**LESSON PLAN**

Working with a story created by Greek, Polish and Spanish 6th grade pupils in the framework of an e-twinning project, entitled "*Imagine, Collaborate, Create"*

**Learners:**  sixteen (16) **5th grade** primary- school pupils of post-elementary language level, mixed ability, monolingual (Greek speaking), approx. 10-11 years of age

**Lesson duration:**  40-45 min

**Language functions**

Talking about/exploiting stories

**Language focus**

**1. Structures:** Past Simple & past continuous Tenses

**2. Vocabulary:** Lexis related to the particular topic

**A brief description of the designed teaching session**

WARM UP/ PRE-READING STAGE: T asks Ss if they like reading stories/what kind of stories they prefer and why. Then she explains that they are going to read a story made up by 6th grade pupils from their school in cooperation with Polish and Spanish students in the framework of an e-twinning project. T shows 3 pictures and the title and asks them to make predictions about what the story might be about/what type of story they expect to read judging from the pictures and the title. T writes ideas on the board and introducesnew wordswhich will help Ss deal with the main task.

WHILE-READING STAGE: T hands out a photocopy with the first paragraph of the story and asks Ss to **scan** it and find out *why the children left the beach although they were having fun*. As soon as they come up with the right answer they are challenged, working in pairs, to *guess what happened next.* T accepts all responses.

Ss are provided with another photocopy including the second paragraph and are asked to **read/skim** it and find out whether their predictions were right, wrong or at least close to what is referred to in the story. Then Ss are encouraged to imagine/anticipate *what the children found after a 10-minute walk.* T welcomes all responses.

T discloses that the kids arrived at a garden and that they were really amazed and hands out a chart. Ss have to tick/ guess which items they expect to find in the garden which is described in the last paragraph.

Ss **listen** to the last paragraph and verify their expectations/ predictions in the chart.

POST-READING STAGE:

Ls host a talk show. One pupil plays the role of the reporter, while 4 Ls take up as the story heroes.

The audience, i.e., the rest 11 Ls -in groups- prepare questions for the story characters (2 questions from each paragraph- one paragraph per group). They are instructed to use the past simple & past continuous tense while formulating their questions.

**Teaching aims**

 To train learners (Ls) into

•interacting with a written text and realizing reading as a mental function as well as communicative ability

• reading and listening for the gist and for extracting specific information

•making speculations/inferences about the content based on pictures and title

• processing information from a reading text

•using information to formulate short or longer chunks of spoken/ written discourse

• working in pairs, groups, encouraging thus collaborative learning

**Learning objectives**

•The target Ls are expected to practise

→the reading skill of scanning and be able to use the information extracted in order to answer questions

→ the reading skill of skimming and be able to verify their anticipations

→ listening for confirming expectations

→ the accurate & appropriate use of the past tenses and be able to exercise decoding skills

→skill integration

•Ls are also expected to develop awareness of what they have observed about the language they have been exposed to and be able to apply it for task completion

 **Classroom facilities/Aids:** Whiteboard, computer, overhead projector , photocopies

**Assumptions**

• Ls are fond of working with stories and familiar with the skills practised, therefore they are not expected to face serious difficulties in handling the activities at hand

•They enjoy experimenting with the language

**Anticipated problems**

• Cooperation within groups may cause difficulties, as some learners may try to dominate the floor provided they possess a more advanced language level than others. As a result reserved or linguistically less able pupils may feel intimidated and thus reluctant to participate in the group tasks.

•Time allotted may prove insufficient. However, if the remaining activities take place during the subsequent lesson, learners are unlikely to lose sight of the learning objectives of the whole teaching instruction.

**Possible solutions**

• Obstacles reserved pupils may face could be minimized by clear and precise instructions. Provision of ample time is another solution, which however may entail expanding task implementation time, fact that can 'undermine' the smooth progress and thus completion of the designed lesson plan. Yet, it is of vital importance to stress here that the language teacher's ultimate concern should be appropriate scaffolding provision in order to help young learners get essentially involved in the learning process and make the most of it. Such an approach can lead to gradual target language accommodation and assimilation and thus to higher self esteem

**THE LESSON PLAN SCHEMATICALLY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| STAGE/PROCEDURE | TEACHING AIMS/LEARNING OBJECTIVES | Ls/T ROLE/INTERACTION | MATERIALS | TIME |
| ***WARM UP***T writes a "Zoom word" on the board. Ls should be paying attention to what she says, throughout the lesson, in order to be able to spot the zoom word. The pupil who manages to spot it first is the winner.***PRE-READING STAGE***T asks Ls what kind of stories they like reading.Then she explains that they are going to read a story created by Polish, Spanish and Greek pupils and presents them with some pictures and the title of the story. Ls are challenged to speculate about the text. T writes ideas on the board and introducesnew wordswhich will help Ls deal with the main task. | •To encourage Ls to follow the T closely by means of a word a game•To set the 'scene'•To activate relevant content schemata.•To capture Ls' interest through content prediction technique**•**To familiarize them with relevant to the topic lexis | T-LS |  | 10' |
| **READING STAGE**→Ls are provided with a handout with the first paragraph of the story, and are instructed to **scan** it in order to answer a question. As soon as they come up with the right answer they are challenged, working in pairs, to *guess what happened next.* T accepts all responses.→ Ss are provided with another photocopy including the second paragraph and are asked to **read/skim** it and find out whether their predictions were right, wrong or at least close to what is referred to in the story. →Then Ss are encouraged to imagine/anticipate *what the children found after a 10-minute walk.* T welcomes all responses. → T discloses that the story heroes arrived at a garden and that they were really amazed, and hands out a chart. Ls have to tick/ guess which items they expect to find in the garden which is described in the last paragraph.→Ss **listen** to the last paragraph to extract information the task demands  | T directs comprehension stage/ comprehension skills are practised through guided prediction→Ls are expected to be able to• select the proper piece of information by applying the reading sub-skill of scanning • make inferences exercising reasoning skills• confirm (or not) their expectations by applying the skimming act of reading →To further involve them in reading in order to deduce the content of the text→To provide Ls with a motivating and meaningful purpose for listening →Ls are expected to practise listening in order to verify their expectations/ predictions in the chart. | LS-LS | Photocopy | 10-15' |
| **POST-READING STAGE**Ls host a talk show. One pupil plays the role of the reporter, while 4 Ls take up as the story heroes.The audience, i.e., the rest 11 Ls -in groups- prepare questions for the story characters (2 questions from each paragraph- one paragraph per group). They are instructed to use the past simple & past continuous tense in formulating their questions. | →To encourage active participation by means of a game-like activity→To raise linguistic & functional consciousness→ To encourage cooperation between Ls and thus promote collaborative skills→Ls are expected to •consolidate the past tenses, applying metacognitive knowledge, moving from receptive to productive stage  | Photocopy | LS-LS | 15-20' |
| **EXTRA ACTIVITIES**1. Ls in groups change the ending of the story. The story says "*the expedition team did not find any garden"*…T asks "*what did they find instead*?' and encourages a discussion among them in their groups. A representative is chosen to announce their suggestions in class. Ls take turns into providing the answers. | To : •encourage use of imagination and creativity •increase verbal proficiency  |  | Ls--LS | 10' |
| T poses questions, e,g. if they liked the story, or found it interesting, etc,  | To: help Ls evaluate their reading experience, so that they can realize the value of reading. |  |  |  |

**MORE IDEAS**

**POST-READING STAGE:**

1. Each group is provided with a map to fill in. One map for each paragraph (there are three groups of pupils and three paragraphs). After completing their task, groups swap maps (i.e., group 1 takes map2, group 2 map 3 and group 3 map 1) and relying upon them relate the story in a story-circle (i.e., one pupil begins, the next one picks up the story thread and continues it, next person adds to it and so on until the story comes to the end.)

2. Ls draw a picture as a further response to the story and write down some captions/short texts making use of the vocabulary from the pre-stage( the newly-learnt lexis), next to the picture.

3. A writing task linked back to the story might be to make and write a postcard that the boys would send to their friends/parents after they have explored the garden carefully.

4. Ls are asked to keep a diary as if they were a character in the story. They are asked to write down events that happened during the story and reflect on *how* they affected the character and *why*.

5. . Ls are asked to cooperate in pairs and create a Haiku or Limerick about the characters or an event in the story that impressed them