

# La comunicazione orale

Laboratorio n.4 - Modulo 1

Ins. Angela Eddario



# General aims

- Appreciating the communicative value of the English through stories, songs, games
- Understandings simple oral texts about Known situations
- Interacting during the usual activities of the class in communicative situations created to the purpose



# Transversal aims

- Valorizing the importance of correct behaviors
- Respecting animals

# Learning aims

- Identifying and understanding key words about a proposed story (THE THREE LITTLE PIGS)
- Identifying and understanding numbers
- Identifying and understanding colours



# Exit competences



- Using in the learning of the English language experiences and abilities developed in the learning of the mother language
- Developing as soon as strategies of autonomous learning



# 1. Understanding and oral expression:

- Showing to understand through a behavioral and bodily answer
- Showing to understand through a short oral answer
- Repeating word-key making use of suitable intonation, pronunciation and gestures
- Identifying, understanding and using the "classroom language"
- Singing songs, playing rhymes, dramatizing
- Participating in games
- Using the lexicon and the structures of unity in similar contexts.



## 2. Interdisciplinary aims

- Developing visual memory, space and orientation sense
- Developing the manual practice through opportune activities
- Identifying and naming numbers
- Developing chromatic sense through the recognition of colors

## 3. Learning autonomy

- Interpreting images attributing the correct meaning
- Appraising the scholastic activities and his/her own work using a graphic code
- Appraising the gotten progress



## 4. Sociocultural aspects

- Showing interest and curiosity for the English language
- Participating gladly to activities of common interest, to dramatizations and other bodily expressions
- Accepting and respecting the democratic norms and the rules of playing
- Respecting the norms of co-operation
- Respecting animals



# Activities

For the acquisition of the English language in an interesting, interactive, meaningful context:

Storytelling

Rhymes

Dynamic games with answers in T.P.R.

Manual training

Dramatizations



# Classroom organizations



- **Whole class** = for presentation and "controlled practise" about lexicon, structures, stories, songs, drama, games
- **Groups - small groups** = for games, manual activities
- **Pairs work**= for communicative games, role-play
- **Individual work**= for individual activities, for miniprojects, to create own material



# Times



There'll be seven phases. Their order is not necessarily the following:

- Presentation of items (based lexicon)
- Presentation of story
- Presentation of song
- Didactic development
- Tell us the story!
- Games
- Chant

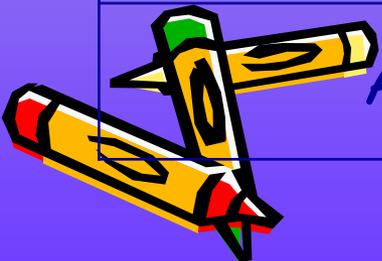


# Lesson plan

The lessons will be articulated in this way (approximately)



Warm up	Time: 10'
Motivation	Time: 10'
Presentation	Time: 15'
Didactic development (Controlled practise - skill development - reinforce - transfer)	Time: 20'
Assesment	Time: 10'



# Previous knowledge

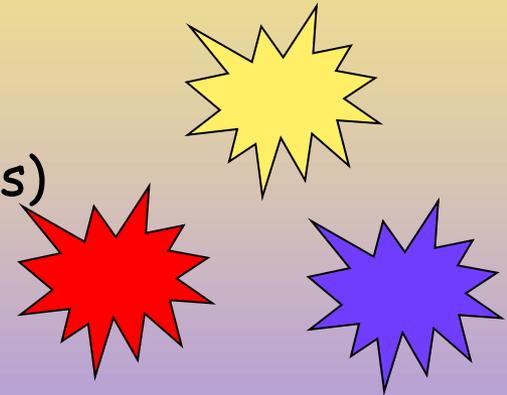
- Greetings: Hello! Good-bye!
- Words to identify: What's this? What's that? It's...
- Commands: Stand up! Sit down!

## Lexicon

- Pig, pigs, wolf, house(s), door(s), window(s)
- One, two, three
- Red, yellow, blue

## Classroom language

- Listen to..., Look at..., Point to..., Draw..., Cut..., Colour..., Fold ..., Put on..., Show me...



## Materials

- Flashcards of the principal words
- Storyboards card
- Audiocassettes

## Spaces

- The classroom
- Gym

## Assesment - Evaluation

- Games
- Questions
- Test of pleasure



# First lesson



## 1. Warm up



The teacher greets the children and then they sing all together a known song:



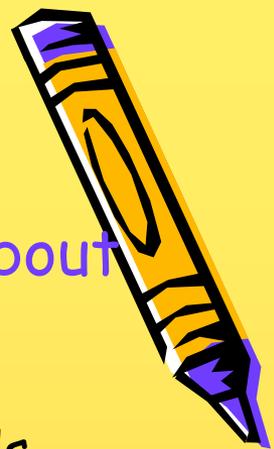
"Happy days!"



Oh happy days, oh happy days!  
We tell our stories, we laugh and play.  
Be an animal, be a King!  
With happy days you can be anything!



## 2. Presentation



<<Children, today we are going to learn a story about three pigs!>>

- ✓ **Flashcards:** The teacher shows them the flashcards about the little pigs and she says "Three pigs: one, two, three."
- ✓ **Tell the story:** The teacher asks them who knows the story and together try to tell it. (It is a very important preliminary action because the pupils are relaxed and ready for listening to it.)
- ✓ **Flashcards:** Using by the flashcards, T. shows them the characters of the story and she names more times.  
"This is one pig. They are two pigs. They are three pigs. This is a wolf. This is a house. They are two houses. They are three houses. (and so on)"



### 3. Reinforce



- ✓ **Game:** T. divides the class into two groups, then she calls the captains and shows them a flashcard, asking what it is. He confers with his companions and who first answers he is the winner of the manche, then he surrenders the place to another one.
- ✓ **Put in order:** T. shows them the flashcards in a set order and she asks them to guess the right name of the animal or object.
- ✓ **Game:** "Touch something..." The pupils playing this game to repeat the colours: there are two teams and one says to other team to touch something blue...red...yellow. It is very amusing for children and they know the rules because it is an Italian game too.





# Second lesson

## 1. Warm up

- ❖ **Sing the song:** The T. invites the pupils to sing a song "Happy days"
- ❖ **Tell the story:** Then they repeat the story in italian tongue.

## 2. Presentation

- ❖ **Look at!** The T. presents the story and the storyboard cards with the 3 pigs and their adventure. Children start to know the context.

## 3. Didactic development

- ❖ **Listen to!** They listen to the tape-script, following on the storyboard cards. The T. stops the tape after every picture and she asks to them: "What is it? - What colour is it?"



❖ Listen to the story! "The three pigs"



N. = narrator  
pig

YP. = Yellow pig

P. = pigs

BP. = Blue pig

RP. = Red

W. = Wolf

Picture n. 1

N.= There are three pigs: one, two three pigs.  
They've got three house: one, two, three house

Picture n. 2

N.= The Red Pig says: "Uh!Oh! Look! ...The wolf! Listen!"

W.= Hello, Red Pig! Open the door!

RP.= NO! NO!



### Picture n. 3

W. = I' ll huff! I' ll puff! I' ll blow your house down!

N. = And he huffs, he puffs and he blows the house down!

"Run, Red Pig! Run, Red Pig!"



### Picture n. 4

N. = The Yellow Pig says:

Y.P. = Uh! Oh! Look!...The wolf! Listen!

W. = "Hello, Yellow Pig! Open the door!"

Y.P. = NO! NO!



### Picture n. 5

W. = I' ll huff! I' ll puff! I' ll blow your house down!

N. = And he huffs, he puffs and he blows the house down!

"Run, Yellow Pig! Run, Red Pig!"



### Picture n. 6

N. = The Blue Pig says:

B.P. = Uh! Oh! Look!...The wolf! Listen!

W. = Hello, Blue Pig! Open the door!

B.P. = NO! NO!



Picture n. 7

**W.** = I' ll huff! I' ll puff! I' ll blow your house down!

**N.** = And he huffs, he puffs and he **does not blow** the house down!!!



Picture n. 8

**The three pigs** = Look, look! There goes the wolf!!!

**Good-bye, Wolf!**  
Good-bye, Wolf!  
**Good-bye, Wolf!**



- ❖ The second or the third time, pupils follow the story on the Student's book and this activity is very important to develop the concentration and the individual ability to connect sounds and pictures.



## ❖ Reinforce

- ❖ **Asking:** They repeat colours and numbers by looking at balloons of the story and by asking: "  
"What colour is this pig? And the door?..."  
Count the pigs - Count the doors - Count the houses - ..."
- ❖ **Musical clues** = Whereas the pupils listen to the story once again, the T. stops the tape when there is a **musical clues** about the wolf and that one about the pigs, then she asks:  
"Listen! Is this the wolf or the three pigs?"



## 4. Assessment

- ❖ **Game: RING** = When the T. says a number, pupils make a circle with that number of persons and so on.



## 5. Evaluation

- ❖ On a paper with two emoticons (smiling/annoyed) each pupil will tick one if he liked/disliked the lesson.

Evaluation	
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# Third lesson

## 1. Warm up

- **Sing the song!** The pupils repeat and act out a known song:

Stand up! Sit down!

Hello!

Stand up, sit down!

Stand up!

Good-bye, turn around!



## 2. Reinforce

- **Color!** The pupils listen to the story and then the T. gives them a photocopy of three pigs. Then she says to colour every pig. Finally she asks:

What colour is number one? And number two?

And number three? Is it blue? Red? Yellow?

Ask to your friend!





- **Story craft** = Using by some eggs boxes, every child colours and prepares his pig's nose: they need it for drama.
- **Game: T.P.R.-B** = the class is divided into two teams (PIGS, WOLVES) and they have to do what the T. says:  
Pigs, stand up! Blue Pigs, sit down! Wolves, stand up!  
Yellow Pigs, sit down!... and so on.
- **Talking about...** = In this time, the T. introduces an important topic: the friendship and the co-operation.

### 3. Assessment

- Every child draws and correctly colours the characters of the story to verify the understanding of colours.

### 4. Evaluation

➤ The same test of pleasure



# Fourth lesson

## 1. Warm up

- o **Sing the song!** The class sings "Happy days"

## 2. Reinforce

- o They listen to the story to remember it and via via the T. asks:

Who's this, the wolf or the pigs?...

## 3. Controlled practise

- o **Activity =** The T. distributes a photocopy to the class and they cut, glue and colour the wolf and the three pigs puppets:

"Colour the pigs. Colour the wolf. Cut out the pigs.  
Cut out the wolf. Now put some glue. Fold it."





- o **Greetings:** The T. invites them to greet their puppets with the known greetings:

Hello, pig! Good-bye, wolf!

- o **Talking about...** = In this moment the class talks about the importance of polite behaviour.

- o **Clapping chant** = Sit down in circle, they listen to it and repeat with clapping their hands:

One, clap! Two, clap clap!



Three, clap clap clap! Three, clap clap clap!



Two, clap clap! One, clap!

## 4. Assessment

- o **Game:** The pupils are in circle and the T. starts the game showing a number to a child: if he guesses it, he chooses a companion and continues.

## 5. Evaluation

- o The same test of pleasure.



# Fifth lesson

## 1. Warm up

- **Clapping chant:** the class repeats and acts out the clapping chant

One, two, three!



- **Game: invisible number =** A pupil draws an invisible number from 1 to 3 on his partner's back, who has to guess it.

## 2. Presentation

- **Listen to!** The class listens to the same story but in the short form:



W. = Hello, Red Pig! Open the door!

R. P. = NO! NO! Good-bye, Wolf!

W. = Hello, Yellow Pig! Open the door!

Y. P. = NO! NO! Good-bye, Wolf!

W. = Hello, Blue Pig! Open the door!

B. P. = NO! NO! Good-bye, Wolf!

When a character speaks, pupils show T. the right puppet. They listen to it and repeat lots of times.

- **Bingo:** The T. distributes white papers and invites pupils to cut them into 9 pieces. The class is divided into 2 teams:

You be the pigs team! - pointing to the bingo card on the right

You be the wolf team! - pointing to bingo card on the left.

The T. asks to each child: "Are you pig or wolf?" - to verify if they know their team.



They listen to the instructions from the tape-script and cover the pictures on their own bingo card.

## Instructions

The three pigs. The wolf. One. Two. Three.

Hello. Good-bye. A house. A door.

Red. Yellow. Blue. Listen!

The pupil who first answers, he continues the game.

## 3. Assessment

- **Bingo:** The pupils can play in small groups

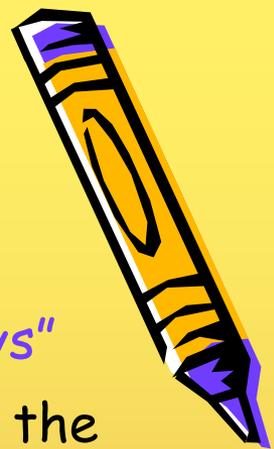
## 4. Evaluation

- The same test of pleasure.



# Sixth lesson

## 1. Warm up



- **Sing the song:** The pupils sing the song "Happy days"
- **Clapping chant:** They repeat the numbers using by the kown clapping chant
- **A soft-ball game:** A pupil throws a soft-ball to a companion, who takes it and says a colour, then he throws it to a third pupil and so on.

## ■ Reinforce

- **Listen to!** The pupils listen to the short form of the story and repeat it to memorize.
- **Story craft:** The T. gives each pupil a circular black cardboard and he says them to do the wolf' s eyes and mouth.



- **Tell the story:** using by the pigs' noses and the wolf's mask (or the puppets), the T. invites the pupils who are ready to dramatize the story. She is the narrator.

### 3. Assessment

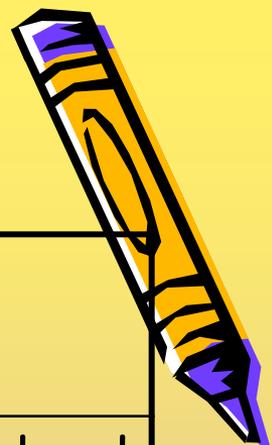
- **Questions:** The T. asks to each pupil to point to the characters and to say what he sees on the storyboard cards ( in order to colorus, numbers, objects, animals...) For example: What is it? What colour is it? Is it a door? What colour is this pig? What number is this?... and so on.

### 4. Evaluation

- The pupils tick the emoticons to evaluate the lesson.



# Evaluation of the project



## Weak points

- I produced little interaction among the pupils; I had to create more free communicative situations.
- I could limit my interventions but I had to strengthen the preliminary activities.
- I had to balance and to integrate better the different activities.

## Strong points

- The story created a good level of constant motivation and a climate of curiosity and safety because the pupils already knew it.
- The games with the T.P.R. - B served to verify the oral understanding.
- Manual activities contributed to create a relaxed cooperative climate.
- The dramatization also helps the most timid pupils to emotionally participate.

Angela

