

LESSON PLAN Nordplus

Kirkonkylä School, Eura 6.2.2018

Subject: English Class: 4 (2nd year of English. 2 x 45mins a week)

Teacher: Susan Granlund

OVERALL AIMS:

Linguistic – to expand and revise vocabulary in many areas (parts of the body, homes, adjectives, places, movement, character...) in the context of talking / writing about animals. To practice using ‘has’ and ‘doesn’t’, which are new to the pupils and many find difficult. They also often confuse ‘is’ and ‘has’ and these will be used a lot when describing animals.

Thinking – to be able to describe an animal appropriately, so that someone who had never seen the animal could recognize it; to learn to use parameters and values to help to organize and plan thoughts and work; to learn to think about the distinguishing features of something. Noticing similarities and differences between animals.

Metacognitive – to become aware of and start to recognize the difference between remembering words and being able to use them in context.

CHALLENGE:

Situation – Two pandas from China have just arrived in Finland (last week), and so Finnish children are beginning to learn something about Chinese animals. Chinese children, however, don’t know about Finnish animals, so we are going to make a booklet about them for Chinese children. We won’t need a huge amount of information, and the language can’t be too difficult, because Chinese children of their age don’t know very much English either.

How and what to write, and how to do it in English?

Lesson 1: WARM UP

The English book has been about animals and we’ve playing the password game.

We had the password game with the word as a panda, and we talked about pandas in English. I introduced the idea that we’ll write for Chinese children, and they thought this would be too difficult. We decided we need quite a few more words.

AIM for this lesson: To practice sentences and expand vocabulary through the results of the pupils own password games and to bring the pupils to understanding parameters for describing an animal. If time, to use a text about an (unkown?) Chinese animal as a bank for sentences and as a means of eliciting more parameters and values for talking about animals in general.

WARM UP:

Remind of our aim and then do a password game to get them started thinking about sentences and animals.

TOWARDS A STRATEGY

1. How can these sentences help us to describe Finnish animals better?
2. Sorting task – sort their own sentences into groups.
3. They write groupings on the worksheet. (Worksheet p1, task 1)
4. Through discussion and finding out for themselves, they think up possible features for describing an animal through their groupings.
5. Can we put these in a chart? They fill in. (Worksheet p1, task 2, finding parameters)

Lesson 2: TESTING THE STRATEGY

Can we test if this chart would help?

Pairs given secret animal picture. Don't tell others. Think of a description using the parameters on the chart so far. (Further filling in of Worksheet p1 – the values.)

Come and explain your animals. Can the others guess which animal you have?

Now we need more words and features. How else can we find them?

USING A BANK /TEXT TO MAKE THE TOOL BETTER

Worksheet p 2. A text about an unusual Chinese animal. Some difficult words – read the new words.

They read text silently, and do the tasks. Discuss together.

Lesson 3: We improve our ENV by adding parameters found in the text.

We discuss which animals are typical in Finland and decide if we are ready to write. Vocabulary expansion with adjectives, through texts and games from their book.

The children decide on their animals and fill in the ENV form (ENV of animal). Some pupils need the parameters given, some can do the whole thing themselves.

After filling in the ENV form, the children then start writing their texts on their computers. they can check spelling and grammar through the English spell checker.

We evaluate and improve the texts together before making them into a booklet.

This took quite some time, but they enjoyed it and started writing better sentences.