

THE HOUSE THAT IS FOR YOU WILL NOT BE FOR ME
(The House That Suits You Will Never Suit Me)

LESSON PLAN

Age: 9-10, 3rd grade

Aims: Learning actively the phrases while enjoying the story and preparing for role play. Developing oral communicative skills in the situation of the story (drama) and then in other situations

Objectives:

- **Vocabulary:** revising and enriching animal names, living places, environment
- **Grammar:** imperative; can
- **Social language:** Practising conversation (meeting someone, greeting people)
- **Skills:** Developing listening and speaking skills
- **Discussion:** Places to live in – interdisciplinary relations
- **Repeated language:** Can you tell me how to ...; Nothing is done without trying.
And he/she tried. The house that is for you will not be for me!
Just as you please!

Interdisciplinary problems: various creatures – various houses

Time: 3 classes English + 1 Arts & Crafts

Materials: the story "The House That Suits You Will Never Suit Me"* (Eccleshare J. 1995 Five Minute Stories, Scholastic Ltd)

* The original story contains 3 characters – a worm, a bird and a fish. We (the teachers) changed the worm for a mouse and added 3 more characters – a wild duck, a bear and a squirrel and also changed the end of the story in order to have a happy end – like in the fairy tales.

Procedure

Lesson 1

I Warm up

Talking about the following animals: mice, fish, birds, wild duck, bear, squirrel – where they live, what their house is e.g. a hole, a nest, a cave etc.

II Storytelling 1 (without the end)

III Discussing the story.

It can be done in native language in order to receive feedback and all the pupils to understand what the story is about. At the same time is discussed the problem about the different creatures and the different houses they inhabit, the suitability of the house of one creature for other creatures. During the discussion some of the new words and phrases are introduced.

IV Storytelling 2 (without the end) – the pupils who want to, who have remembered the phrases, take part in the story.

V Discussion how to help the main character, adding more animals and situations; guessing the end of the story (might be in NL).

Students are given time to discuss in groups who else the character can meet and what advice would he receive this time.

VI Telling and discussing the end of the story

Lesson 2

I Storytelling with the students – the whole story with the situations added by the students.

II Game – the teacher mentions one of the characters and the students say the advice the character gives to the man (e.g. MOUSE – make a hole; BEAR - go to the mountain and find a cave; BIRD - make a nest SQUIRREL / BIRD - find a tree).

III In pairs students practice the **dialogue** from the episodes.

IV In groups of three (a story teller, a man and another character) the students choose another episode to practice.

V Preparing for role play. Distributing the roles and first rehearsal (the dramatization is prepared for a feast of the class so part of the rehearsals are practiced during the Periods of the Class

Lesson 3 - Arts & Crafts

Drawing pictures and emblems of the characters, preparing crowns with their images for dramatization.

Lesson 4

I Revision

II Roleplay

The story is retold with the participation of the students. The students receive tickets with roles – two situations for pair work.

Finally the pupils performed the dramatization at a class feast in front of their parents.