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2021-2-AT01-KA210-SCH-000048626



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Türkiye

lesson plans



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Unit/Topic: Story, The Unusual Dog
28/03/2023

Date:

Key Learning Area: English
Grade

Year Level: 3rd

Outcomes: Engaging learning experience
minutes

Time: 40

Skill(s) in Focus:

- Listening: “ The Unusual Dog” story
- Grammar/ Speaking: Using simple past tense in the stories
- Speaking: Discussing differences/ similarities, how are we alike and how are we different?

Goals:

- Listening and reading “ The Unusual Dog” story
- Making sentences in the simple past tense
- Discussing different characteristics of people make no difference.

LESSON OUTCOME:

By the end of the lesson students will be able to;

- recognize the characteristics of people
- use **simple past tense**.
- identify the differentiation through the characters of the story
- identify how differences affect our understanding

Materials:

- Story: **The Unusual Dog**
- Differences worksheet
- Fish template to create school bulletin board about differences











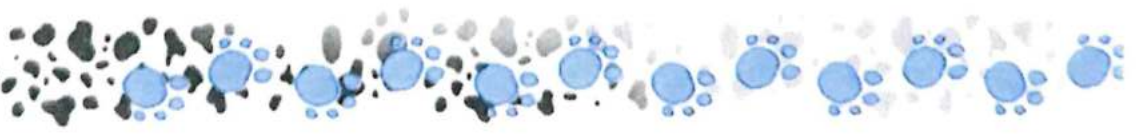
THE UNUSUAL DOG

*Being Open to
Differences*

Once upon a time several dogs lived together in a meadow. Each dog was a different color. One was black, one was white, and one was brown.



One day a spotted dog came by. When the other dogs saw him from a distance, they stared in surprise. "What kind of dog is that?" barked the black dog. "Why is his fur all spotted like that?"



"I have never seen a dog like that," said another. "I think he is sick."

"Yes, his fur is covered in blotches," the others said nodding their heads.

Unaware of what they were saying, the spotted dog went up to them. He wanted to meet them and make friends. But the other dogs started barking at him.

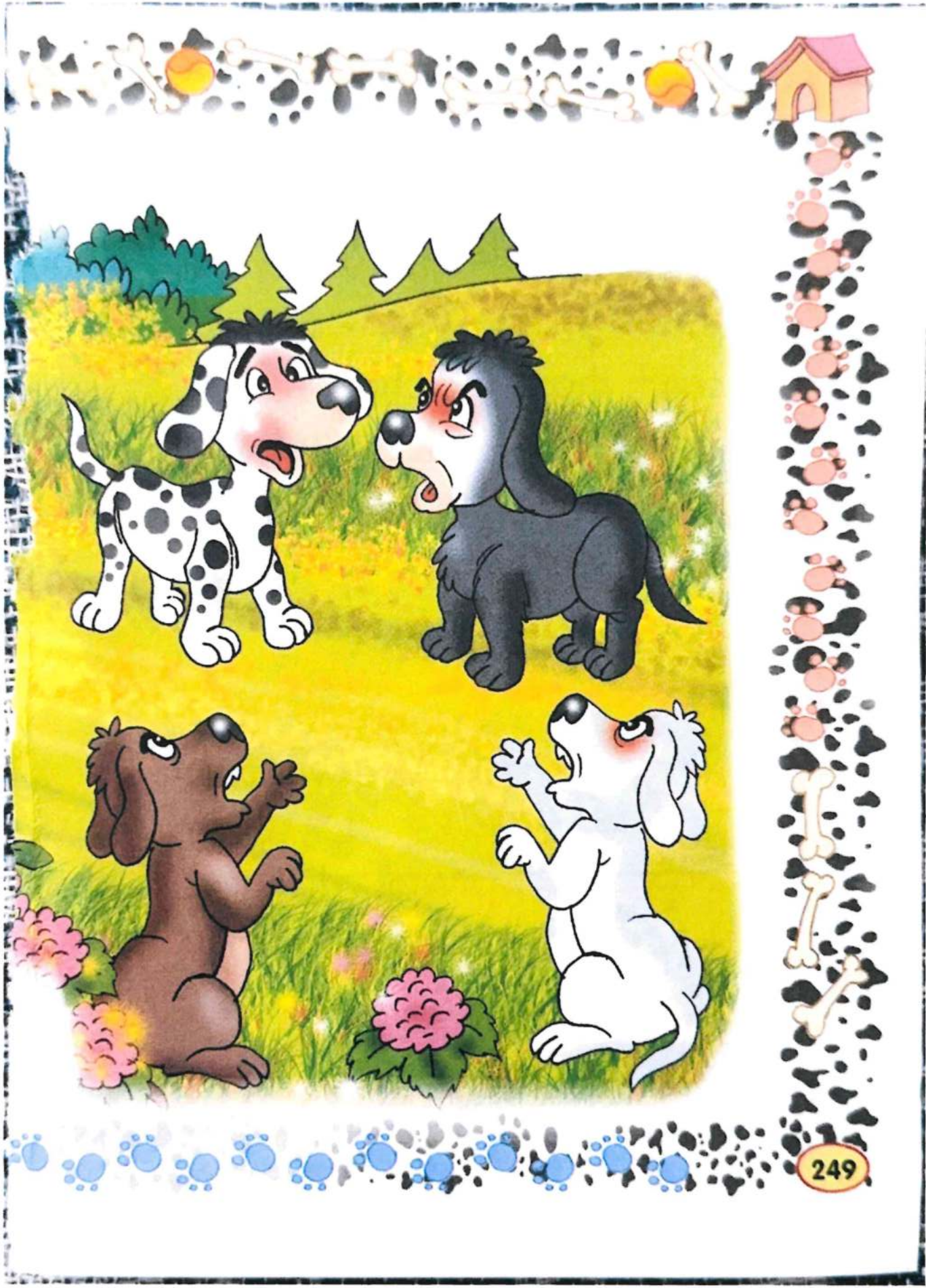
Frightened, the spotted dog asked, "Why are you doing that?"






"Get out of here now!" the black dog growled. "Stay away from us! We will catch your disease."

"Disease? What disease?" asked the spotted dog in surprise.

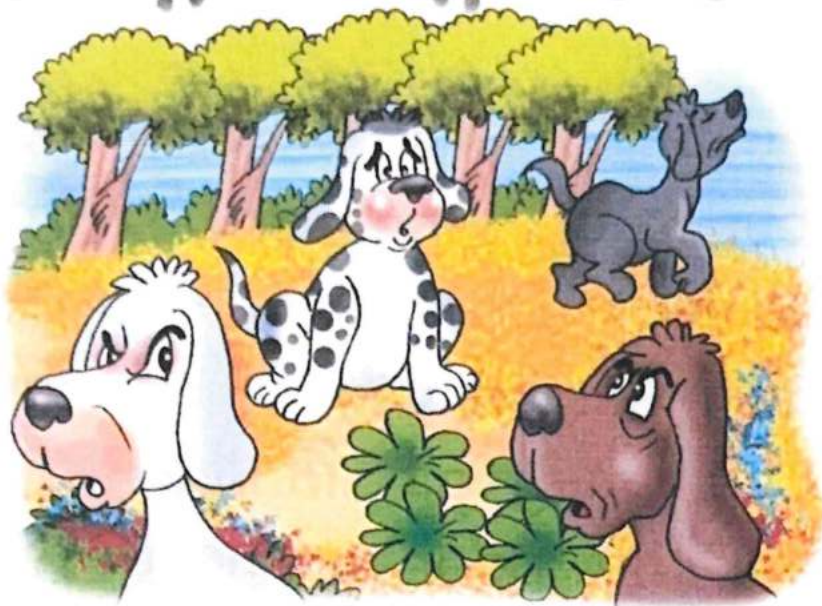




"Look at the blotches on your coat!" the brown dog shouted. "Do you want us to catch those blotches?"

Then they all started barking. The poor spotted dog was forced to leave.





After that the spotted dog was left all alone. Every day he watched the other dogs from a distance and wanted to play with them in the meadow.

A couple of times the spotted dog tried to go up to them and explain everything, but they would get annoyed and move away from him.





The days passed. One day a flock of sheep came to the meadow. At the head of the flock was a sheepdog.

The flock of sheep was grazing there and the sheepdog was keeping an eye on them.

The sheepdog suddenly noticed the spotted dog sitting sadly by himself. He scratched his head with his paw and looked this way and that.

"Why is he sitting all sad and alone like that?" he wondered,



because on the other hand, the rest of the dogs were playing happily together.

The sheepdog went up to the spotted dog and asked, "What's wrong? Why are you so sad?"

The spotted dog looked at him in surprise.

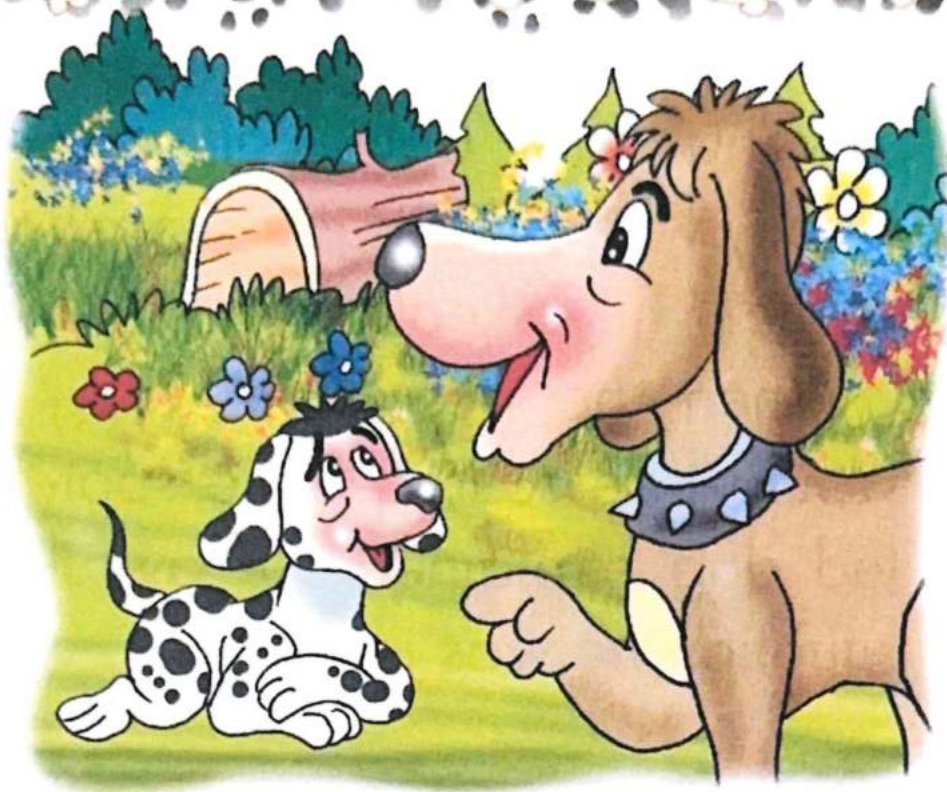




"Why did you come? I mean, why aren't you scared of me?" he asked.

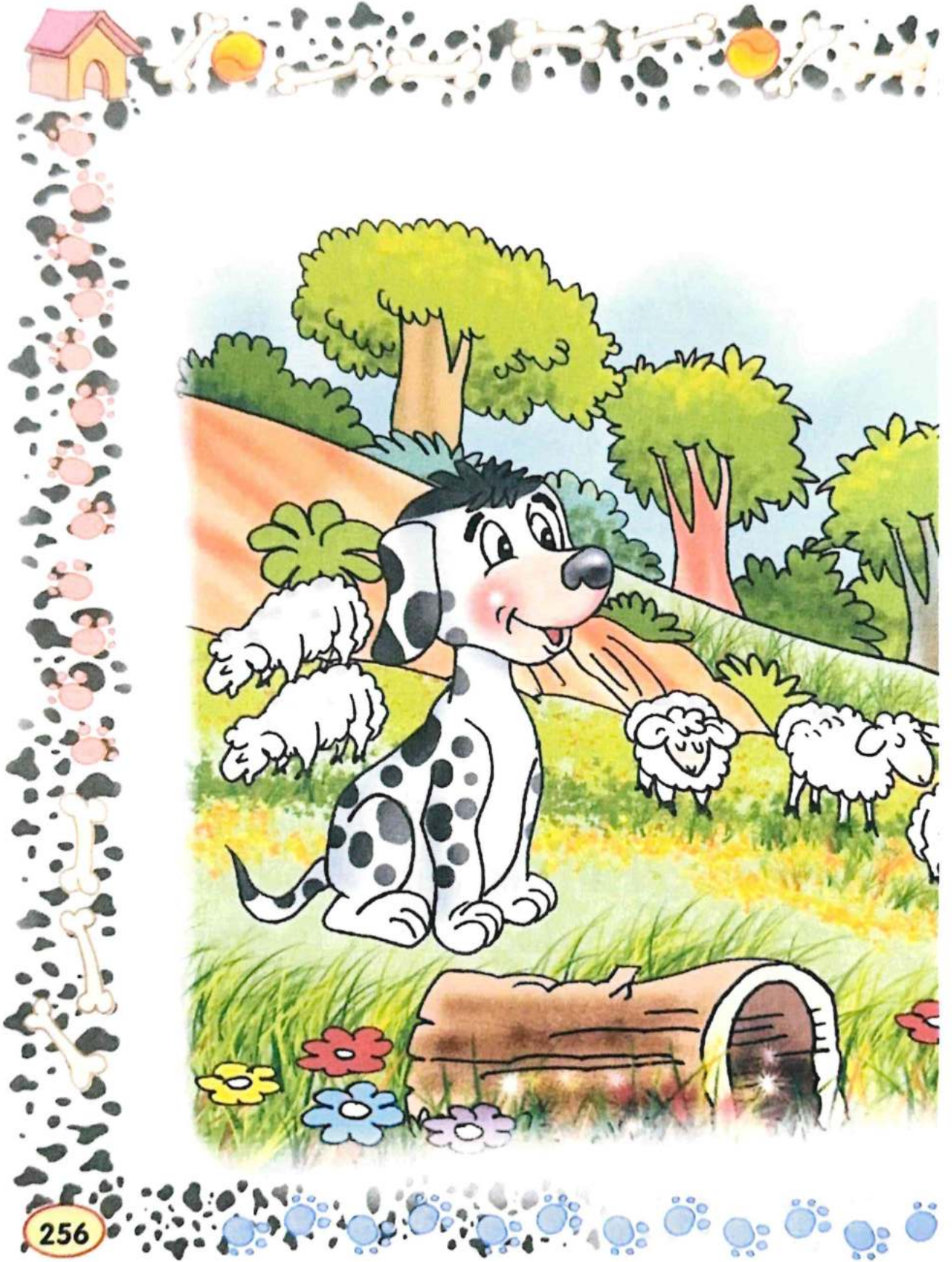
When he replied, "Why would I be scared?" the spotted dog explained the awful situation he was in.






"I saw a dog like you once in a village," said the sheep-dog. "But even if I had not seen that dog, what is there to be scared about? Not all dogs' fur is the same."

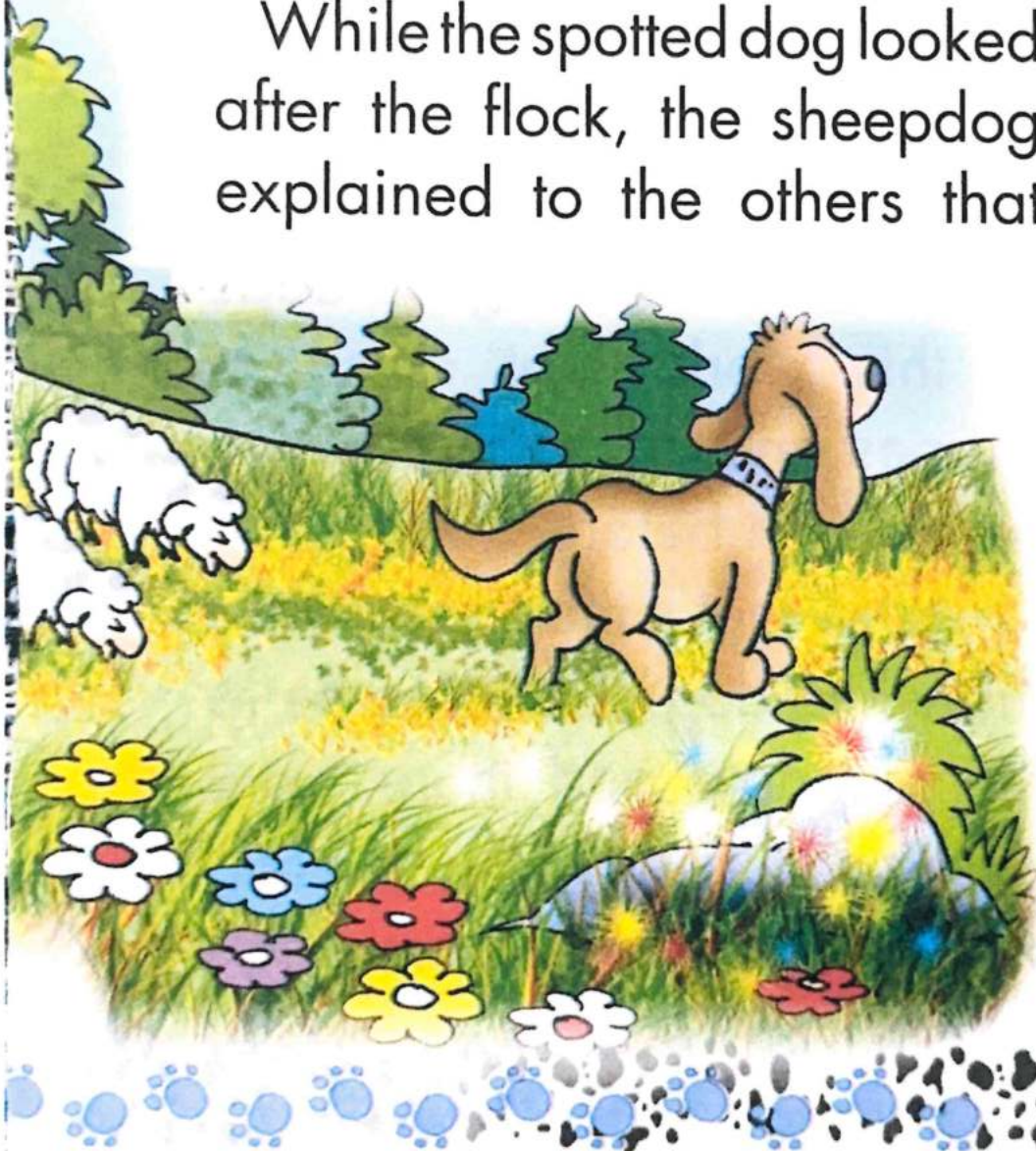
Then he said,





"It would be best if you wait here with the flock while I go and talk to them." He then went over to the other dogs.

While the spotted dog looked after the flock, the sheepdog explained to the others that





there was nothing to be scared of, that lots of animals are different from each other.

"Who knows," he said. "There may be dogs in this world that come in shapes and colors that we've never seen before."

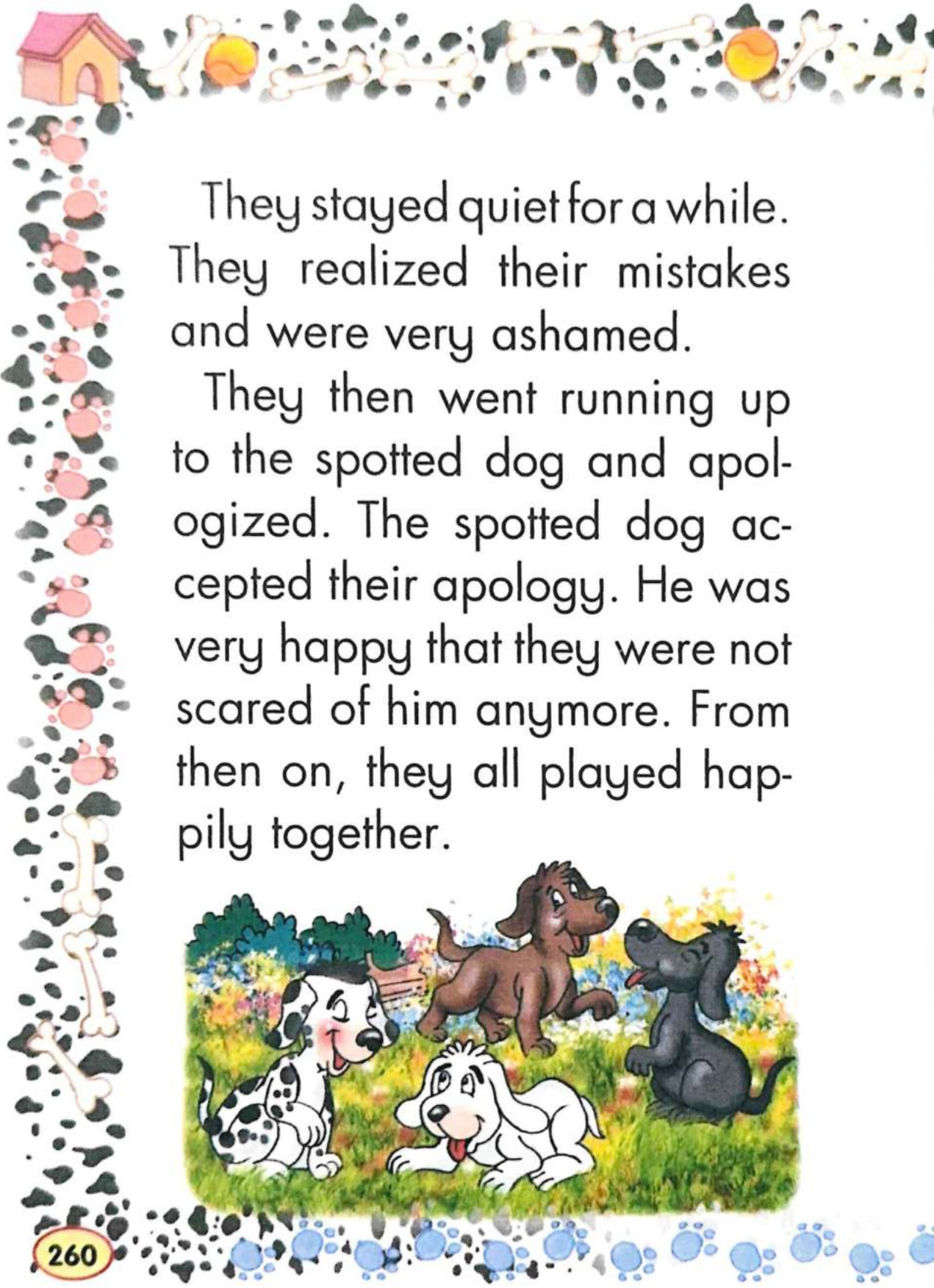
"So if that's the case," said the white dog, "If we came to the meadow and there were only spotted dogs there, they would think that we were sick."



"Yes, how upsetting that would be," said the brown dog.

Then he turned to the white dog and added, "If there were only brown dogs in the meadow, we wouldn't even believe that you were a dog!"

"Yes, what a foolish thing we did," said the black dog.



They stayed quiet for a while. They realized their mistakes and were very ashamed.

They then went running up to the spotted dog and apologized. The spotted dog accepted their apology. He was very happy that they were not scared of him anymore. From then on, they all played happily together.



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|------------------------|---|
| Title | Lesson plan for Erasmus+ project |
| Topic | First Step to Literature: Fairytales – Shadow games |
| Class / Duration | 40 minutes |
| Materials | 1 white curtain/clothe, 1 flashlight, hacivat-karagöz templates to color and cut(1 for each student), gluestick, 2 pencils for each student, tape |
| Methods and approaches | Total Physical Response, Induction, Communicative Approach |
| Homework | Communication practice buy using puppets |

Step 1

Teacher introduces students the characters and their history. Teacher shows his/her own puppet to set an example.

Step 2

Teacher hands out a template of 2 puppets which is 1 template for every 2 students. Students cut the paper in half everyone gets their own piece. In every pair, 1 student colors and cuts Karagöz and the other colors and cuts Hacivat.

Step 3

After the pairs finish coloring and cutting process, teacher assists each student to make their own puppets. Once the puppets are all ready, teacher sets the stage where the action takes place.

Step 4

2 teachers go behind the curtain, and by using their puppets, they play a little introduction game. One teacher puppets the Hacivat and the other puppets the Karagöz and this way they ask each other introduction questions. After the example is done, 1 teacher and 1 student do the activity together. Once all the students get a hang of how to make the puppets work and how to use the target language, teacher steps back and pairs of students start to make the shadow games by themselves.

Outcome

Austrian students learn about Turkish culture and by making good use of it, they acquire the target language. It is also a cross-curricular activity linking culture and target language, which is simply a win-win situation.





