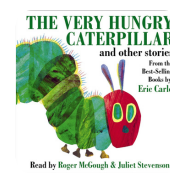


Hooray for Fish!



Groovy Joe and the Dinosaurs



the very Hungry Caterpillar

Get Ready!

What do we know about fish? Colors, size, examples e.g goldfish. Sing a fish song e.g 'sharks' or '1,2,3,4,5 - once I caught a fish alive'

What do we know about dinosaurs? Play the song - listen for words and chunks. Which words are do the children already know? Learn the dance (YouTube): <https://youtu.be/oVmZ4ZnmQyU>

What is in my basket today? Prepare a basket with food the caterpillar eats. (Real food, plastic food or pictures cut out). Who knows what it is? Count it. Combine it with the days of the week. Use the floor.

Read and play!

Read the book aloud, show pictures on the projector. Choose a fish and combine it with an adjective (begin with the colors, e.g 'red fish'). Stand in a circle, say it all together. Use different voices. Show the adjectives with your body, The children guess the word. Then hand out the book in pairs and 'read'.

Play the book/song (show YouTube on projector). Join in. Stop and sing. Stop the song - everybody continues singing Hand out books. The whole class reads together and then read in groups Find the word/chunk: one child says a word/chunk - the others (in the group) find it in the book

Read the book aloud, show pictures on projector. The children join in reading the repetitive language. Use the play food to read part of the story. Every child/small group 'reads' a word, chunk or sentence.

Speak up!

In pairs: student A says, 'I spy with my little eye a little spotty fish'. Student B: finds a little spotty fish in the book. Swap roles Practice for example 4 different fish

Draw ice cream cones and color them. The children pair up and make an 'ice cream dictation'. The children dictate to their mate how to draw and color their scoops: e.g 'I have 3 scoops of ice cream. One is green etc.'

Play the game 'fruit salad.'

How many chunks/words do you remember? (Use matches/Lego etc. and count them at the end. How many words can the group come up with?)

Playful grammar

From single words to collocations: Take it in turns to choose a fish from the book and describe it: For example spotty fish, stripy fish, happy fish, grumpy fish. Say the collocation with different rhythms or different voices

The miming game (learning chunks). One person mimes, the others guess the chunk, e.g:
- he pulled up his chair
- he put on a bib
- it's awesome to share
- he took out a spoon etc.

One apple - two plums. Why has plums got an 's'? Hunt plural forms in the classroom.

Do you like?
I like - I don't like.
(Learned as chunks)

Writing

The children make their own fish book. Draw fish and copy words (e.g adjectives) from the book or from a poster on the wall

Print some pages in A3. Prepare speech bubbles (or post-its). The kids write what the dinosaurs or Groovie Joe say.

I like xxx - I don't like xx
Prepare a form, where the children write (or draw) food (copy words) that they like and don't like.
Interview a partner, "Do you like?"
Make statistics, e.g: How many like broccoli?

Final tasks

Make your own fish - and present it. (You can use the double circle or just have the class mingle)

Make a 'Groovie Joe wall' with all the prints and speech bubbles (from above). The children present their speech bubbles.

Make caterpillars from a sock. Let them speak to each other. (Name, age, phone number I like, I don't like etc.)
Make a passport for the caterpillar



Red in the City



The President of the Jungle



Rosa Parks

Get Ready!

Look at the book cover - what does it make the class think of?
Hand out A3 prints of the book and post-its to the groups. The children write vocabulary and small texts on post-its.
Compare some text/chunks in the book with the original text Little Red Riding Hood.

Make a prediction of the book
Get ready for an election in the jungle:
Explain the words - make a small poster for each word and put it on the wall:
Ballot box, campaign, candidate, debate, democracy, demonstration, election, government, president, rally, VP (vice president), vote, voter.

This book about Rosa Parks is a biography. Start by everyone making their own bio poem about themselves. Put all poems on a wall.
(if you don't know 'bio poem' google it 😊)

Read and enjoy!

Cut out each sentence of the book, hand one sentence to each child. The kids cue up in the right order of the story, by showing slips of paper - read the story - every child reads his sentence. Did they get it right?
Read the book.
Notice the details while you read the book and compare to the original Little Red Riding Hood.

While you read: Collect words you want to remember.
Read the book showing pictures on the projector.
How many/ which animals appear in the book?
Collect arguments for the election. Who is the favorite?
Read the book in small groups.

Show the book. The class makes predictions.
Read the book aloud. Collect words and chunks.
Talk about the contents in the pictures and in the text.

Speak up!

Imagine the child is a wolf in the city.
'Prepare a very short speech to tell why you (the wolf) frighten people or what you are afraid of. Mingle in groups and speak to 3-4 persons.

The children choose to be an animal.
They present themselves: name, age, family, hobby, favorite food, job, suggested changes in the jungle.

Hand out copies of pages from the book (without text). The class mingles, everybody telling what their picture shows and line up in the correct order.

Playful grammar

Working with chunks, e.g:
'The edge of the city'
'Stay on the path'
'All the better to dazzle you with'
'All the better to worry you with'
'All the better to sicken you with etc. (what do they mean)
Prepare questions where one of the chunks could be the answer.

Lion, Monkey, Snake and Sloth have campaign posters and texts. Lion and snake is written in past tense, Monkey and Sloth in present tense. What is the difference? Could they swap? Rewrite some of the passages from past to present tense etc. What happens?

The class prepares 50-100 word cards. On each card is written a verb in present tense or past tense. Scatter them outside (in the corridor). Person 1 in a group runs outside, picks one card, runs back, and the group place it on past or present tense. Now person 2 runs, then 3 etc. Have they got it right?

Writing

Download the app 'TextingStory'. Write an SMS thread between Granny and Red about getting home safe. Use some of the chunks above.

Use a campaign poster and text as a model text. In pairs create (write and draw) your own. Choose past tense or present tense. Define a 'Campaign wall, where you put them up. Make selfies and print.

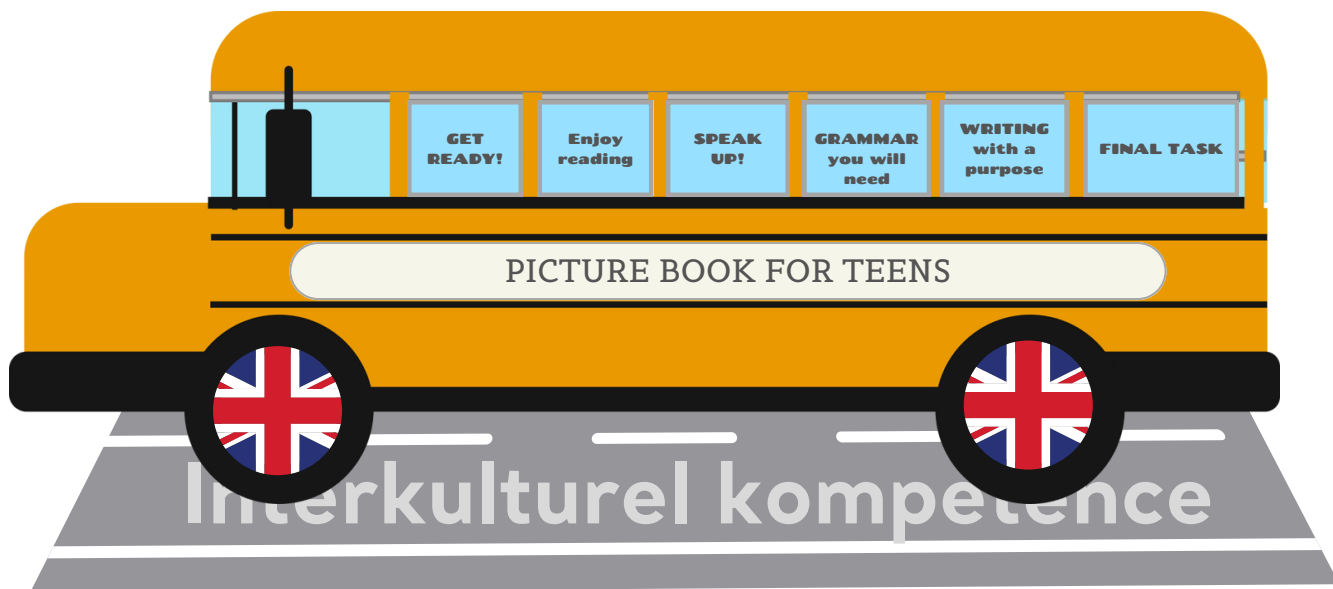
Make a bio poem about Rosa Parks, in the same way as in the task 'Get Ready'

Final tasks

Record 'City News' where you report Red missing. Include a 'Missing Poster'/Photo use chunks.

Prepare oral debates in groups:
Use the poster from before to prepare a 3-minute speech.
Prepare 3 questions for opponents. Have a debate.
Make a ballot box and vote.

Record the bio poem about Rosa Parks and add pictures and music.
Make a bio poem of another person that the child chooses.



Cicada



Hidden Figures



The Arrival

**Get Ready!
Prior
knowledge**

Look inside the book - make an A3 print of the very first and very last page (i.e. grey blocks, colorful nature). In groups stick post-its with vocabulary and chunks on the prints.
Sort the post-its into topics
What do you know about cicadas?

Present the book cover without any text. What is the book about?
Present the headline and text underneath. Any new clues?
In groups look up 1 of these 4 names: Dorothy Vaughan, Mary Jackson, Katherine Johnson, Christine Darden

Bring (an old) suitcase to the class. The class makes a list of what to bring when moving to another country. every group presents their suitcase.
Watch the clip kortlink.dk/2kyv5 about a boy traveling to Ellis Island. Discuss the clip.

**Enjoy
reading!**

Listen to the book 'Cicada med lydunivers' i www.padlet.com/ukr/Cicade
Read the book in pairs/group
Read the book again and discuss what 'Tok-tok-tok' would mean on the different pages.
Discuss the ending

Read the book (or/and listen here: kortlink.dk/2ksu9)
Prepare a page to read aloud well. In groups of 4 read to one another and/or record it.

'Read' the book watching the fantastic animation kortlink.dk/2kyvc (26min)
In groups discuss what was touching weird, sad, happy etc.
What is the book about?

Speak up!

Find information about cicadas in www.padlet.com/ukr/Cicade
Write 5 questions, mingle in groups, and find mates who know the answers.
Record a small presentation (e.g 3 minutes) about the insect

Record a podcast or a radio program.
In groups of 2-3 prepare an interview with an astronaut.
Use info from the text to make up relevant questions and answers.

Take a photo of 2-3 pictures in the book that make an impression on you. Tell a mate how it makes you feel: fx depressed, angry, surprised, pitiful, unhappy, adventurous, weeping etc.
Record the story of one of the chosen persons

**Grammar
you will
need**

Rewrite the text of the picture book using correct English. (Look especially at the verbs).
What do you think the correct English does to the book?

How to ask good questions?
What is a good question?
In how many ways can you construct questions? Discuss which ones work best.

To write in the past tense you will need to check regular and irregular verbs.
Use connectives: e.g first, then, suddenly, afterwards, at the end, finally (make poster of connectives for the classroom)

**Writing
with a
purpose**

Write what the different meanings for 'Tok-tok-tok' might be.
Write questions to Cicada or to the human company you would like to know the answer of.

About questions:
In pairs ask 10 good questions about the book?
Give the questions to another peer that will answer them.
Use the answers to write a coherent text (e.g an email to a fictive person.

Write a diary entry for the day father packed and left his family. What is the hope for the future?
Stick the diary entries to the wall and have 'stroll and read' in class.
(If you google 'vintage paper' you can print very old looking paper to write on)

Final tasks

Make a lap book (foldebog) or
Make a book creator
Find inspiration for both tasks in: www.padlet.com/ukr/Cicade

When computers wore skirts:
Choose one of the four women.
Prepare a speech, where you give concrete examples how unfair black women were treated. Give the speech in class, or record it.

Prepare a suitcase with the personal belongings of an immigrant (from Ukraine, Syria etc.).
Tell your story using the artifacts in the suitcase. Or write an article for a newspaper.