

TA LESSON MY LOST DOG**2.2.2017****Subject:** English**Class:** 4 (second year of English) Age 10**Lessons per week:** 2

BACKGROUND: The pupils have been learning about pets in their books (very basic vocabulary) and made an ENV for describing pets in general. We played the password game to help us to make it and for homework they filled in part of it. They have just learned 'It **has...**'

AIMS:

CONTENT: To practice using 'It is...' and 'It has...' for descriptions. Writing sentences in English. Expanding vocabulary. For teacher, also diagnostic aim – sentences, grammar to be dealt with later.

THINKING: To practice working out parameters to be able to give an appropriate description of something for a specific purpose. Building and using ENV as a tool.

1. CONTEXT AND CHALLENGE:

You are on a motoring holiday abroad and you lose your dog. What should you do? At the Lost Animal Shelter you have to describe your dog very exactly to find out if it is there. Limitations: They won't show you the dogs at the shelter, nor will they ask you many questions. You must decide what you need to tell them.

WARM UP:

Look at ENVs they have partially filled for describing pets in general. They give their descriptions and the other pupils guess what it is.

Introducing new situation: You all have dogs. You're on holiday and you lose your dog. What should you do? Discussion.

2. BUILDING THE STAIRS WITH LEARNERS:

You have to go to the Lost Animal Shelter. You must give exact description. Can you? What do you need to know? (Some new vocabulary? It is, It has....)

Task 1. Worksheet. Groups are given a picture of a dog (cartoon) to describe. They can ask for/ look up words as they go along. They write as many sentences as they can in 3 mins (?). Does our 'Pet's Chart' help? After this time the dog pictures are all put on the blackboard. Each group reads out its description and the others guess which dog it is.

3. REFLECTING:

The teacher writes up the sentences. After each description discuss how easy it was – which sentence helped most. Anything missing?

Teacher comment: making suitable descriptions turned out to be too easy for the pupils – they easily guessed each other's dogs. there were also too few dogs to choose from.

What groups could the sentences be put into? Are they the same as our 'Pets Chart' groups?

Task 2. Worksheet. Fill in the parameters.

4. NEW CHALLENGE:

The animal shelter wants you to help them make a form to help people to fill in the most important information for finding a dog. It must be as short and simple as possible.

Task 3. Worksheet. They decide in pairs / groups on the most important parameters for the form. They can add unmentioned ones too. They write them in order of importance.

(Discussion, if time. If not, we go straight on to task 4, which will probably be homework.)

Task 4 Worksheet. Individually using / testing / deciding on the best parameters by filling in the Lost Dog form.

First they have to fill in the names of the parameters, and then they give an example of a sentence for each which describes their own dog (each child has a photo of a different dog at the top of the form).

Teacher comment: This task could probably have been the first task, as it was more difficult to describe from a photograph and the dogs they had to choose from were more similar to each other.

In the next lesson they will act out the situation at the Lost Animal Shelter. One will describe his/ her dog, the other has a sheet of pictures of dogs and has to find out which dog it is. After this they have to say if there was something missing? Can we improve the forms before we give them to the shelter? We decide as a class what the best parameters are.

Discussing in general what an ENV is, and how we can use it, and actually calling it an ENV.

If we have time, we might make Lost Dog adverts where they have to decide on what information to put in it, and how it should look, so that people notice it, but it doesn't say too much. (New challenge and point of view, a new ENV for a different situation.)