

Beginning Literacy - Teaching plan

Working with the book *Aren't I Handsome?* By Mario Ramos

<p>Age of pupils - 7-8 years old</p>	<p>Aren't I Handsome?</p>
<p>Aims</p> <ul style="list-style-type: none"> To increase vocabulary focusing on words that describe persons and personality. To enhance pupils' skills in telling a story and engaging in dialogues. For pupils to know the following concepts: setting, main character, secondary character, and storyline. For pupils to gain skills in retelling a story by creating a storyline to display on a sheet of paper as a 'story road'. To exercise vocal reading and recitation. <p>Evaluation/Assessment</p> <ul style="list-style-type: none"> Student evaluation: the pupils evaluate their own performance in work stations. Teacher evaluation: the teacher uses a checklist to evaluate the work of the pupils in retelling and making the 'story road' 	<p>Phase 1 Whole text, reading aloud, summarising and shared reading.</p> <p>The book shown to the pupils and the teacher leads them into predicting the story from the cover of the book.</p> <p><u>First reading:</u> The book is read for the pupils. The following concepts are explained and discussed: main character, secondary character and storyline. Also discussion about who is the main character and who can be the secondary characters.</p> <p><u>Word awareness:</u> The teacher draws the pupils' attention to the words that describe the characters' appearance and traits, and discusses their meaning, e.g.: handsome, ravishing, marvellous, resplendent, dreadful, pale (attachment 2).</p> <p><u>Second reading:</u> The teacher reads and the pupils listen for the words discussed before, and wave their hand when they recognise them. The teacher goes deeper into the story and discusses different impressions children may get from the text, e.g.: What is the smell of the forest like? Is it dark or light around us? Are we aware of some small animals moving around? Do we hear birds singing or frogs croaking? Is anybody afraid of the wolf? More aspects of the content are discussed, focusing on the pupils impressions and ideas.</p> <p><u>Choral reading – recitation:</u> The teacher acts as the storyteller, the first half of the pupils group recites the wolf, and the second half recites the rest of the characters in the story. The teacher raises cards to indicate who is supposed to read each time (attachment 1).</p>
<p>Phase 2 Analytic and synthetic phonic tasks.</p> <p>Working with a keyword - handsome (attachment 3)</p> <p>Discussion about the story's message. The wolf is a bit boastful, isn't he? Do you know more words about his behavior? (arrogant, self-centered...) Are these words positive or negative?</p> <p>Do we know any positive words about what he is like? proud? happy? pleased? satisfied? delighted?</p>	<p>Phase 3 Composing text</p> <p>The teacher leads a discussion about the story's setting and storyline, asking questions such as: Where does the story take place? Could it take place in Akureyri? Or in Síðuskóli? After that, the teacher shows examples of various books with pictures and discusses similar issues to prepare the pupils for creating their own 'story road' displayed on a sheet of paper.</p> <p>The teacher demonstrates a 'story road' from the story to scaffold pupils' work on a 'story road' on their own. He/she focuses on the vocabulary from the first and second phase to show how pupils could use</p>

Nobody can do everything but everybody can do something ☺

What am I good at? What do I do well? What do I like to do?

Pupils discuss the theme and make a list of either what they themselves are good at or what they think the secondary characters are good at or like. Talking, drawing pictures or writing words/sentences.

Pair or group work, different activities at the same time (attachment 4)

that vocabulary to construct their own story, possibly by stepping out of the original text. Discussion about the setup of a story; persons, surroundings /environment, events, problems, problemsolving and end.

‘Story road’: The pupils work on a ‘story road’ individually or in pairs. They start with an A3 sheet and decide either to retell the story about the arrogant wolf or compose a new story built on their own ideas and display that story in a ‘story road’

When the ‘story road’ is ready, they retell their own story in small groups and one pupil in the group record the storytelling on a tablet computer.

Extra task/project for those how want more:

My own fairytale wood. The pupils get the opportunity to browse books or the internet for pictures or words regarding fairytales, adventures and woods. They are given the following words to search for: amazing photos in the world, amazing pictures of fairytale forests, my own fairytale...They write down all the words they can think of when seeing the pictures and are encouraged to brainstorm about different environments and surroundings. Their words are then put on the wall. In the end, the pupils pick some words from the wall and make a picture or a description of their own fairytale wood.