

Lesson 5

Catherine Cheater Scheme of Work - Sample Lesson Plan year 3

Language content: *Come si scrive?* Colours *verde, giallo*; numbers *1 - 2 - 3*.

Learning focus	Teaching sequence
Starter activity New vocabulary: <i>Come si scrive?</i>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Rehearse <i>Come ti chiami?</i> and <i>Mi chiamo Paolo</i> by means of a conversation with the cuddly toy. The conversation is repeated as <i>Paolo</i> is passed around amongst the children. ▪ You ask <i>Paolo</i> how to spell his name - <i>Come si scrive?</i> <i>Paolo</i> then spells out his name as before. Invite the children to keep asking <i>Paolo</i> this question, and to help him to say the answer. <p style="text-align: right;">Resource: Cuddly toy</p>
Finger rhyme: <i>Gigino Gigetto</i>	<ul style="list-style-type: none"> ▪ Rehearse known finger rhymes and then teach <i>Gigino Gigetto</i> by modelling and echoing. This is the Italian equivalent to “Two little dicky birds” so you can use the same hand actions as for the English version. This finger rhyme is very useful to practise the sound gi in Italian. <p>To start off, stick little pieces of paper on both index fingers; the children can draw a face on the paper first if they want to.</p> <p><i>Gigino Gigetto stanno sul tetto</i> (both index fingers lay on the desk where the children sit; all the other fingers are tucked away in a fist);</p> <p><i>Vola Gigino</i> (the right index finger flips back as if flying and swaps places with the middle finger);</p> <p><i>Vola Gigetto</i> (repeat using the left index and middle fingers);</p> <p><i>Torna Gigino</i> (the right middle finger flips back and swaps places with the index finger);</p> <p><i>Torna Gigetto</i> (again repeat using the left index and middle fingers);</p> <p style="text-align: right;">Resources: a printable version is available on www.filastrocche.it/nostalgici/filastro/gigige.htm; a video of children playing <i>Gigino Gigetto</i> is available on www.youtube.com/watch?v=Cd_TmND4u7Q&feature=related</p>
New vocabulary <i>uno</i> <i>due</i> <i>tre</i>	<ul style="list-style-type: none"> ▪ Teach <i>1, 2, 3</i>. To teach <i>uno</i>, hold up thumb and say <i>uno</i>, with children copying and echoing in chorus. Do the same for <i>due</i> with thumb and index finger and for <i>tre</i> with thumb, index and middle fingers. ▪ Practise chorusing the numbers in sequence by bouncing a soft ball on the floor. On each bounce everyone says a number in sequence: <i>1 - 2 - 3 - 1 - 2 - 3 - 1 - 2 - 3</i>. ▪ Fit the new words into a well-known tune. Sing the song, supported by matching hand gestures. E.g. the numbers <i>1 - 2 - 3</i> can be sung to the tune of e.g. <i>San Martino Campanaro</i>. <p style="text-align: right;">Resource: Ball</p>

<p>New vocabulary</p> <p><i>verde</i></p> <p><i>giallo</i></p>	<ul style="list-style-type: none"> ▪ Rehearse <i>rosso</i> and <i>blu</i>. ▪ Teach <i>verde</i>. Saying <i>vvvv</i>, show the children that when you make this sound your top teeth are tickling your bottom lip. Encourage the children to make the <i>vvvv</i> sound while the green card is hovering in the air, and as you complete the word <i>vvv...erde</i> the card gently comes in to land. ▪ Teach <i>giallo</i>. The yellow card is a very cheerful, polite card. Hold up the yellow card as you start the initial sound of the word, <i>giiiii</i> (sounds like <i>j</i> in <i>jill</i>) then finish off waving as if to say <i>hallo ...allo</i>. Wave again, saying <i>giallo</i>. Encourage the children to copy your waving. ▪ Play <i>Pass the Parcel</i>. A pillowcase containing coloured cards or objects (only <i>rosso</i>, <i>blu</i>, <i>verde</i> and <i>giallo</i>) is passed around the circle whilst the music is playing (suggest <i>La pecora nel bosco</i>). Each time the music is paused the child holding the pillowcase takes out one item. Everyone asks in chorus <i>Di che colore è?</i> and then responds with the answer. The game continues until the pillowcase is empty. <p style="text-align: right;">Resources: CD <i>Marcondirondello - La pecora nel bosco</i>; Pieces of green and yellow card; pillowcase containing coloured cards / objects</p>
<p>Traditional Song</p>	<ul style="list-style-type: none"> ▪ The children listen to <i>Stella Stellina</i>. This song is a lullaby - do the children know what a lullaby is? Can they listen for rhyming words? The little animals are asleep in the stable near their mothers. Can the children guess which animals they are before they watch it on You Tube at www.youtube.com/watch?v=RhsPRikebQ? (The sheep and the lamb; the cow and the calf; the hen and the chicks; the cat and the kitten). NB: there is a slight difference between the words in the book and video on You Tube. <p style="text-align: right;">Resources: CD <i>Marcondirondello - Stella Stellina</i>; Internet</p>
<p>Story</p> <p>End of lesson.</p>	<ul style="list-style-type: none"> ▪ Read the story <i>Viene l'autunno</i>. Devise a mime to illustrate each page of the story, e.g. for <i>Coniglietto si sveglia</i> stretch up your arms as if waking up. Encourage the children to copy the mime as you read each page. When reading <i>le foglie diventano gialle</i> point to some autumn leaves which are on display. ▪ Children may recognise words in the story that are similar to words in English or other languages they know, e.g. <i>viene</i>, <i>l'autunno</i>, <i>telefono</i>, <i>bicicletta</i>, <i>torna</i>, <i>scuola</i>, <i>colorate</i>, <i>disegna</i>. They use this to help their understanding. ▪ Teacher, children and cuddly toy exchange farewells with <i>Ciao / Arrivederci</i>. <p style="text-align: right;">Resource: Story book - <i>Viene l'autunno</i></p>

Intercultural Understanding	Language Learning Strategies	Knowledge About Language
<ul style="list-style-type: none"> ▪ Children listen to and watch media resources involving native speakers. ▪ They look at photos of Rome. ▪ They reflect on accents and dialects in the UK. 	<ul style="list-style-type: none"> ▪ Children use a physical response to help memorise language. ▪ They use knowledge of English or another language to help learning and understanding. 	<ul style="list-style-type: none"> ▪ Children imitate the pronunciation of the teacher, and of the native speakers in the media resources ▪ They recognise that some words occur in English, Italian and other languages they know, although they may sound different.