

1.1. The Magical World of Literary Characters

Title: Fables of Jean de La Fontaine - The Fox and The Crow

Objectives:

- Develop the skills of perception and interpretation of literary text interpretation, self-reading of sharing impressions from reading;
- To reveal the allegory of the difference between the hypocritical praise for benefits (flattery) and sincere praise.
- Indicate the relationship between the characters and the human world.
- To express evaluative attitude to the characters.

Workgroup/target: students aged 8-9

Pre-requisites: Printed excerpts from the fables of La Fontaine, posters, markers, colored pencils

Time: 40 min

Means/Tools: interactive approach through- snowball, group work, crossword

A snowball

A Sheet of paper reads "Fable?"

It is a method for gathering information- listing words. At the beginning the teacher writes a question on a piece of paper, which is connected with a definite theme. Then every student writes down the most important thoughts concerning the topic, folding the sheet of paper. Finally, the teacher reads the written information.

Then students read another text, connected with the topic in order to add more information.

A Fable is a short epic literary work of exposing and enlightening content that tells the story with a satirical character, eighth shortcomings of the people represented by images of animals. It consists of two parts: main part, called the story or narrative, and short moralizing conclusion - lesson.

Crossword

It could be on vocabulary from the text or the names of famous writers of fables.

Predicting

Students are given the task to read the passages and to write in the table what they think happens next.

What does the crow do? What does the crow say?	What does the fox do? What does the fox say?	How does the story end? Write your ending of the story.

Group work

Students can either fill in the third column as a team or they can discuss their endings and then write one group ending of the story.

Assessment:

- Interest for reading is formed, there is an independent reader and stimulation of reading activity.
- Improving the skills of the students to read correctly, consciously and expressively.
- The ability for artistic perception of the literary texts formed.

Evaluation

- Cultivate creative talents.
- Stimulate cognitive skills.
- Know how to use interactive methods as a means of developing thinking process.
- Promote valuable qualities as critical attitude and self-disposition.
- Establish positive self-evaluation and a sense of engagement and competence.

1.2.Macbeth

Title: act1, scene 1 Natural, Unnatural and Supernatural

Objectives:

- Understand the plot.
- Become familiar with key quotes.
- How atmosphere contributes to the plot

Workgroup/Target: 16-18

Pre-requisites: 1.a copy of act1, scene1 2. Pencils and paper

Time: 40-60 min

Tools: interactive approach to the text; group work; brainstorming

Strategy:

1. Lead-in: What do we know about how Tudor society felt about witches?

2.The scene starts on a moor.The three witches enter to thunder and lightening.
What does this tell you about the action that is to follow?

3. The teacher tells the story briefly but there are certain points where she/he will need students to say the quotes. They will be jumbled on the board to help students. The teacher stops the narration and asks them to choose a quote to fit and continue the story.

4. The teacher asks students now to start reading and interrupts with the question- The scene starts on a moor. The three witches enter to thunder and lightening. What does this tell you about the action that is to follow?

5. Then they continue reading the scene and answer the question: What do the witches look like?/ write full sentences and use detail/

At the end of this lesson students will have read Act 1, scene 1

Students will examine the effectiveness of the opening scene and its purpose in the play

Assessment: Peer assessment of justification of description of the witches.

Evaluation:

- Develop skills for critical thinking.
- Note-taking and categorizing.
- Interdisciplinary approach to processing fact and knowledge.
- Interdisciplinary transfer and deductive skills.

1.3.A World of Magic

Title: Life lessons by The Fox in "The Little Prince", Antoine de Saint-Exupery

Objectives:

- Developing the skills of perception and interpretation of literary text interpretation, self-reading of sharing impressions from reading;
- Development of oral and written language, thinking, memory, imagination, readers' interests and creativity;
- Empowering the universal human values - clarification of concepts: friendship, love, life lesson rite.

Workgroup/Target: 9-13

Pre-requisites: Printed excerpt "The Little Prince" posters, markers, colored pencils

Time: 40 min

Tools: brainstorming, create a personal project, discussion, group work

Strategy:

1. Use of Brainstorming so as to:

- To get students to know how to invent new ideas;
- To express bravely their own opinion;
- To visualize a definite problem;
- To share their thoughts in front of audience;
- To stimulate children's activity.

- To create skills for standing up their opinion and agree to others.
- To learn students how to ask and divide the task into different parts and look for necessary information for solving problems.

Discussion on: Have you met such a prince? Why is he known all over the world?

Group work. The groups read the text searching for answers to the following questions:

- "Only things that tamed, can comprehend." Why?
- "Language is a source of misunderstanding"
- What is the secret of the fox?
- What did the fox win with his voluntary domestication?
- The ideas of the groups are recorded on a poster. Then they are presented to the class.

Discussion: Who is the author of illustrations? Why did Antoine de Saint-Exupéry himself illustrate book?

Creating an individual project: "The best thing is seen only with the heart. The Most essential is invisible to the eyes. "

Assessment:

- The lesson expands and supplements the students' knowledge of literary fairy tale "The Little Prince". They conclude that seemingly simple thoughts and utterances of the characters sound like proverbs, unlock our imagination and make us think about our own lives. The passage is a lesson in morality - the fox is wise teacher and manages to teach the prince and students within the meaning of the word friendship.

Evaluation:

- Antoine de Saint Exupery himself advises readers to read his book three times: once as children, then as young third time already as mature adults. The Big Book - once read - will be perceived as a fairy tale, the second time - as a story about the meaning of life, and the third time - A novel journey into the vast world of human knowledge.
- During the lesson we promote reading and communicating with books - winners of the eternal values of human history and culture;
- The combination of game element with a strong emotional charge that brings the book successfully motivate children to become active readers.

1.4.LESSON FOR PERCEPTION AND ANALYSIS OF THE STORY

Title: EMIL KORALOV "The First Snowdrop"

Objectives:

- Students perceive the narrative depth and meaningful idea of the author;
- Developing emotional intelligence of children by dipping into the emotions of the characters and the personal experience of the text;
- Developing skills for analysis of the internal situation and experiences of the characters in their external manifestations, the author's text and speech of characters;
- Improving reading techniques.

Workgroup/Target: 10-12

Pre-requisites: Materials: small pieces of paper, worksheet, background music, a presentation about the author /Emil Coral/emotional maps, letters on cards.

Time: 40 min

Tools:

- Talk; Teacher tells the life and work of the author;
- interactive methods - dramatization, working with emotional card game, finishing sentences;
- Associations;•dictionary work by using the Picture Dictionary;
- Visualization;
- Use of funds from other arts – music.

Strategy:

1. Preparation for understanding the text:

- Activation of experience and knowledge of students;
- Saving on assumptions about text-based title, illustrations, first sentence.

2. Work with the text

- Visual imagery
- Story sequence
- Graphic organizers
- Listen – Read – Discuss
- Asking and generating questions
- Question – answer relationship
- Reading between the lines – make an inferences
- Conclusion - Summarizing the main idea and Exit slips

Assessment:

- Methods and strategies in the lesson are selected and adapted to the age of the students and according to current experience in working with artistic text.

- Work class is enriched with interactive methods that maintain the interest of children, help to verify the perception and understanding and assist them in analyzing and putting the basic idea.

Evaluation:

- After this lesson students can bring out the main idea of the author and correlate it to their personal experience. The Objectives have been expanded by providing additional text for independent reading by the same author.

1.5. UNUSUAL JOBS

Title: The Most Unusual Jobs- “High Flyer”

Objectives:

- Develop skills to structure arguments and distinguish between overt and implied meaning;
- Vocabulary development.

Workgroup/Target: 15-18 years old students

Pre-requisites:

- copy of two articles on unusual jobs
- Flipchart for listing ideas, markers, photos

Time: 40 min

Tools: individual work with the text, discussion, interactive activity simulating a team of newspaper editors who have to choose the best picture to illustrate the article on unusual jobs

Strategy:

- The teacher warms-up by asking students to give examples of weird or unusual jobs and writes the words on the Flipchart or adds necessary new vocabulary.
- Then students read the article and have to elicit on the basic ideas of each paragraph and discuss them till they come up with an agreement.
- the teacher then gives a second article with gapped words and asks students to work individually – to read the text, write the missing words and list a vocabulary for describing jobs.
- The Teacher asks students to think of a new appropriate title for the article.
- Then students in groups form newspaper editor team/s and are given photos of weird jobs and have to choose only one as an illustration. They have about 3 min to list arguments and then present to the class. Meanwhile the Teacher writes Functional Language words for Agreement and Disagreement.

Assessment: Students learn to distinguish between facts and opinion; they learn and practice language for agreement/disagreement; vocabulary on jobs and descriptive verbs and adjectives.

Evaluation: students are encouraged to think about word patterns and their function in the text; Students practice restructuring sentences by dividing verb phrases from noun phrases and concentrate on the structure and function only on a syntax-phrase level- how important it is to look at words before and after the gap; reading for new information and integrating it to what we already know, how to learn new things in everyday reading activities; scan texts and immediately guess the purpose of the text and the opinion of the author.