

Fachdidaktik PS 4
Teaching Literature and Culture
SS 2007
Prof. Pölzleitner



Lower school - Picture book unit

The Gruffalo

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1. Lesson plan

Class: 2nd -3rd form

Number of students: 20

Material: Worksheets, pictures, sticky tape, overhead transparencies, board, board-markers, several grouping methods (cards, little objects, sweets, ...)

Time span: 2 sessions

Topic: The Gruffalo (Picture book)

First lesson:

Exercises / Activities / Procedure	Material	Time	Homework
Warm-up: 4 groups – 4 pictures: describe the pictures and predict the plot using the will-future.	4 pictures Write on board: will - future	5	HW-assignment WANTED
Collect and discuss ideas: all groups		5	
Match pictures with text strips: in groups of three or four	Pictures and text strips	10	
Teacher: read aloud whole story Students: check if their order is right	Story (picture book)	7	
C-test: complete the words, individually Compare	Worksheet: C-test	10	
Word cycle: Begin, finish at home	Worksheet: Word cycle	10	
Homework assignment: hand out and explain what to do	Handout: HW-assignm.	3	

Second lesson:

Exercises / Activities	Material	Time	Homework
Retell story: show cover, everybody one sentence	Picture book cover	5	
Collect Homework: 2-3 read their		7	
Showtime: if no volunteers – role cards; masks, read through passage, own words with help	Masks, role cards	20	
Puzzle: rhyming pairs, produce a short poem, present a few versions.	Rhyming pairs	15	
Homework assignment: write a follow-up story: own adventure of the Gruffalo	HW assignment sheets	3	

Follow-up story

2.1 Warm-up: Impulse

- ❖ Divide the class into four groups
- ❖ Each group gets one picture
- ❖ Write the will-future on the board and tell them how to use it
- ❖ In their groups students have to describe the pictures and make predictions about the plot of the story
- ❖ Working time: 5 minutes
- ❖ Collect ideas from all groups
- ❖ Working time: another 5 minutes

Material needed:

- ⇒ 4 pictures (see Appendix, p.10)

2.2 Match pictures with text strips

- ❖ Students remain within their groups
- ❖ Distribute 4 sets of pictures and text strips
- ❖ Instructions: spread everything on the table, read through the text strips and match them with the pictures, 2 pictures will remain: write own text strips

Material needed:

- ⇒ 4 sets of pictures and text strips (see Appendix, p.11 f.)

2.3 Read story

- ❖ Read the story aloud
- ❖ Students check if they've got the right order
- ❖ Collect suggestions for the two remaining pictures, read on

Material needed:

- ⇒ Picture book

2.4 C-Test

- ❖ Distribute the Worksheet: C-Test
- ❖ Give instructions
- ❖ Working time: 7-8 minutes (individual work)
- ❖ Comparison

Material needed:

⇒ Worksheet: C-test (see Appendix, p.13)

2.5 Word cycle

- ❖ Distribute Worksheet: Word cycle
- ❖ Read through the instructions together
- ❖ Work in groups
- ❖ Explain the others the connections between your words
- ❖ Finish at home and bring it to next class

Material needed:

⇒ Worksheets: C-Test (see Appendix, p.14)

2.6 Homework assignment I

- ❖ Distribute Handouts: Homework assignment I
- ❖ Explain what to do, make sure everyone has understood it

Material needed:

⇒ Handout: Homework assignment I (see Appendix, p. 15)

2.7 Re-tell the story

- ❖ After having “digested” the things done in the previous class, students now re-tell the story
- ❖ Everybody has to say one sentence
- ❖ Show cover of the book as an impulse

Material needed:

⇒ Picture book

2.8 Showtime

- ❖ Introduce the activity
- ❖ If there are no volunteers: bag with role cards, every student picks one
- ❖ Repeat it 3-4 times
- ❖ Role cards determine roles – distribute masks
- ❖ Let them play a scene – they can act out anything they want to
- ❖ Provide help if needed
- ❖ Weaker students might also use the book
- ❖ Working time: approximately 20 minutes

Material needed:

- ⇒ Role cards, masks(see Appendix, p.16 f.), picture book

2.9 Rhyming pairs

- ❖ Students get together in groups of two or three
- ❖ Every group gets one puzzle
- ❖ When having finished the puzzle try to make a poem – only a few sentences using the rhyming words
- ❖ Present a few versions

Material needed:

- ⇒ 10 sets of puzzles (see Appendix, p.18)

2.10 Homework assignment II

- ❖ Distribute the handouts for Homework II
- ❖ Go through the instructions together
- ❖ Tell them when they have to hand the follow-up story in

Material needed:

- ⇒ Handouts: Homework assignment II (see Appendix, p.19)

3. Appendix

2.1 Warm-up: Impulse



2.2 Match pictures with text



2.2 Match pictures with text

Activity card Match pictures with text

Read through the texts on the strips and match them with the pictures. Two pictures will remain! Guess what could happen in these two scenes!!



A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good.
"Where are you going to, little brown mouse? Come and have lunch in my underground house."
"It's terribly kind of you, Fox, but no I'm going to have lunch with a gruffalo."

The mouse said to the fox: "He has terrible tusks and terrible jaws, and terrible teeth in his terrible jaws."

On went the mouse through the deep dark wood. An owl saw the mouse and the mouse looked good.
"Where are you going to, little brown mouse? Come and have tea in my treetop house."
"It's frightfully kind of you, Owl, but no - I'm going to have tea with a gruffalo."

The snake invites the mouse to have lunch in his logpile house. "It's wonderfully good of you," said the mouse, "but no - I'm having a feast with a gruffalo."
"Where are you meeting him?" asked the snake.
"Here by this lake, and his favourite food is scrambled snake."

But who is this creature with terrible claws and terrible teeth in his terrible jaws?
"Oh help, oh no. It's a gruffalo!"
"My favourite food!" the gruffalo said,
"You'll taste good on a slice of bread!"
"Don't call me good! I'm the scariest creature in the wood. Just walk behind me and you'll see!"

"It's snake", said the mouse. "Hello snake!"
Snake took one look at the Gruffalo.
"Oh crumbs!" he said. "Goodbye, little mouse!"
And off he slid to his logpile house.

C - test



The hungry mouse ate some of the letters of the following text. Read through the text and complete the words!



A m took a stroll through t . . . deep dark w A f . . . saw the mouse and the mouse l g The first animal she meet is a f

“Where ar .. you go to, little br mouse? Come and ha lunch in my underground ho !” “It’s terribly ki of you, but no – I’m go to have lunch wi a gruffalo!”

“He has t er tusks and terrible c l , and terrible te in his terrible jaws.”

“Wh are you meeting him?”, asked the fox. “Here by these rocks, and his favourite f is roasted fox!” And away the fox ran. “Silly old fox! Doesn’t he kn that there is no such thing as a gru ?”

On h way through the deep da wood the mouse met an o and a sn But then suddenly the gru came!!! *“My fav food! You’ll ta good on a slice of br !” “Don’t call me go . . . ! I’m the scariest creature in this wo Just wa*

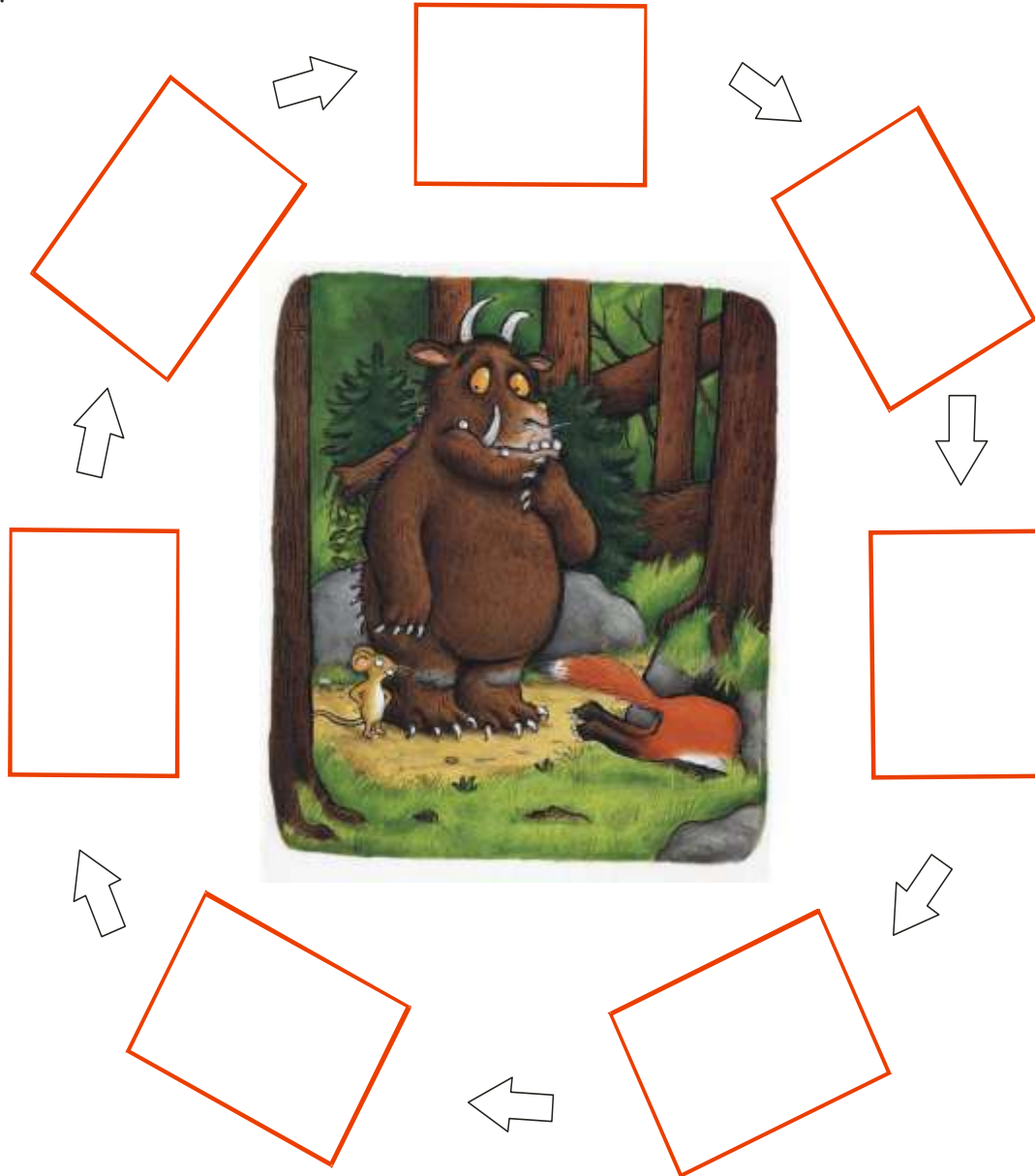
behind me and you will s that everyone is af of me !” the mouse said.

”All ri ”, the Gruffalo said bursting with la , “ You go ahead a . . . I follow af !” As the went th the wood, the mouse and the Gruffalo m the s , the owl a . . . the fox. All th animals wer e af and r an aw . . . ! But of whom were th afraid? Of the Gruffalo, or t mouse????

2.5 Word cycle

Word cycle

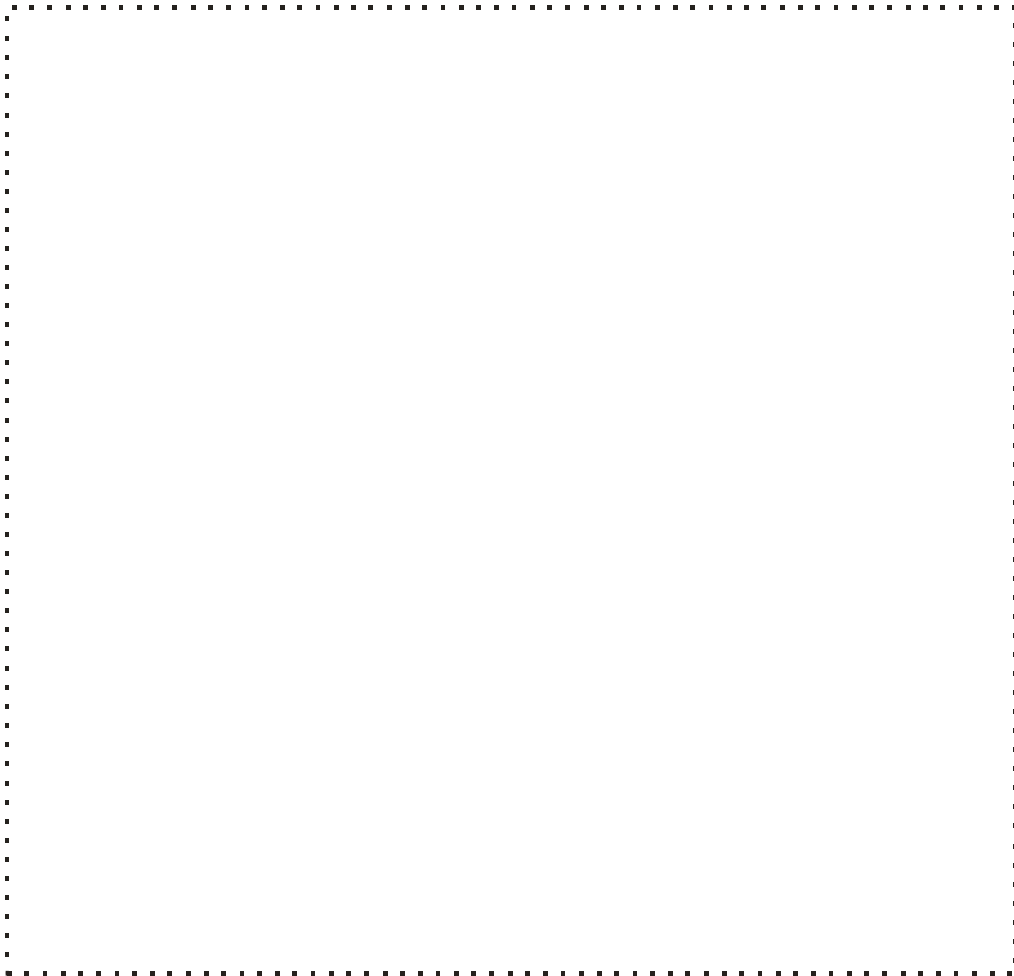
Select seven words from our book. Choose a starting box and relate that word to another on your list (in the next box). Talk about their relationships with your partner. Continue around the circle!



2.6 Homework assignment I

A character of the story has suddenly disappeared!
You call the police and describe him/her to the inspector.
You can choose the character. Use any detail you can think of.
A drawing would help the police very much!!!

Wanted



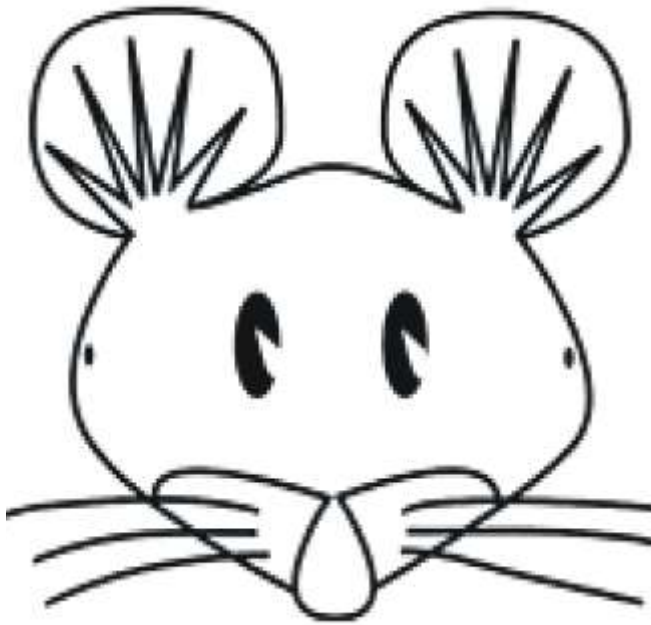
Reward



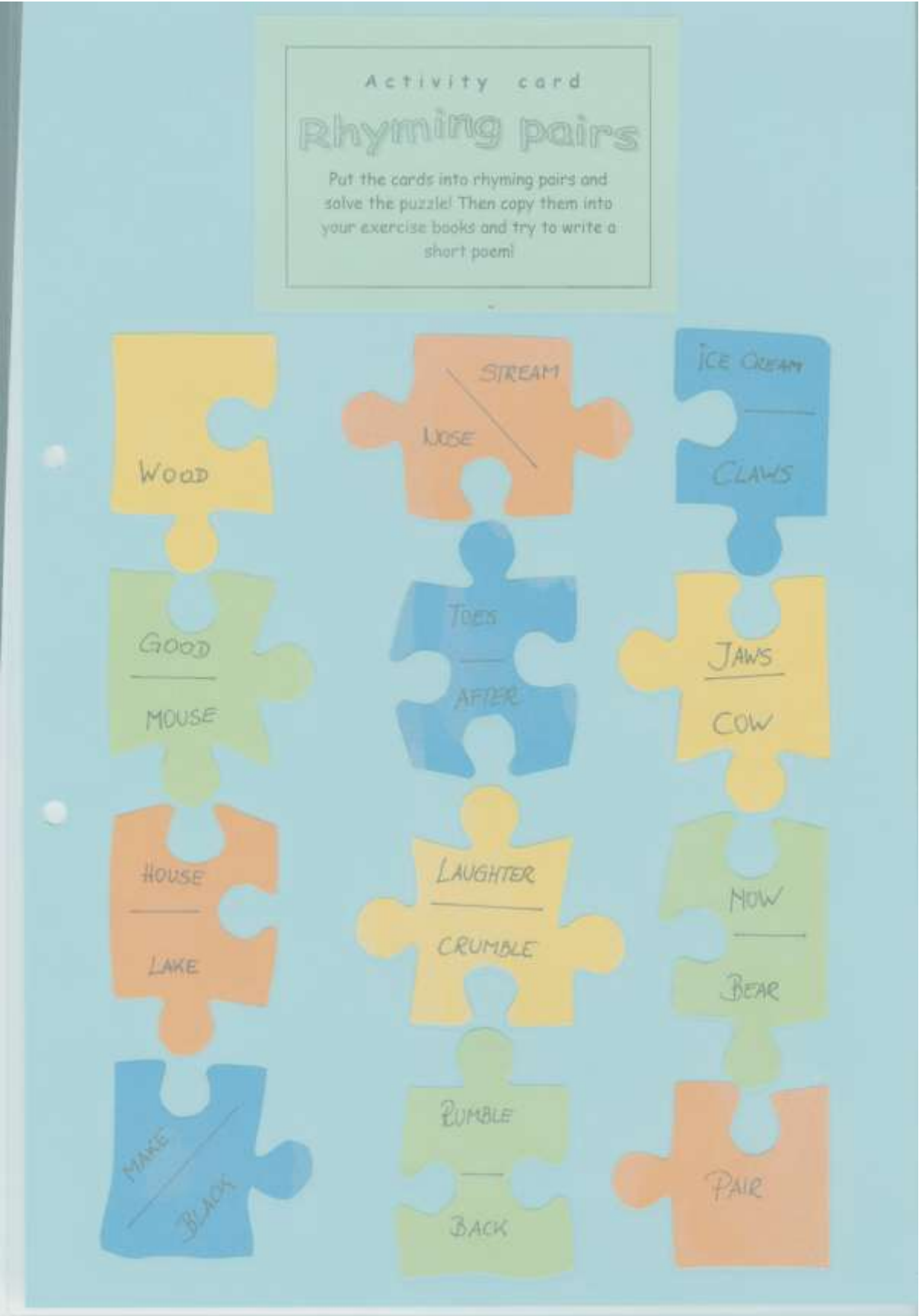
2.8 Showtime - role cards

spectator	gruffalo	spectator
spectator	spectator	mouse
spectator	spectator	snake
spectator	spectator	owl
spectator	fox	spectator
spectator	spectator	spectator
spectator	spectator	


Masks:



Rhyming pairs: Unfortunately, the same holds true for the game “Rhyming pairs”. I scanned the puzzle cards, but the quality is really awful – sorry for that!!!




2.10 Homework assignment II




HW assignment

How could the story go on? Will the Gruffalo ever come back to the wood where our mouse lives? What do you think? Write your own Gruffalo - adventure story!




HW assignment

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HW assignment

How could the story go on? Will the Gruffalo ever come back to the wood where our mouse lives? What do you think? Write your own Gruffalo - adventure story!

4. Supplement

The instructions for the first reading diary and the subsequent reading log are intended to be used at the beginning of the semester. To show the students how to use these tools efficiently, it would be best to do the first entry into the reading log together. I think keeping a reading diary is a very good idea as it encourages pupils to read and trains their writing skills in a playful and very creative way.



Tips for my first reading diary

For each book you have read enter the following information:

Author:

Title of the book:

Your rating: ★★★★★ (1-5 stars for example)

Short summary: Sum up what happens in the story in 3-5 sentences

Personal comment:

My favourite character is... because...

I like ... because...

I don't like... because...

I wonder why...

I like/don't like the ending, because...

Feelings: Write 4-5 sentences: How do the main characters feel? Why?

How did the book made **YOU** feel? Why?

Drawing: Draw one item that plays an important role in the book!

Feelings

happy	relieved
sad	surprised
angry	envious
bored	interested
puzzled	disappointed
frightened	pleased

5. Bibliography

Picture book:

Donaldson, Julia & Scheffler, Axel (1999). *The Gruffalo*. London: Macmillan.

Course material: Fachdidaktik PS 4, SS 2007 (Prof. Pölzleitner)