Language Objectives and Lesson Plan

Lucy Goes To School

Language Objectives

Nouns:
Class
Eraser (rubber *UK*)
Finger
Hand
Line
Paper
Pen
Picture
Ruler
School
Schoolbag
Teacher
Use
Word

Verbs:
Blow
Draw
Erase
Find
Hear
Know
Look up/down/around
Stop
Teach
Write

Adverbs:
Around
Down
Up

Other:
Lucy's (possessive)
Our (possessive adjective = our hands)

Grammar point for interest:

She looked up. She looked down and around. Up, down and around are adverbs in the context of this story since they do not relate to an object (noun or pronoun). For example:

- She looked down the street. *Down the street* is a prepositional phrase. Down + noun or pronoun = preposition.
- She looked down. *Down* is an adverb.

Key questions, sentences and phrases:

Lucy was walking to school.
She looks up. She looks down and around.
What's this? (Contractions 's = is)
What's that?
Who's that?
It's a pen.
We use it for writing.
Oh, I see.
Where I come from we write with our finger.

Presentation ideas:

a. If you have no projector print out the PDF story pictures onto thin card and hold up to the class while you read the story text that you have stuck on to the back. Laminate for durability.
b. Show the PDFs onscreen and read the texts. Story texts are in this document: School_02_Story_Texts.pdf
c. And /or use the PowerPoint version for variety (English learners only since the text is shown with the pictures). School_03_Story_Powerpoint_With_Text.pptx
d. For total beginners it is recommended to start with the first twenty stories and work through in order since the language builds gradually. Stories 1-10 and 11 to 20 can be found here: www.teachingenglishgames.com
e. Come back to the story later in the year and use the intermediate version for revision.
f. If you purchased this story individually you may be pleased to know that it is part of a series of ten stories preparing for the first level of language tests for children. Themes are: Name-Age-Like-Colours, Descriptions, Places, School, Sports, Weather, Body Parts, House and Furniture, Daily Routine, Fruit and Veg.

Lesson Plan

On the PowerPoint with audio the story is told in the past tense, with a mix of present and past tenses, but you may easily tell it all in the present tense if you prefer.

Teach the main nouns

Teach these six words using listening games from such as Jump the Line: Eraser, paper, pen, ruler, picture, school bag. Place the vocabulary flashcards (or draw sketches) on the board either side of a line. Call out an item and children jump to the left or the right according to which side of the line the item is on. (See 176 English Language Games for Children for full details and variants.)

More work on the nouns: If you need more games to work on the nouns play Rapid Grab It (from 176 games) where you have several piles of the objects at the front of the class. The teacher (or one of the students) calls out an object and a member from each team races to the front and grabs the correct object. If you have four teams then you only have three identical objects so someone goes back empty-handed. At the end each team counts up the total number of items and the team with the most wins.

Crowd control with this game: To avoid accidents walking only is allowed. This game should be played in total silence, and any person making a noise causes the team to miss a turn.

Spelling

Play Writing Race to introduce the spelling of these words. To play Writing Race: Write the six words out on a piece of paper and stick it up at the front of the class. With a big class stick up four copies of the words well-spaced out to avoid a crush of students around the paper. Students go to the words and mentally retain the

spelling of the first word. They return to their seat and write out the word from memory. They continue until they have written down all six words. Now play Hangman with these words.

Key verbs

Teach the key verbs from the story using actions and miming games and then play Simon Says with the verbs.

Word Cube

As a craft using glue and scissors students make the word cube for verbs from the worksheet included: School_04_Worksheet_Word_Cube.pdf. Use the word cube

to play a simple board game. Use a table top game format with students in groups of four or pairs. Draw a simple game grid on the board for students to copy down such as the one shown below.

Students take it in turns to roll the word cube and name the verb shown on top. If the student can name the word he or she moves his board piece one step. The winner reaches the finish first. If a student cannot name the other students name it (to help the student who did not know) but no board pieces are moved and it's the next student's turn. An idea to avoid a weak student becoming discouraged is as follows: Students play individually in fours, but they have a partner. The game is over when two partners have crossed the line, not the first individual. Be sure to mix the best students up. If a student cannot name the verb shown he or she is allowed to ask his or her partner for the word. This game encourages memory and listening out for the words even when the other players are taking a turn. This game will be a flop if you do not pre-teach the verbs with sufficient games beforehand since students will draw to many blanks.

Writing vocabulary

Next use the flashcard worksheet School_04_Worksheet_Flashcards.pdf where students cut out the flashcards (optionally colour them) and write the word on the back. Use these flashcards in future lessons for revision games and as cards to draw from in vocabulary quizzes.

Story

Tell the story a couple of times.

Vocabulary Consolidation: Counting Race

Preparation: Children clear their desks and choose three items to place in view of the class. Use items from the story, but also other common classroom items the children may already know, such as books or pencils. Divide the class into teams. Ask the class "how many pens can you see?" The children race to count up the pens and after 30 seconds say "stop!" and pick a child from each team to give his or her figure. Write it up on the board under the team name. Continue until pupils have counted up all the different items displayed on the desks. At that point to control the accurate numbers and see which team is closest ask students to hold up all the pens so that you can count them, and so on through all the items. Give points to the teams for the closest answer. You might give 4 points to the closest answer, then 3, then 2, then 1. That way more teams have points, and it's much better to have SOME points in a game than none!

The time-limit adds a fun element to the game and gives it an otherwise boring counting game the edge. For younger pupils (6 and under) no time-limit is necessary as at that age children enjoy the challenge of counting and might find the pressure too much.

Speaking: What's this? Who's that?

Role-play the dialogue in pairs with one student as Casey and the other as a pupil. Choose a good student demonstrate the dialogue with you as Casey. Stick to the student holding up a pen/eraser/etc. and asking "What's this?" with Casey replying "it's a pen". Include "Who's that?" and have the student point at the teacher, and also a class members. Casey replies with "it's the teacher, it's Sally".

Post-Story Worksheets

Use all the remaining worksheets to work on story content: 2 listening worksheets, copying and tracing, sentence match, up down and around and reading.

School_04_Worksheet_Copy_and_Trace.pdf

Children trace around the letters for writing and spelling.

School_04_Worksheet_Flashcards.pdf & Flashcard Reference Sheet

Children colour and cut out the flashcards and write the word on the back from the word list at the top of the page.

School_04_Worksheet_Listening 1.pdf & Instructions

The teacher reads out different parts of the story in random order while the children listen and write down the given number by each picture.

School_04_Worksheet_Listening 2.pdf & Instructions

Children listen to the teacher and draw and write the relevant things on their sheet. This can be a colouring sheet for younger classes.

School_04_Worksheet_Reading.pdf

Students read the story and fill in the blanks, copying from their sheets.

School_04_Worksheet_Sentence_Match.pdf

Children match up the beginning and end of sentences from the story.

School_04_Worksheet_Up_Down_and_Around.pdf

A worksheet with arrows to explain up, down and around.

School_04_Worksheet_Word_Cube.pdf

Students cut out and glue together this word cube and play the Word Cube game further up in this lesson plan.

School-04-Worksheet-Crossword & Answers

Easy vocabulary crossword.

School-04-Worksheet-Wordsearch & Answers

A wordsearch with vocabulary from the story.

Board Game

As revision use the board game: School_05_Board_Game.pdf

Revision Quiz Game

In the next lesson tell the story again but with the class answering all the questions before you show the slide.

Play a quiz in teams. Draw four boxes on the board numbered 1,2,3,4. Under box 1 write "word". Choosing that box means the student will be shown a vocabulary card and must name the word to earn one point for the team. Under box 2 write "Ask a question". Choosing that box means the student will be shown a card and must ask a question about it. For this story the question could either be "What's this" or "Who's this?" to earn two points. Under box 3 write "Answer a question". This box is worth three points and the student must answer any question you ask about the story, for example:

What does Casey use to draw a line? Answer: His hands.
Who is in Lucy's school bag?

Where is Lucy? (Show a picture of Lucy in class) Answer: at school, or in class.
Who's this? Show the picture of the teacher.
And so on.

Under box 4 write "Surprise" or "Chance" and that box, worth four points can be anything you like. It might be to make a sentence using two words from a topic you covered earlier in the term. Use this as a chance to thrown in revision of things taught previously.

The teacher has four piles of cards, or sheets of paper with words or questions, one pile for each of the boxes. Piles 1 and 2 will be vocabulary pictures or words corresponding to boxes 1 and 2. Pile 3 contains questions about the story. Pile 4 can be anything, or think something up on the spur of the moment.

Pick someone from the first team to choose a category to answer, box 1 for something simple for a sure point, or taking a risk with a harder category for more points. The child names the box and you turn over a card for that box and ask the team to answer. Optionally: Give a disruptive child the job of keeping score.

Let anyone on the team call out an answer, and preferably several students. If the best student calls out all the answers bring him or her up to draw the cards or questions from the relevant pile instead of answering all the questions.