

## Lesson plan “Giraffes Can’t Dance”

- revised

<b>FIRST LESSON</b>		
<b>Time</b>	<b>Content</b>	<b>Aims and indications of learning</b>
08.00-08.05	Starter: day, date, month, year, season, weather, what it feels like.	Pupils respond in English.
08.05-08.07	Warm up - “What animals do you know?”	Pupils respond in Danish or English.
08.07-08.12	<p><b>Scaffolding jungle animals</b>  Look through the pages of the book secretly  <i>“I see Gerald knows some other animals. What jungle animals do we know?”....</i></p> <p><i>“Okay! You know a lot of animals!”</i></p> <p><i>“In this book we see a giraffe, and we will see THIS animal.. (show flashcard of lion) Do you know what animal this is?”</i>  Make the pupils repeat after you.</p> <p>Giraffe  Lion  Chimp  Baboon  Warthog  Cricket  Rhino</p> <p>Show the pupils gestures for the different animals</p>	<p>Pupils respond with names of animals in Danish or English.</p> <p>Pupils repeat.</p> <p>Pupils repeat gestures.</p>
08.12-08.17	<p><b>Predict the story</b></p> <p>Show the book  <i>“What do you think happens?”</i></p> <p>Discuss in pairs what you think the story is about (2 min)</p> <p><i>“Giraffes can’t dance” - “What do you think that means?”</i>  <i>“Do you think giraffes can dance?”</i></p>	Safe classroom environment when the pupils talk in small groups
08.17-08.20	Make sure the pupils know the gestures for when they hear the animal’s name.	

## Appendix 2

08.20-08.32	<b>Read the story - focus on the animals</b> Different voices for each animal and use body language	FFM: - Eleven kan forstå hovedindholdet i korte fortællinger - Eleven har viden om visuel støtte til lytteforståelse  Pupils should do the instructed gestures (TPR)
08.32-08.35	<b>Follow up on the pupils' predictions</b> <i>"Can giraffes dance?"</i>	Pupils respond in Danish or English.
08.35-08.45	<b>CL - "Quiz Quiz Trade"</b>  Have cards with pictures of the animals  Make an example with a pupil of how to describe the animal - they cannot say the animal's name  They can use: Colour Body parts Size Sound  T: <i>"My animal is yellow. It has four legs, and it is tall."</i> S: <i>"Is it a giraffe?"</i> T <i>"Yes, it is. Very good."</i>	FFM: Eleven kan deltage i enkle, forberedte samtaler om nære emner med støtte.  Pupils use speaking and listening skills when they mingle and speak to their fellow learners.
08.45-08.53	Sum up on class  Show flashcards  <i>"What is this animal called?"</i>  <i>"What can you say about this animal?"</i> E.g. color, body parts, size, sound and number of legs	Assessment  Pupils hopefully only respond in English
08.53-08.55	<b>Goodbye and thank you for today</b>	

<b>SECOND LESSON</b>		
<b>Time</b>	<b>Content</b>	<b>Aims and indications of learning</b>

## Appendix 2

08.00-08.05	<b>Starter</b> Day, date, month, year, season, weather, what it feels like.	Pupils respond in English.
08.05-08.10	<b>Warm up</b> CL - "Quiz Quiz Trade"  Have cards with pictures of the animals  Make an example with a pupil of how to describe the animal - they cannot say the animal's name  They can use: Colour Body parts Size Sound  T: <i>"My animal is yellow. It has four legs, and it is tall."</i> S: <i>"Is it a giraffe?"</i> T <i>"Yes, it is. Very good."</i>	FFM: Eleven kan deltage i enkle, forberedte samtaler om nære emner med støtte.  Pupils use speaking and listening skills when they mingle and speak to their fellow learners.
08.10-08.11	<b>Instruction regarding answering sheet</b> Make sure they know what the questions mean. Minimize the risk of surprises and the fact that the pupils can get distracted.	Pupils respond in Danish or English
08.11-08.25	<b>Read the story</b> Answer sheet  Pupils are given a purpose for listening. Help them to engage and make them more active listeners during the storytelling. Remember to read slowly so that the students get a chance to cross /do the answer sheet during the story.	FFM: Sproglæringsstrategier Færdighedsmål: Eleven kan overføre sprog, indhold og struktur fra det mundtlige til det skriftlige arbejde Pupils listening and writing on the answer sheet.
08.25-08.30	<b>What is the message of the story / Answer sheet</b> First go through the answer sheet.  "Why did Gerald dance?" - what happened? "He listened to music." "Was it good or bad music?" "how did he feel about the music?" - love/hate?	Pupils respond in Danish or English and are able to guess what the story is about.
08.30-08.50	<b>Running dictation (outside)</b>  <b>Materials:</b> Pen and worksheet	Skills: Speaking and Listening  Repetition of numbers and

## Appendix 2

	<p><b>Let's go outside:</b> Be quiet and remember your jacket</p> <p><b>Procedure:</b> Put copies of animals up around the school building/playground.</p> <p>Put the pupils in pairs or small groups.</p> <ul style="list-style-type: none"> <li>• The aim is for one of the pupils in each pair to dictate another pupil to find the animal and its number - the pupil who is running will then run back to their partner.</li> <li>• They quietly dictate what they remembered to their partner, who writes it down.</li> <li>• They then swap roles.</li> <li>• Over several turns they will find all animals and their numbers.</li> </ul> <p>The winning pair is the team that finishes first!</p>	<p>animals</p> <p>Connect pictures with spoken words and numbers</p>
08.50-08.53	Afterwards we will then sum up with the pupils to see if they all got it right.	Pupils respond in English or Danish.
08.53-08.55	<b>Goodbye and thank you for today</b>	
<b>Plan B</b>	Describe and draw Run to the....	

Made by: Kathrine, Katrine, Marianne, Anne Sophie - Læreruddannelsen Århus, "Play and Collect" - Teaching beginners, 22.14