

Year 1- PART B -Unit 6 The wrong book

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • introduce themselves using ‘My name is ...’ • identify and use the target vocabulary (monster, pirate, queen, rat, puppet) • follow and participate in a simple storytelling • make a guess using ‘Is it a ...?’ • respond to questions using ‘Yes, it is. / No, it isn’t.’
<i>Intercultural aspect:</i>	Pupils should come into contact with foreign children’s literature (‘The wrong book’ by Nick Bland)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • predict what’s going to happen in a story • infer meaning from visuals
NEW LANGUAGE	
<i>Production</i>	My name is... monster, pirate, queen, rat, wrong, puppet Go away!
<i>Comprehension</i>	What’s your name? What’s this about? This is about... The end plural form
RECYCLED LANGUAGE	elephant, book, princess I like/don’t like Is it a.... ? Yes, it is/No, it isn’t
MATERIALS	storybook ‘The wrong book’ by Nick Bland, photocopyable materials, soft ball, class puppet/s, flashcards (photocopyable materials)
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sit in a circle and sing a song they have learnt during the year.
PRESENTATION	<ul style="list-style-type: none">• The teacher tells the pupils that the class puppet is sick. In fact s/he is so sick that s/he has forgotten his/her name. The teacher asks the puppet for his/her name and gets various funny answers, e.g.: Teacher: What's your name? Puppet: My name is elephant! Teacher: No, it isn't. What's your name? Puppet: It's monkey! Teacher: No, it isn't. What's your name? Puppet: My name is ... Teacher: It's Your name is ... (puppet's name) The puppet then asks the teacher and then the pupils for their names. The puppet goes round the classroom introducing him/herself afresh and asking pupils for their names. Pupils are encouraged to use 'My name is ...'. e. g.: Puppet: My name is What about you? Pupil: My name is ...
PRE-STORYTELLING	<ul style="list-style-type: none">• The teacher tells pupils they are going to read a book and ask pupils to guess what the book is about. S/he can begin by modeling how the activity goes and giving examples, e.g.: Is it about a boy? What do you think? Pupils at this point may communicate using one-word questions (e.g. elephant?) which the teacher can rephrase (e.g. Is it about an elephant?). The teacher can hold the book in a way that the pupils can't see it and s/he can pretend to look at the book and check before s/he responds, e.g.: Teacher: What is it about? Pupils: an elephant? Teacher: Is it about an elephant? Hmm... Let me check. No. No, it isn't about an elephant. Let's try again. What do you think it's about?

	<p>During this activity, the teacher introduces a few ideas (unless these are introduced by the pupils in Greek and the teacher then gives the English word for them). The ideas to be introduced are princess and teddy (recycled vocabulary), pirate, queen, monster, rat, puppet. For each idea that includes this vocabulary, the teacher shows a flashcard. She/he engages the pupils in repeating the word, puts the flashcard on the board and asks whether the pupils like such stories, e.g.:</p> <p>Teacher: How about pirates? Hmm...? Is this a book about pirates (shows flashcard)? What do you think? (Some pupils say yes, some may say no) Teacher: OK, then. Maybe it's about pirates. Let's put the picture here. Shall we all say it? Pirates! Pupils: Pirates. Teacher: Do you like books with pirates?</p> <p>Once all the cards are on the board (princess, teddy, queen, monster, rat, puppet), the pupils repeat them in different ways after the teacher quietly, loudly, angrily, happily, sadly, etc.</p>
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells pupils they will now find out what the story is about. S/he shows them the cover of the book and s/he reads and explains the meaning of the title ('The wrong book'). <p>She/he then tells the story and pauses at intervals to encourage pupils to participate in the storytelling. Pupils can talk about the pictures (e.g. Do you like this elephant? / What colour is it? / Is it big or small? / How does he feel?, etc.). They can also make predictions about what will follow in the story. e.g. The teacher asks questions such as: What comes next? Is it a pirate? Is it a queen?</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher asks pupils if they liked the story. They discuss how Nicholas Ickle must feel now that he didn't get a chance to tell the story. • Pupils share ideas about what the book would be about, if the pages didn't have to end and Nicholas Ickle had more time to tell the story. • Volunteers come to the board and put the flashcards in the order they are mentioned in the story. • If there is time, the teacher tells the story again and the pupils check whether they have the flashcards in the right order.

EVALUATION	The teacher shows a flashcard and says what it is. e.g., It's a monster. If the word is correct pupils jump to the right. If the word is wrong, they jump to the left.
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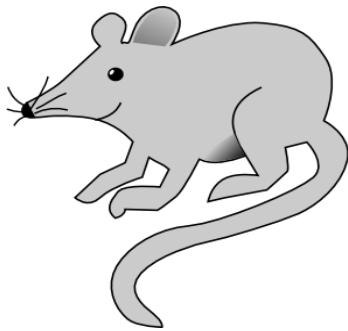
LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. The puppet has invited a friend and brings a new puppet in class. The new puppet wants to meet everyone. Pupils try to find out the puppet's name by guessing it, e.g.: Teacher: What do you think his name is? Shall we guess? Let me start. Hmm... Is it Petros? Puppet: No, it isn't. Teacher: Is it Michael? Puppet: No, it isn't. Teacher: Come on children. What do you think? Pupil A: Is it Marios? etc. • Once the puppet tells pupils her/his name (My name is) pupils take turns to introduce themselves to him/her. All the pupils in chorus can say 'My name is ' and then the child whose turn it is adds his/her name, e.g. Chorus: My name is... Pupil: Marios Chorus: My name is ... Pupil: Eleni
RRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher invites the guest puppet to stay and hear a story. Before the story the pupils present the vocabulary to the puppet by saying the words they remember from the story. The teacher puts the flashcards on the board and the pupils repeat the words in different ways. • Kim's game: Pupils close their eyes and the teacher removes one of the pictures. The pupils open their eyes and name the missing word.

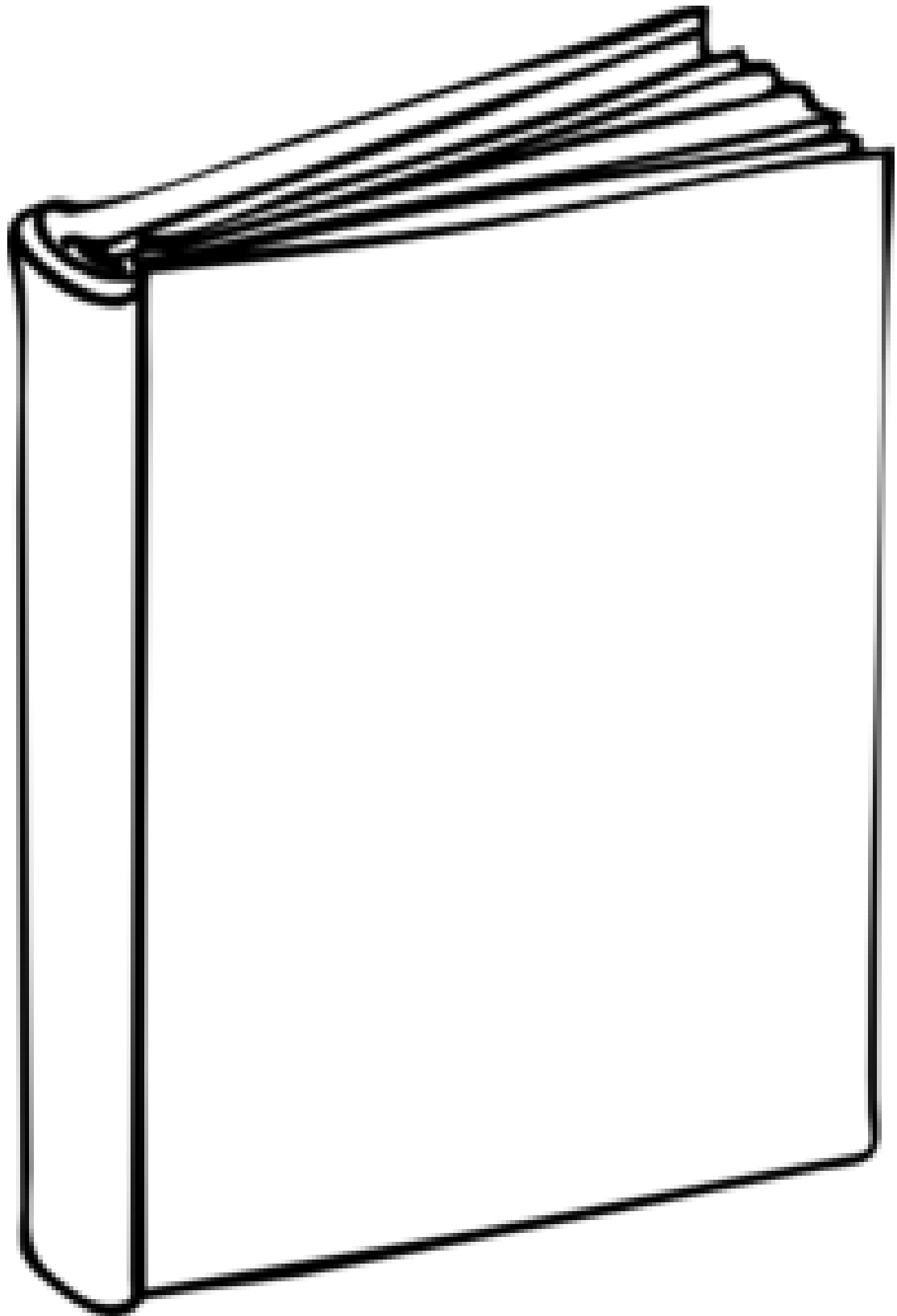
	<ul style="list-style-type: none"> • The teacher holds a flashcard without showing it to the pupils and asks pupils to guess which flashcard it is. Pupils are encouraged to use the question form ‘Is it a?’ and the teacher responds with ‘Yes, it is. / No, it isn’t.’. • Volunteers come to the front, choose a flashcard and lead the game.
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story and encourages pupil participation. The teacher helps pupils to discuss the pictures of the book (e.g. What can you see? What colour is it? Is it big/small? Do you like monsters? Do you like queens? Are you scared of monsters?) Pupils are also encouraged to join in the storytelling by joining the teacher or repeating after the teacher to say recurring phrases such as ‘My name is Nicholas Ickle and this book is about ...’. ‘Go away!’ and ‘wrong book’, e.g.: <p>Teacher: This book isn’t about an elephant! Go away! (teacher indicates to pupils to repeat after her) Pupils: Go away! (teacher says the phrase with the pupils and gestures to illustrate the meaning of ‘Go away!’) Teacher: let’s say it once more loudly! Pupils: Go away! (pupils also make the accompanying gesture) Teacher: You’re in the Pupils: wrong book!</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pass the card: The teacher passes the flashcards with the target vocabulary to the pupils while they are singing a favourite song. Each pupil passes his/her card to the pupil next to him. When the teacher says ‘stop’, each pupil holds his/her card in a way that the others can’t see it. The teacher then encourages pupils to guess what’s on each pupil’s card. Pupils are encouraged to make questions using ‘Is it ...?’ and answer using ‘Yes, it is/No, it isn’t’, e.g.: <p>Teacher: Who has a card? Anna! OK, let’s ask Anna. Is it a? Pupils A: Is it a pirate? Anna: No, it isn’t. etc.</p> <ul style="list-style-type: none"> • The teacher tells pupils to imagine their favourite book or imagine a book they would like to write (or read). Pupils then

	<p>take turns to come to the front and mime what this book is about. Pupils try to guess who it is, using ‘Is it ...?’</p> <ul style="list-style-type: none"> • Pupils complete their handout. They decide on what their book is going to be about and draw the cover of the book. Once they are ready, they take turns to come to the front. Other pupils try to find out what the book is about. The teacher supports them in using the question ‘Is it about ...?’ whereas the pupil being questioned replies with ‘Yes, it is. / No, it isn’t.’.
EVALUATION	<ul style="list-style-type: none"> • Through observation of pupils’ participation and response to the activities. • The teacher has individual learning chats with pupils while they are working on the drawing of their book. S/he can ask pupils to identify flashcards which s/he may be holding, ask them to guess about her/his book, thus checking on their use of ‘Is it a..?’, etc.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the story in their portfolio.
PROJECT	<ul style="list-style-type: none"> • Pupils can act out the story. The role of Nicholas Ickle can be given to three or four pupils so as to create more roles and make it easier for the pupils to learn their part. There can be more elephants, monsters, etc. to create more roles. If there is need for even more roles, there can be more parts added to the book, which can be decided on with the pupils (e.g. a princess, monkeys, etc.). Depending on the competences of the pupils you can add speaking roles, e.g. the elephant and/or the other characters can say something like ‘Please, please... Can we be in the book?’ and each character can add something about them, e.g.: Elephants: ‘Please, please can we be in the book? We are BIG!’ Monsters: ‘Please, please can we be in the book? We are naughty!’ Queens: ‘Please, please can we be in the book? We are perfect!’ etc.

Listen look and learn



My favourite book



Flashcards



