

C' CLASS

GROUP AGE: 8 YEAR OLDS

TIME: 2 HOURS

FAMILY WORDS / CAN YOU...? - YES, I CAN/ NO, I CAN'T.

DEVELOPING WRITING/SPEAKING/LISTENING SKILLS

SUBJECTS: LITERATURE, ENGLISH

Content

The children practise vocabulary related to 'family' as well as acting out the mouse family story by Aesop. The vocabulary is introduced in context through the story and is further consolidated through games and chants. The linguistic input in this lesson is rather extensive. However, the same phrases are repeated throughout the lesson which aids comprehension and retrieval.

Linguistic objectives

Children are expected:

- to learn words for family members: *daddy, mummy, brother, sister, grandpa, grandma, baby, family*
- to be able to identify the written form of particular words (word recognition)
- to be able to start producing the written form of those words
- to be able to understand the language pattern "*Can you....?*" ("*Yes, I can*", "*No, I can't*")
- to be able to respond to language pattern: "*Can you ...?*" using verbs that have been taught in previous lessons.

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to familiarise children with the Greek cultural heritage (Aesop's story telling)
- to develop communicative skills
- to promote group work and dramatisation
- to encourage recall through chanting

Suggested resources

- CD and CD player

- flashcards
- story cards of Bella the cat, baby mouse and his family
- puppets (if available)
- a bell
- board markers

THE TEXT



Alex: What's this, Lena?
Lena: It's a story book, Alex.



Aesop: Hi, kids! I'm Aesop!
Shall I tell you a story?
Lena/Alex: Yes!!!

The story of Bella the cat and the baby mouse

Bella the cat is coming, Bella the cat is here.
But who can put a bell on Bella the cat?



Grandpa mouse, can you put a bell on Bella the cat?



No, I can't.
No, I can't.

Grandma mouse, can you put a bell on Bella the cat?



No, I can't.
No, I can't.

Daddy mouse, can
you put a bell on
Bella the cat?



No, I can't.
No, I can't.

Mummy mouse, can
you put a bell on
Bella the cat?



No, I can't.
No, I can't.

Brother mouse, can
you put a bell on
Bella the cat?



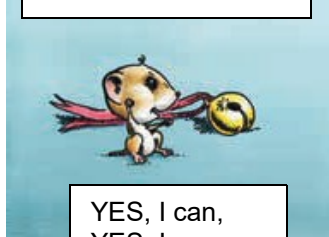
No, I can't.
No, I can't.

Sister mouse, can
you put a bell on
Bella the cat?



No, I can't.
No, I can't.

Baby mouse, can
you put a bell on
Bella the cat?



YES, I can,
YES, I can.

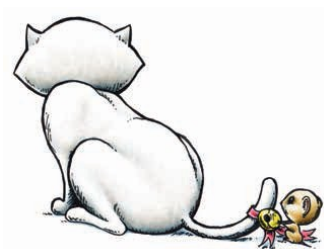
YOU CAN???



Yes, look!

THE SONGS

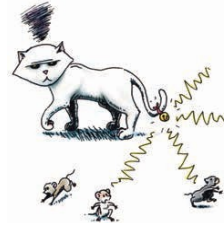
1.



Ding, dong, bell,
Bella with the bell.
Who can put it on?
Baby mouse at dawn.

2.

BELLS
Bell, bell, bell on my tail.
Bell, bell, bell on my tail.
Bell, bell, bell on my tail.
Making mice run!
RUUUUUUUUUUN!



Step 1: Paper sheets are kept closed at the beginning of the lesson. Draw the children's attention to Alex and Lena looking at the story book and the image of Aesop popping out from it. Introduce Aesop's fables perhaps by talking about a well-known and popular fable (e.g. the hare and the tortoise). This can be done in Greek. Use flashcards or puppets to show the children a mouse, a cat and a bell. Ask them if they know a fable with these animals and trigger their curiosity by asking them questions such as, '*How do you think the bell will be used in the story?*' or '*Find out how many members of the mouse family there are*'. The children listen to the story on the CD - at least twice - and try to find the answers to the questions. During the second listening, it would be helpful if the story was acted out as well, while using flashcards or puppets.

Step 2: Check the understanding of new vocabulary by asking relevant questions: e.g. "*Show me / where grandpa is?*" You might also ask questions such as: "*Can grandpa?*" and expect a "Yes" or "No" reply from children at this stage.

Step 3: The children listen to the story again and point to the corresponding pictures. Listening may be repeated as many times as deemed necessary. It is advisable at this point to pause the listening and facilitate comprehension by using body language and facial expressions to illustrate the meaning. At the same time ask the children to repeat the lines of the story, to help them with the reading process and to prepare them for the role-playing activity to follow.

Step 4: Invite the children to act out the story. Allocate roles: seven children as family members and one as the cat. Take on the role of the narrator. As the narrator, put emphasis not only on the vocabulary but also on the "*Can you...? No, I can't/ Yes, I can*" language chunks. At this initial dramatisation stage, let children decide if they want to participate

in the role-playing activity or just watch (allow time for the timid children to adjust to the new linguistic environment). It is not necessary, of course, for children to be able to produce the full sentences or the whole story. Allow time for understanding and speech production.

Step 5: First activity: Ask the children to listen to the song number 1 and try to sing along. Repeat as many times as deemed possible.

Step 6: Second activity: Ask the children to listen to the song number 2 and sing along. Repeat as many times as deemed necessary. Then encourage the children to act it out one child as the cat (you might put a bell on his/her clothes) and the rest as the mice. The child who gets caught by the cat is the next one to take the role of the cat. Do this out in the school playground, if possible.

Step 7: Ask the children to look at the two examples of grandpa mouse and baby mouse using the language pattern "Can you....?" ("Yes, I can", "No, I can't") and then ask them to respond to the personal questions using the same language pattern.

Step 8: Once the class has fully understood the family words, proceed to the worksheet.

WORKSHEET

ACTIVITY 1

Circle the family words.

| | | | | | | |
|---|---|---|---|---|---|---|
| G | R | A | N | D | M | A |
| I | A | B | E | A | U | F |
| G | R | A | N | D | P | A |
| S | I | B | O | D | Y | M |
| I | T | Y | Z | Y | T | I |
| S | I | S | T | E | R | L |
| G | O | M | U | M | M | Y |
| B | R | O | T | H | E | R |

ACTIVITY 2

Do you remember the mouse family? Match and write.



1. mummy mouse.



2. _____



3. _____



4. _____



5. _____



6. _____