose blue. Did you colour the nose blue? Great! Now, let's colour the ears.</i></p> <p><i>Let's colour the ears brown. Have you got a brown pencil? Show me? OK. Colour the ears brown.</i></p> <p><i>Now it's time for the mouth. Let's colour the mouth. Colour it red.</i></p> <p><i>What about the monster's hands? Colour the monster's hands green. The fingers are green, too!</i></p> <p>The teacher can then repeat the text while presenting the monster on the board and gradually colouring it as the colours are mentioned. Pupils can, for example, take turns to come to the board and colour a part of the monster as this is mentioned in the text. As the monster is being coloured in, pupils can check against their work and award themselves points (e.g. 1 point for each correct colour).</p>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• During listening activities 3a and 3b the teacher walks around the classroom and monitors the activity taking note of the pupils' responses as regards comprehension of the target vocabulary. Also, while or after checking pupils' work, s/he can discuss individually with pupils on their progress.</li> </ul>
<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils can reflect on their progress as regards the following targets:  A1 Listening: Μπορώ να κατανοήσω απλές περιγραφές.  Μπορώ να κατανοήσω τις οδηγίες του δασκάλου μου.  Μπορώ να κατανοήσω ένα απλό τραγούδι.  A1 Speaking: Μπορώ να ονομάσω τα μέρη του προσώπου και του σώματος.  Μπορώ να τραγουδήσω ένα απλό τραγούδι ή ρυθμικό ποίημα.  A1 Intercultural Competence: Έχω ακούσει ιστορίες από άλλες χώρες.  Μπορώ να τραγουδώ τραγούδια από άλλες χώρες.</li> </ul>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Pupils can use the PowerPoint presentation (<a href="http://www.schools.ac.cy">www.schools.ac.cy</a>) and work individually or in pairs to record an audio narration to go with it. That is, each pupil – or pair of pupils – learns a part of the story and records a narration for that slide. The final product will be a story narrated by the pupils which can be included in their portfolio (see above) or the school's website.</li> <li>• Pupils can audio or video record themselves singing the 'Go away' chant. They can add gestures and expressions to match the lyrics of the chant.</li> </ul>

YEAR 1 - PART B - UNIT 5

1. Listen, point and say.

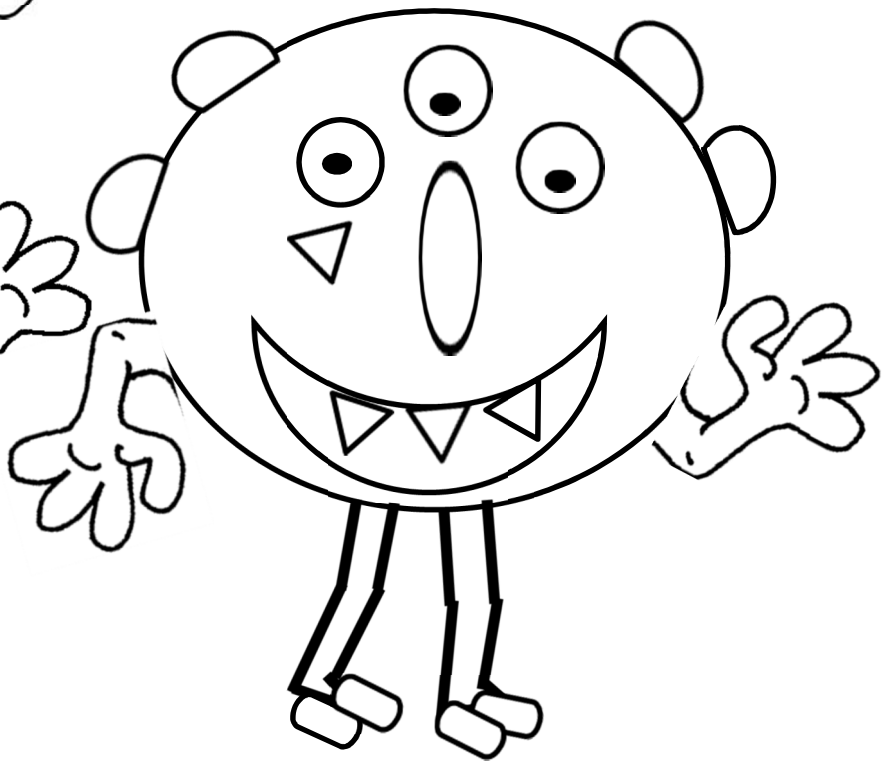
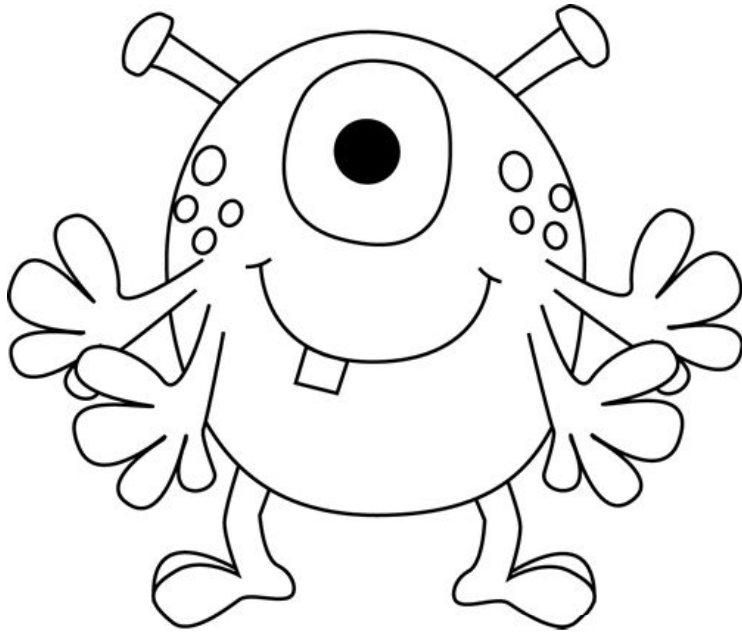


2. Let's play BINGO!





3a. Listen and circle the right monster.



Photocopiable materials: Flashcards

