



ENGLISH LANGUAGE AND LITERATURE

«The Gruffalo» by Julia
Donaldson and Axel Scheffler

3rd form





▷ SECUENCIAS DIDÁCTICAS PRIMARIAS BILINGÜES

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NOTAS DE LECTURA

Las secuencias están escritas **para los/as docentes** y no para los/as alumnos/as.

PARA EL TRABAJO CON SECUENCIAS ES NECESARIO:

- ❑ Leer la secuencia completa antes de comenzar a trabajar y bajar los videos para poder utilizarlos aún si falla la conexión.
- ❑ Es importante identificar el “Final Task” y pensar cómo las actividades propuestas acompañan para que los/as alumnos/as lo puedan realizar con cierta autonomía al finalizar la secuencia. Se sugiere:
 - Identificar el vocabulario clave de la secuencia y leer los objetivos del grado para identificar aquellos que son trabajados en cada secuencia.
 - Planificar cada clase teniendo en cuenta necesidades de los/as alumnos/as, la carga horaria de la clase y cómo se distribuirá la propuesta a lo largo del mes. *Una actividad puede durar más de una clase o una clase puede incluir varias actividades. Para que la secuencia se ajuste a las necesidades del grupo es importante que, al planificar cada clase, el/la docente evalúe si es necesario incluir alguna actividad de andamiaje previa a las propuestas.*



NOTAS DE LECTURA

Las secuencias de ***English Language and Literature*** incluyen una rutina que se realiza al iniciar cada clase y que consiste en preguntas y respuestas, momentos de movimiento y canciones. Es importante hacer un uso inteligente de este espacio para sistematizar los contenidos que se aprenden a lo largo del año y facilitar la evaluación formativa de los/as alumnos/as.

Esta rutina abarca contenidos aprendidos en años anteriores y, gradualmente, incorpora los contenidos que se están abordando en clase.

ES IMPORTANTE:

- ❑ Asegurar la participación de los/as alumnos/as para que cada uno/a esté practicando lo que necesita para avanzar.
- ❑ Identificar su proceso de aprendizaje. Si bien en un principio el trabajo puede ser coral se sugiere que, a medida en la que los niños/as van desarrollando la autonomía, la interacción sea individual.
- ❑ Promover el trabajo de metacognición sistemático. Es importante que los/as alumnos/as puedan identificar sus logros y en qué necesitan seguir trabajando.



OBJETIVOS ANUALES

LENGUA INGLESA - 3º GRADO

- Construir nuevos saberes a través del inglés en contextos significativos y familiares para los/as alumnos/as.
- Percibir que en el mundo coexisten lenguas y culturas diversas.
- Desarrollar curiosidad por la lengua adicional y su cultura que aporte al desarrollo del/de la alumno/a como a la comunidad a la que pertenece.

DESARROLLAR LOS SIGUIENTES MODOS DE COMUNICACIÓN DE LA LENGUA



COMPRENSIÓN

- Comprender consignas dadas por el/la docente, reconociendo palabras y expresiones usadas habitualmente.
- Comprender palabras y frases breves de uso frecuente en conversaciones cortas y sencillas sobre temas cotidianos y conocidos.
- Comprender palabras y frases simples al escuchar o leer textos breves y sencillos.
- Comprender la idea general en textos breves y sencillos auténticos, con la ayuda de las ilustraciones que los acompañan, anticipando lo que ocurrirá en ellos.
- Reconocer información concreta de temas conocidos y cotidianos de textos orales y escritos.
- Comprender y seguir instrucciones muy breves y sencillas de textos orales y escritos.
- Reconocer los principales géneros textuales acordes al nivel.

Icons from Flaticon.es



OBJETIVOS ANUALES

LENGUA INGLESA - 3º GRADO



EXPRESIÓN

- Utilizar expresiones y/o frases sencillas para describir imágenes y situaciones relacionadas con las áreas temáticas tratadas.
- Hablar de sí mismos, de miembros de su familia, de amigos/as cercanos/as, personajes imaginarios, de mascotas o animales utilizando expresiones y/o frases simples.
- Formular preguntas básicas a sus maestros/as, compañeros/as, familiares o personajes ficticios relacionadas a información personal y/o necesidades concretas.
- Responder a preguntas relacionadas al contenido de textos breves y sencillos.
- Escribir frases o textos muy breves y sencillos sobre sí mismo/a, sus compañeros/as, familiares y personas imaginarias.
- Describir ciertas características de objetos cotidianos y conocidos (color, tamaño, forma, etc.), empleando palabras y frases simples.



MEDIACIÓN

- Utilizar palabras y frases sencillas para mostrar su interés.
- Expresar una apreciación personal sobre textos escritos u orales mediante palabras y frases sencillas.
- Transmitir información sencilla y predecible sobre situaciones familiares y cotidianas.

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OBJETIVOS ANUALES

LENGUA INGLESA - 3º GRADO



INTERACCIÓN

- ❑ Interactuar de manera sencilla en situaciones propias del contexto escolar, con la guía y ayuda del/de la docente, utilizando expresiones institucionalizadas sencillas.
- ❑ Expresar de forma sencilla si no comprende.
- ❑ Realizar y contestar preguntas sobre sí mismo/a y sobre acciones habituales que le son familiares de forma oral y escrita, usando expresiones sencillas y apoyándose en gestos y ademanes.
- ❑ Dramatizar escenas basadas en textos literarios y/o situaciones cotidianas, tratados anteriormente, con la guía del/de la docente.

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CONTENIDOS

LENGUA INGLESA

GÉNERO TEXTUAL

Cuento

TEMA

“The Gruffalo” by Julia Donaldson and Axel Scheffler. Descripción física.

CONTENIDOS

- ❑ Identificación y descripción de personas, animales, objetos y lugares.
- ❑ Expresión de gustos y preferencias.
- ❑ Intercambio de información personal sobre la edad, lugar de residencia, gustos y preferencias y hábitos.
- ❑ Expresión de posesión.
- ❑ Expresión de cantidad.
- ❑ Expresión de sentimientos y emociones.
- ❑ Intercambio de información breve y sencilla sobre eventos, rutinas y estados permanentes.
- ❑ Intercambio de información sobre cantidades, precios y valores.

SONIDOS

- ❑ Producción de sonidos de la lengua adicional e identificación básica de patrones de acentuación a nivel palabra en contextos familiares.

CONECTORES BÁSICOS

Y lineales para enlazar palabras o grupos de palabras:
aditivos (and/too); de opción (or); contrastivos (but); temporales (then, next).

OBJETIVOS Y CONTENIDOS

ANUALES DE LITERATURA - 3° GRADO

TEMA

Características opuestas: el débil / el fuerte, la belleza / la fealdad, el bien / el mal, etc.

OBJETIVOS

- ❑ Reconocer la cultura de países de habla inglesa, sus tradiciones y costumbres, a través de la lectura de obras literarias.
- ❑ Hacer uso de estrategias de escucha comprensiva y escucha atenta.
- ❑ Profundizar hábitos de lectura general y desarrollar la lectura extensiva mediada/guiada por el/la docente.
- ❑ Reconocer y utilizar los principales elementos literarios.

CONTENIDOS

ELEMENTOS LITERARIOS:

- ❑ Personajes (caracterización y descripción).
- ❑ Tiempo y espacio.
- ❑ Trama (planteamiento - nudo - desenlace).

GÉNERO TEXTUAL

GÉNEROS LITERARIOS:

- ❑ Cuentos e historias infantiles (de hadas, tradicionales, tradicionales versionados, etc.)
- ❑ Fábulas tradicionales.
- ❑ Poemas, rimas y canciones.



ROUTINE - Circle Time!



Let's begin our lesson now!

Is everybody ready to start?



Good morning / Good afternoon, everybody.

Let's make a circle. Sit down on the floor.



1. Let's sing the Hello song now!

ASSESSMENT

(After working with the story)

[Sorting Game](#)

What has/hasn't he got?

[Questions about the story](#)

[More questions!](#)

PB page 2

2. MAKE USE OF THE DAILY ROUTINE TO PRACTISE PERSONAL QUESTIONS WITH YOUR STUDENTS. CHOOSE THE APPROPRIATE QUESTION FOR EACH STUDENT.

Hello. How are you?; What's your favourite colour/number?; What's your name? What's your favourite colour?; What is your favourite room in the house?; What can you do there?; How are you feeling today?; Have you got any sisters or brothers?; Who do you live with?; What can you see in the classroom? Can you see any lines? Shapes?; What's your teacher's name?; How old are you?; Can you hear any sound? What can you hear? Is it loud/ soft/ short/ long?; What's the weather like?; What's your school's name?; How many...are there?; What is there in your school bag today?; What's your mother's/ father's/ brother's/sister's/aunts/grandpa's/grandma's name?; What are you wearing?

*Be careful when asking personal questions. Choose your questions carefully to avoid hurting your student's feelings.

What is he/she/it like?

What does he/she/it like doing?

What does he/she/it look like?



ROUTINE - Call the roll + helper



(Name)

Here I am!



There are (25) of us in this classroom. Let's count!

Today we are...



Who is absent today?

What's wrong with... today?



WHO'S THE HELPER TODAY?





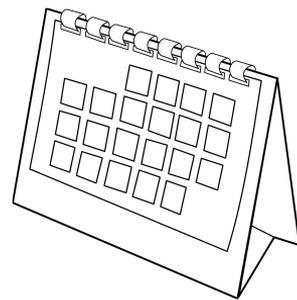
WHAT'S THE WEATHER LIKE TODAY?



<https://www.youtube.com/watch?v=KUSbzn3STo>

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IS IT...?



 What's the day today?

GAME

What's your favourite day of the week?

What subjects do we have today?



ROUTINE - Let's move!



PARADE TIME!

Students may wear costumes or describe the clothes they are wearing. Two students will describe what one volunteer is wearing as they walk along the catwalk.

AT THE SHOP

- G- Good morning
- Sh. A- Good morning. Can I help you?
- G- Yes, give me a smart shirt, please.
- Sh. A- Here you are?
- G- Thank you.
- **SH.A- Would you like to buy a pink Jacket?**
- **G-No, thank you.**
- Sh. A- How much is it?
- SH. A- Its ...pounds
- G- Here you are. Bye
- Sh. A- Have a nice day.
-

ROUTINE - Let's move! Guess what I'm doing.

REVISION

Guess what I am doing. The teacher will introduce the actions with the aid of images. Then she will ask students to repeat. After that she will say one action and students will mime the action. Finally, she will mime the action and ask students to guess.



You are playing
with...



You are running



You are watching TV



You are dancing



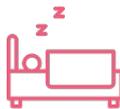
You are singing



You are hiding



You are jumping



You are sleeping



You are writing



You are reading



You are swimming



You are walking



You are taking a
bath

Icons from Flaticon.es

ROUTINE - Let's move! Guess what I'm doing.

REVISION

Choose a picture and mime. The rest of the students guess what you are doing.



Are you reading?



Are you running?



Are you watching TV?



Are you jumping?



Are you dancing?



Are you singing?



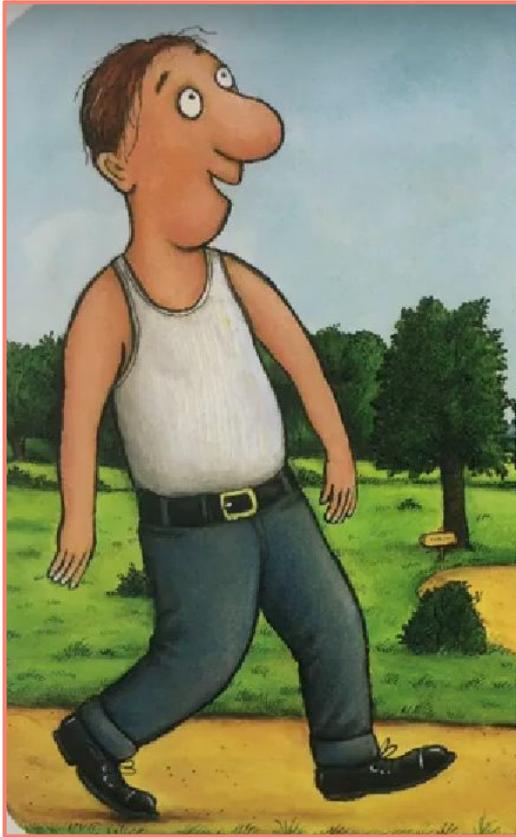
Are you hiding?



Are you sleeping?



Revision - Picture description. Oral and written work



- Where is George?
- What is the weather like?
- Is George reading?
- What is he doing?
- How is he feeling?
- What is he wearing?

George is _____.

The day is _____.

He isn't _____. He is _____.

He is feeling _____.

He is wearing _____

He looks smart.



REVISION- TIC - TAC - TOE: Oral work

WHO is crossing the bog?

WHAT is he using to cross the bog?

WHOSE belt is it?

WHERE is the dog?

WHY does he need a belt?

WHEN can he cross the bog?

DESCRIBE your favourite animal in the story?

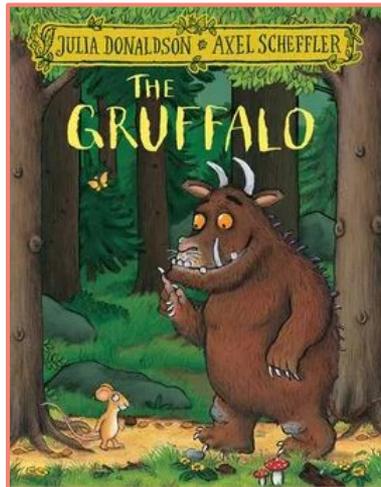
WHAT does the Giant **LOOK LIKE**?

WHAT is the Giant like?





«The Gruffalo» by Julia Donaldson and Axel Scheffler.



PROPÓSITO: que los alumnos/as puedan comprender un cuento en inglés y paulatinamente puedan identificar y nombrar las partes del cuerpo. Que puedan describir una persona o personaje ficticio. Que logren socializar su descripción con compañeros/as, la escuela y la familia.

CONTENIDOS: descripción física.

GÉNERO TEXTUAL: texto literario.

ENFOQUE: descripción física de un personaje de ficción (The Gruffalo) y su rutina diaria.

TEMA: las partes del cuerpo, adjetivos y acciones cotidianas.

PRE READING

Working with paratext and anticipating what the story is about.

WHILE READING

Reading the story and making it comprehensible.

POST READING

Working with the different moments of the story.

WORKING WITH
VOCABULARY

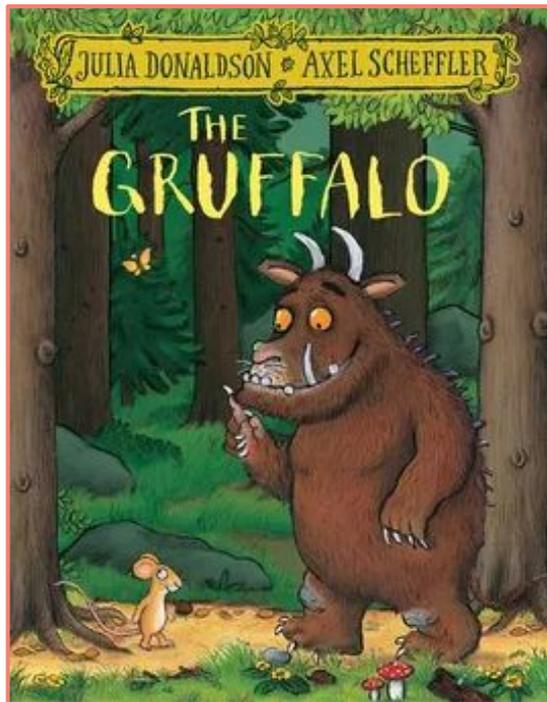
Talking about The Gruffalo.

PHONICS

Sounds: /t/ and /th/



FINAL TASK "The Gruffalo" by Julia Donaldson and Axel Scheffler.



1. TASK

- ❑ In pairs or small groups, students describe The Gruffalo's physical appearance to warn the other animals in the forest about him.

2. PLANNING

- ❑ Students prepare to report about the Gruffalo to the whole class.
- ❑ They make a poster with the description and draw a picture to warn the other animals in the forest.

3. PRESENTATION

- ❑ They share the poster with friends, school members and family.

4. ANALYSIS AND PRACTICE

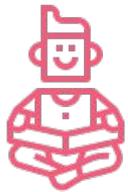
Describing physical appearance:

- ❑ This is...
- ❑ It has got...

STORY TIME! - Getting ready to listen to a story



1. **HOW** do we listen to a story?



2. We **SIT DOWN**



5. We **REACT** to the story
“I liked the story because...”



3. We **LOOK** and **LISTEN**



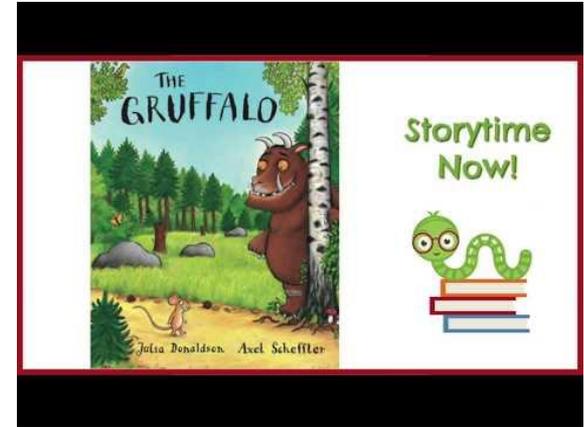
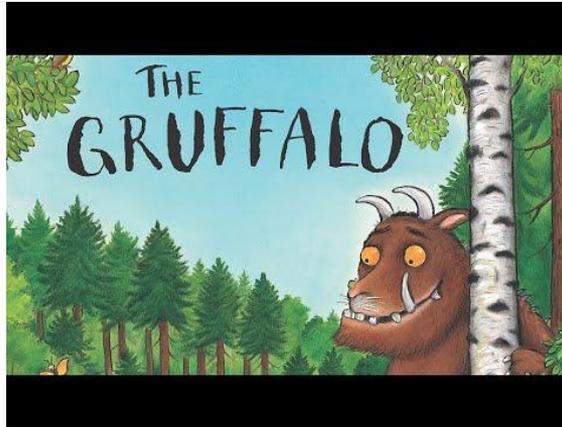
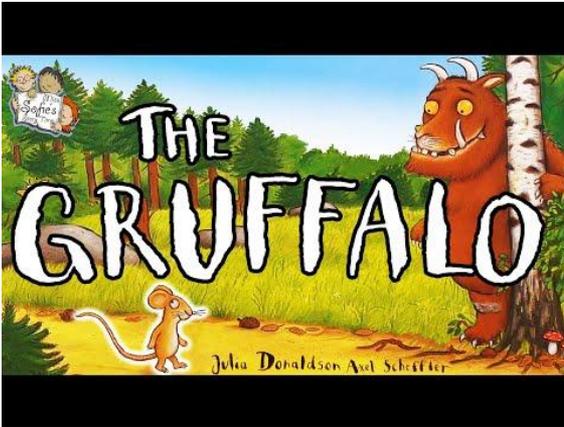
4. We **TALK** about the story



«[The Gruffalo](#)» by Julia Donaldson and Axel Scheffler.

TOPIC

Parts of the body: The Gruffalo



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STORY: The Gruffalo (story video) - Choose the link you like the most.

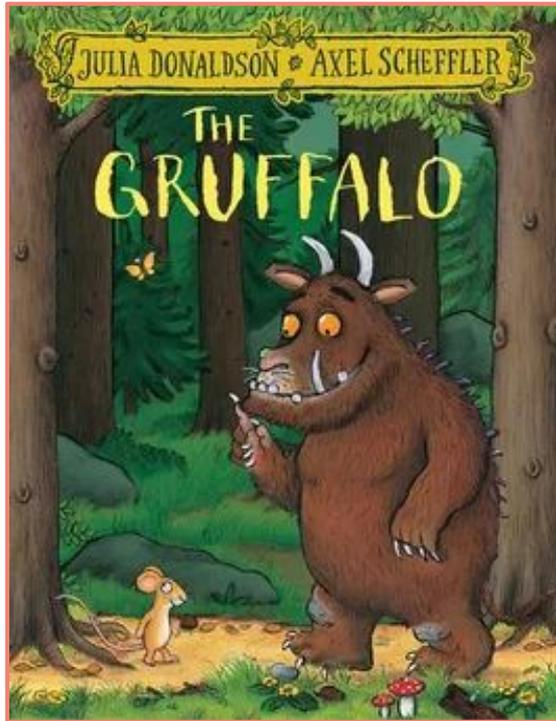
- ❑ [The Gruffalo by Julia Donaldson. Children's read-aloud \(audiobook\) with colour illustrations.](#)
- ❑ [THE GRUFFALO BY JULIA DONALDSON | KIDS BOOKS READ ALOUD | BEDTIME STORY | RHYMING BOOK](#)
- ❑ [The Gruffalo - By Julia Donaldson | Children's Books Read Aloud](#)



PRE READING - Working with paratext and anticipating what the story is about.

1. Look at the cover of the book: Do you know this story?

2. What's the name of the story? What's a Gruffalo?



3. Can you see another animal in the cover of the book?

4. What do you think the story is about?



PRE READING - Setting: Where are the mouse and The Gruffalo?



AT SCHOOL?

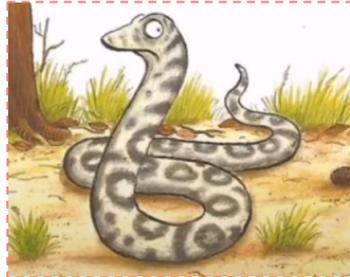


AT HOME?



OUTSIDE?

WHO ARE THE CHARACTERS IN THE STORY?





WHILE READING - Making it comprehensible. Oral work

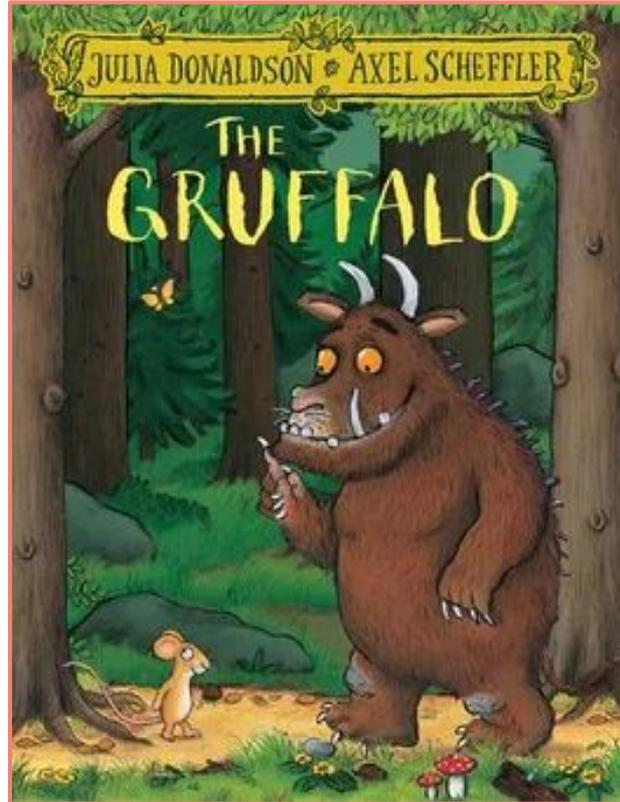
1. READING THE STORY: (Don't read the end of the story)
Teaching st to listen.
Making the story comprehensible.
Miming, pointing and asking questions to guide understanding.

2. THE FOX:

What do foxes eat?
Who is he talking to? Where is he inviting him?

3. THE MOUSE:

Is the mouse afraid of the fox?
Where is the mouse going?
What is a Gruffalo? What does it look like?
What is the Gruffalo's favourite food?



4. "SILLY OLD FOX! THERE IS NO SUCH THING AS A GRUFFALO"

Does the Gruffalo exist?
The mouse is lying! why?
The fox runs away.

5. THE OWL/THE SNAKE

What do... eat?
Who is he talking to? Where is he inviting him?

THE MOUSE

Is the mouse afraid?
What is the Gruffalo's favourite food?

6. MEETING THE GRUFFALO:

Does the Gruffalo exist? What does he look like?
What's his favourite food?
What can the mouse do now?



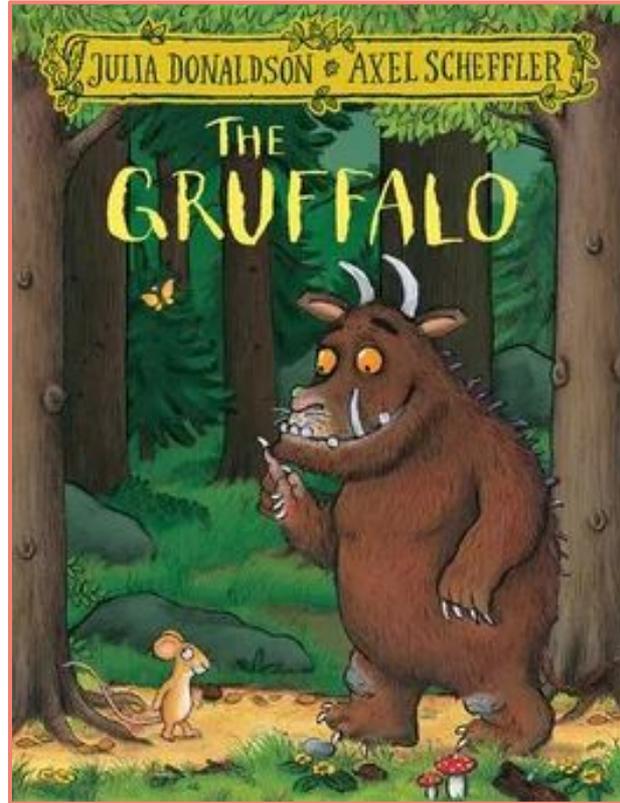
POST READING TASKS

SING the Gruffalo's song and mime the movements.

ROLE PLAY the dialogue between the fox and the mouse.

DRAW your favourite part of the story and show it to the rest of the class. With the help of the teacher, describe what you drew.

DEVELOPING THINKING SKILLS
Read the sentences and put the story in order.



CREATIVITY AND COMMUNICATION. 21ST CENTURY SKILLS

In pairs. Think: *What can the mouse do now? How can he solve the problem?*
Read the end of the story.

WORKING WITH VOCABULARY

OPTIONS: Pictionary, Memory game, Bingo, Mime and guess, tic tac toe, different versions of hangman, Word search, Match the words and the pictures.



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❑ *He has terrible tusks and terrible claws and terrible teeth in his terrible jaws.*

❑ He's the Gruffalo,Gruffalo,Gruffalo. He's the Gruffalo. He has knobby knees and turned-out toes and a poisonous wart at the end of his nose.

❑ He's the Gruffalo,Gruffalo,Gruffalo. He's the Gruffalo. His eyes are orange. His tongue is black. He has purple prickles all over his back.

❑ He's the Gruffalo, Gruffalo, Gruffalo. He's the Gruffalo, Gruffalo, Gruffalo.

❑ He's the Grr...rr...rr...rr...ruffalo. He's the Gruffalo!



Working with vocabulary



TIC TAC TOE

[Printable](#)



MEMORY GAME

[Match the pairs](#)



PICTURE
DICTIONARY



WORD SEARCH

[Interactive](#)
[Printable](#)



[HANGMAN](#)



WORLD WALL
POSTER



BINGO

[Cards Generator](#)



GUESSING GAME

[Match word and](#)
[picture](#)

MY FIRST GRUFFALO

GRUFFALO FEATURES

The Gruffalo has very famous features.
Can you match the words to the pictures?

TOES

KNEES

TONGUE

TUSKS

TEETH

PRICKLES

CLAWS

WART

MILLAN
Children's Books

My First Gruffalo © 2011 Julia Donaldson and Axel Scheffler



PHONICS: /t/ as in “terrible teeth”

Similar sounds in L1 and L2

NOTE: in order to produce English /t/ correctly, you have to raise your tongue so that it doesn't touch your teeth but the hard area above them.

Phonological awareness and memory /t/

Circle the words that start with /t/ and read them aloud.

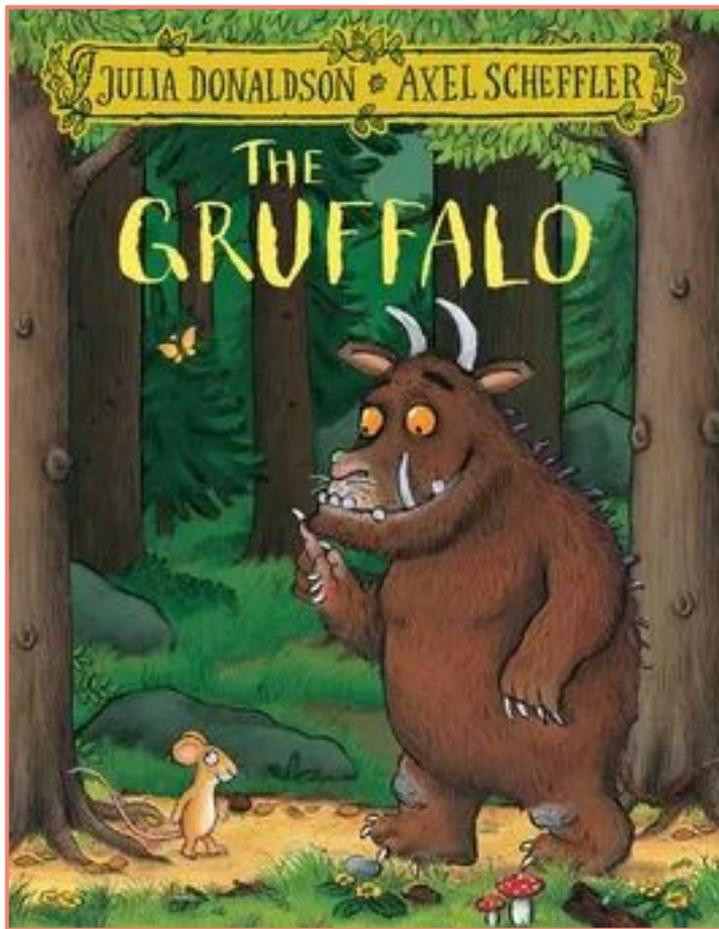
Now read and draw.

- Terrible teeth;
- Terrible tusks;
- Terrible claws;
- Terrible jaws;
- Turned out toes;
- His tongue is black.

Watch an extract of the video and make a list of words that start with “t”



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CHOOSE THE CORRECT ANSWER

- This is a story.
- This is a poem.
- This is a description.

COMPLETE THE SENTENCES

- The Gruffalo lives in_____
- The Gruffalo_____ terrible tusks and_____ teeth.
- _____ eyes are orange.

CAN YOU SAY WHAT THE TEXT IS ABOUT?



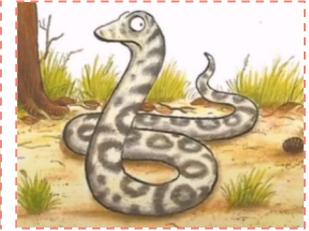
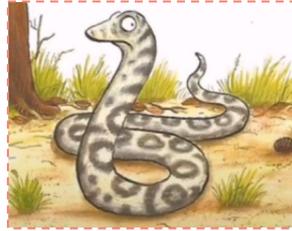
LOOK AT THE PICTURE AND CIRCLE THE RIGHT ANSWER

Where is *The Gruffalo*?

- Behind the tree.
- In the tree.

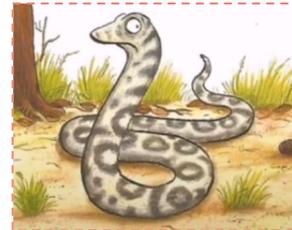


LISTEN AND CHOOSE



- Come and have tea in my treetop house.
- It's frightfully nice of you, but I'm going to have tea with The Gruffalo.

- Where are you going to, little brown mouse? Come and have lunch in my underground house.



- It's a reptile. It is long and thin. It likes eating mice! Be careful little brown mouse!



Look at the picture, read the sentence and write YES or NO

1. It 's a windy day. The grass is moving. _____
2. There is a frog in the pond. _____
3. There are ten rocks. _____
4. There are many frogs in the water. _____
5. The mouse is alone. _____
6. The mouse has small ears. _____
7. The frog is big. _____
8. There are some small windows in the picture. _____



Look at the picture, invent a sentence and ask your friends to say **YES** or **NO**.



Read on you own and think

Come and have tea in my treetop house.
"It's frightfully nice of you, Owl, but no —
I'm going to have tea with a gruffalo."



READ THIS PART OF THE STORY AND CHOOSE

"Come and have tea in my treetop house"

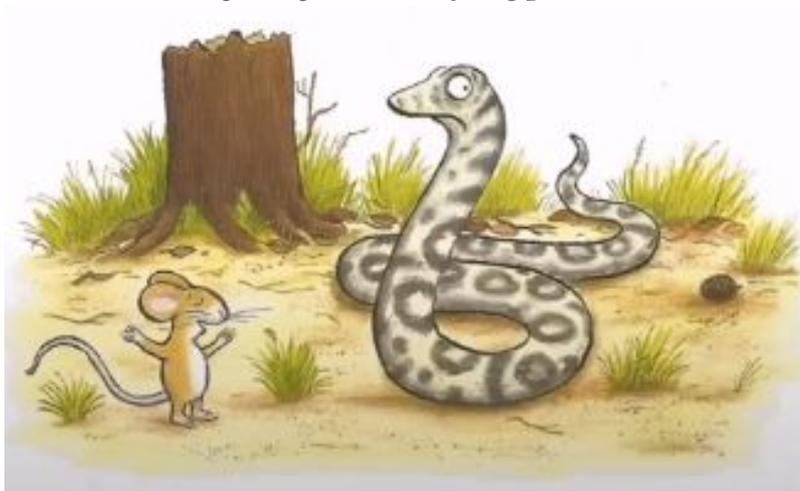
- The owl is making an invitation.
- The owl is talking about his house.
- The owl is asking questions about the mouse plans.

WRITE YES OR NO - READ, THINK AND DISCUSS

- A. The mouse is talking to the snake. _____
- B. The mouse accepts the invitation. _____
- C. The mouse is frightened. _____
- D. The owl lives in a treetop house. _____
- E. The mouse is going to have tea with the fox. _____
- F. The mouse is inventing an excuse. _____
- G. The mouse is saying the truth. _____



“Come for a feast in my logpile house”



READ THIS PART OF THE STORY AND CHOOSE

“Come for a feast in my logpile house”

- The snake is talking about his house.
- The snake is making an invitation.
- The snake is asking questions about the mouse plans.

WRITE YES OR NO - READ, THINK AND DISCUSS

- A. The mouse is talking to the snake. _____
- B. The mouse accepts the invitation. _____
- C. The snake is frightened. _____
- D. The snake lives in a treetop house. _____
- E. The mouse is going to have tea with the owl. _____
- F. The mouse is inventing an excuse. _____
- G. The mouse is telling a lie. _____

Imagine the mouse invites the Gruffalo to have some tea with him. Write the dialogue with the teacher.

Example:

- Hi, Gruffalo
- Hi, Mouse
- Would you like to have tea with me?
- In my little white house?
- Yes, I would little mouse.
- Do you like cake?
- I love cake!



THINK AND CREATE YOUR OWN DIALOGUE

Imagine the mouse invites the____to have some tea with him. Write the dialogue.

YOU MAY NEED THE FOLLOWING EXPRESSIONS

- Would you like...?
- Yes, I would / No, I wouldn't
- Do you like...?

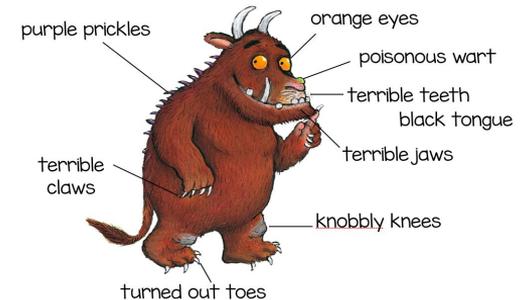
COMPLETE THE GRUFFALO'S DESCRIPTION

The Gruffalo lives in_____

The Gruffalo _____ big . _____ eyes are orange.

_____ tongue is black. _____ has _____ all over his back. It _____terrible claws and terrible jaws.

His (x2) is it purple prickles has the forest



CAN YOU INVITE SOMEONE TO YOUR HOUSE IN ENGLISH?

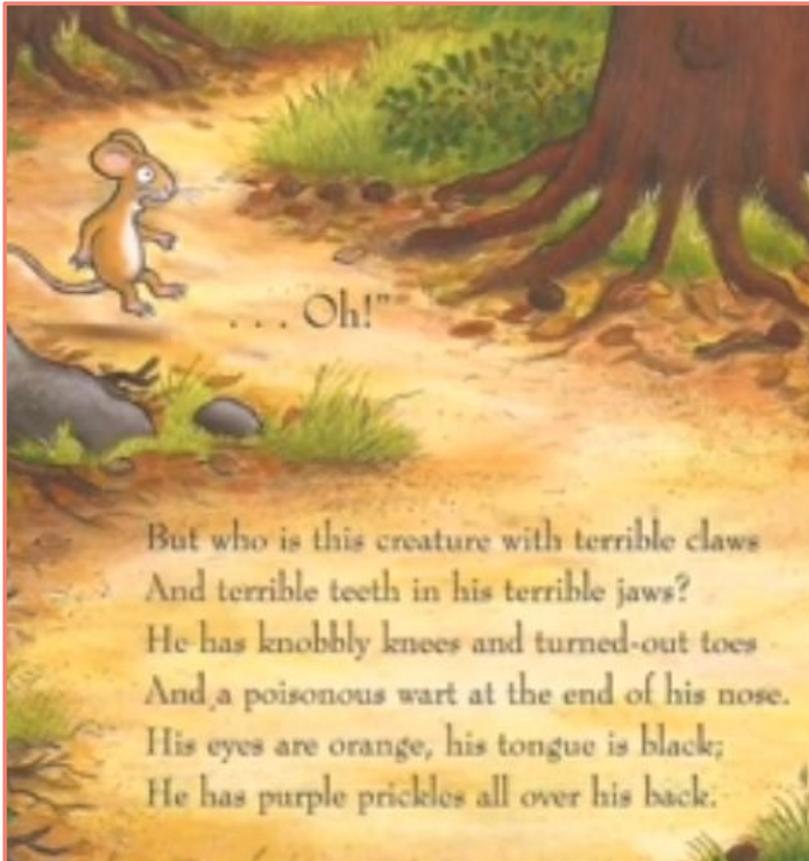




Read and find the things in the picture



1. This is a big creature that lives in the forest:
G _____
2. These are woody plants that have a stem called trunk: **T** _____
3. This is a rodent that has a long bushy tail.
It's orange: **S** _____
4. There are two in the picture. They are grey.
One is bigger than the other. They are solid and hard. **R** _____
5. It is a small rodent with a pointed nose, long tail and round, furry body. **M** _____



WHAT IS THE MOUSE DOING?

- Inviting the Gruffalo to his house.
- It is describing the Gruffalo.
- Talking about colours.

ANSWER THE QUESTIONS

- A. Where is the mouse?
- B. What's the name of the creature?
- C. How is the mouse feeling?
- D. Can you describe the Gruffalo?

THIS PARAGRAPH IS ABOUT

- The fox.
- The mouse.
- The Gruffalo.



Read and answer



The Mouse has invited the Gruffalo home. He leaves a note for his son, Eric on the table. Read the note and help the mouse's son.

Dear Eric,
The Gruffalo is coming for some tea today. Remember to put your toys in order and feed our fish. There is some food on the orange table.
I have baked a chocolate cake and there are some sandwiches in the fridge. I'll be back at four, I'll come with the Gruffalo
Have lots of fun!
Love,
Dad

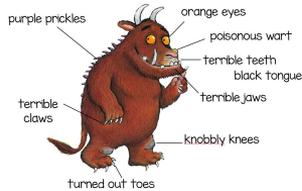


CHOOSE THE BEST OPTION (A, B OR C). WRITE A TICK (✓) NEXT TO IT.

- The text is ...
 - A description.
 - A note.
 - A story.
- The text is ...
 - About helping your pet.
 - A list of instructions.
 - About dad.
- The mouse wants his son to...
 - Feed the fish.
 - Eat some cake.
 - Invite the Gruffalo.
- The writer of the note is ...
 - The Gruffalo.
 - Dad.
 - Eric.
- The reader of the note is ...
 - The Gruffalo.
 - Dad.
 - Eric.
- The food on the orange table is for...
 - Eric
 - The fish
 - Dad
- Dad
 - Baked a cake.
 - Fed the fish.
 - Had tea.

Look at the pictures and do the task on your own

LOOK AT THE PICTURES AND COMPLETE THE SPACES



The Gruffalo has got _____

LOOK AT THE PICTURES AND COMPLETE THE SPACES



The Gruffalo likes _____

LOOK AT THE PICTURES AND COMPLETE THE SPACES.

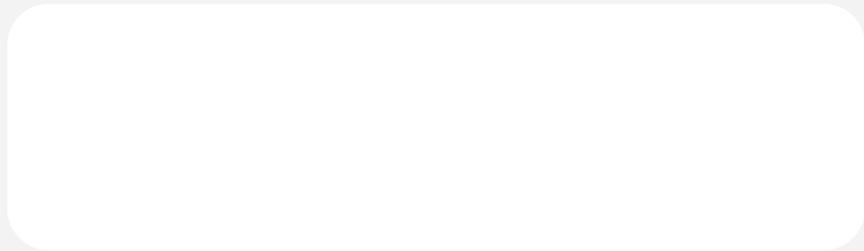
In this picture, the owl is in the _____
It is inviting the mouse to have tea with him! The mouse accepts the

It's a _____ day.



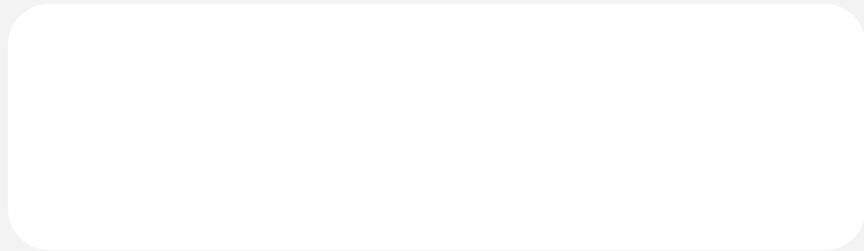
 Look at the pictures and do the task on your own

DRAW AND COMPLETE THE SPACES



I have got _____

DRAW AND COMPLETE THE SPACES



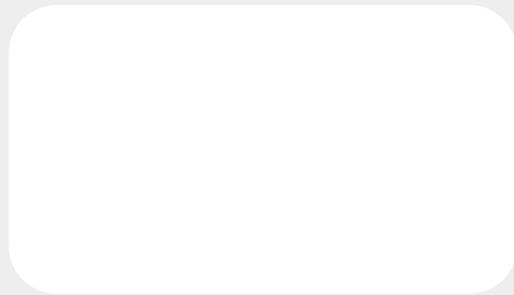
I like _____

DRAW AND COMPLETE THE SPACES

In this picture, I am in the _____

I am having a great time! I love _____

It's a _____ day.



WHAT DOES YOUR FAVOURITE PERSON LOOK LIKE?

Choose a person you love and think...

What's his/her name?

Who is she/he? Is he your brother, your sister, your best friend, etc?

Is he/she young or old? Is he/she tall or short?

What colour is his/her hair? Is his/her hair short or long?

Is it curly, straight or wavy?

What colour are his/her eyes? Are they big or small?

Now, write a paragraph and, then, tell us about him or her.

DRAW

**CAN YOU DESCRIBE YOUR
FAVOURITE PERSON?**





STUDENTS WILL LISTEN TO THE GRUFFALO'S STORY AGAIN. THIS TIME THE TEACHER WILL INVITE THEM TO ANSWER SOME QUESTIONS

1. GENRE

- ❑ Is this a story or a poem?
- ❑ Is it short or long?
- ❑ Is it real or imaginary?

2. SETTING

- ❑ Where does the story take place?
- ❑ Where are the animals?
- ❑ What can you see in this place?

3. CHARACTERS

- ❑ What are the characters in this story?
- ❑ Are they animals or people?
- ❑ Can these animals talk?
- ❑ Can real animals talk?
- ❑ Do these animals act like people?
- ❑ How many characters are there in this story?

4. THE MORALS OF THE STORY

- ❑ Does this story teach you anything?
- ❑ What can you learn from this story?
- ❑ Who is the most intelligent character in the story? Is it the biggest character?



What do you like eating?

THE GRUFFALO LOVES EATING THE ANIMALS THAT LIVE IN THE FOREST.
WHAT ABOUT YOU? BRAINSTORM IDEAS.

NOW, LOOK AT THE PICTURES. WHAT ARE THESE?





Working with vocabulary



TIC TAC TOE



MEMORY GAME

[Match the pairs](#)



**PICTURE
DICTIONARY**



WORD SEARCH

[Interactive](#)
[Printable](#)



[HANGMAN](#)



**WORLD WALL
POSTER**



BINGO

[Cards Generator](#)

PB pages 32 and 33



**[FRUITS AND
VEGETABLES](#)**



TASK: Role play

- G. Good morning
- Sh. A- Good morning. Can I help you?
- G. Yes, give me some apples, please.
- Sh. A- Here you are?
- G. Thank you.
- Sh.A. Would you like to buy a coconut?
- G. No, thank you. Are there any mangoes?
- Sh. No, there aren't.
- G. Are there any tomatoes?
- Sh.A. Yes, there are.
- G.A. How much is it?
- Sh. A. Its ...pounds
- G. Here you are. Bye
- Sh. A. Have a nice day.



Students will imagine *****'s dialogue at the market. This time they will practice accepting or refusing. The teacher can model the dialogue.

**ROLE PLAY AS MANY TIMES AS YOU CAN.
CHANGE THE DIALOGUE, ADD AND INVENT.**



FINAL TASK - Character description. Watch out for The Gruffalo!

STUDENTS WILL WRITE A POSTER WITH THE GRUFFALO'S DESCRIPTION TO STICK ON THE TREES IN THE FOREST TO WARN OTHER ANIMALS

Watch out for the Gruffalo!
 A big creature is walking in the forest!
 He has terrible tusks and claws.
 He has terrible teeth in his terrible jaws.
 He has turned-out toes.
 He has a wart at the end of his nose.
 His eyes are orange.
 His tongue is black.
 He has purple prickles all over his back.

MY FIRST GRUFFALO

GRUFFALO FEATURES
 The Gruffalo has very famous features.
 Can you match the words to the pictures?

KNEES
 TONGUE
 EYES
 TUSKS
 TEETH
 TOES
 PRICKLES
 CLAWS
 WART

CAN YOU DESCRIBE THE GRUFFALO?

★ ★ ★



FINAL TASK - Character description. Watch out for The Gruffalo!

Point at the different parts of the body and name them.

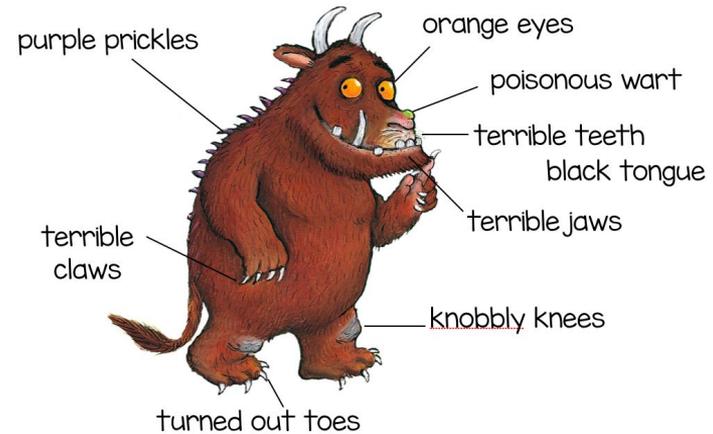
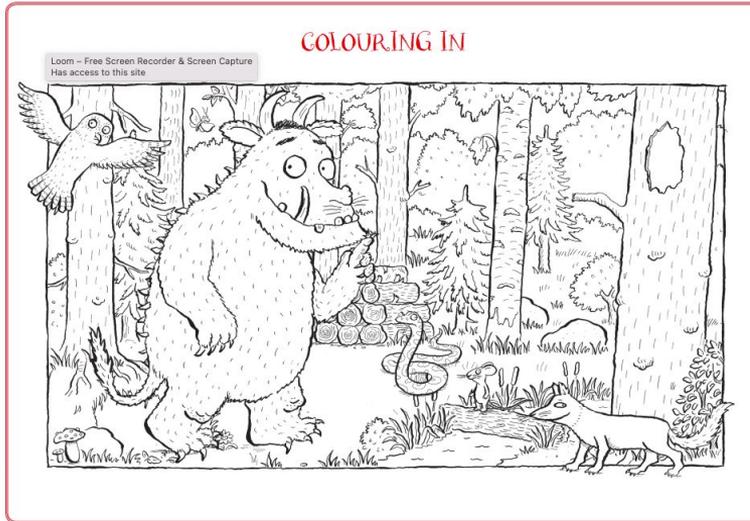
Complete sentences with different body parts.

Write sentences using body parts.

Write
The Gruffalo's
description.

Make the poster and
warn other animals.

- Students prepare to report about the Gruffalo to the whole class.
- They make a poster with the description and draw a picture.





□ DESCRIBING PHYSICAL APPEARANCE

- *This is...*
- *It has got...*

T WORKS ON THE DIFFERENCE AMONG

What is he/she/it like?

What does he/she/it look like?

What does he/she/it like doing?

CAN YOU DESCRIBE OTHER ANIMALS?



COMPREHENSION

- Can your students understand different instructions?
- Can they understand different questions?
- Can they understand simple texts, oral or written?
- Can they understand the main and the most important ideas of a text?
- Can they identify the genres they worked with?

INTERACTION

- Can they express themselves in English using classroom language and everyday expressions?
- Can they ask and answer very simple questions about personal information?
- Can they dramatize different situations or scenes from different texts?

MEDIATION

- Can they react to different text to show their interest (or lack of it) about it?
- Can they talk about their personal opinion related to the texts they worked with?
- Can they explain in their own words what they have been learning about?
- Can they handle interaction while working in groups?

PRODUCTION

- Can they describe pictures and situations related to topics they have been working with?
- Can they talk/write about themselves and the world around them (colours, shapes, sizes, feelings, physical appearance, etc.)?
- Can they ask and answer very simple questions about the topic they have been working with?



THINK AND ANSWER - 1, 2 or 3 stars

1) I can describe an animal.



2) I can say what the story is about.



3) I invite someone to my house in English.



4) I work well with my friends.

