

UNIT 5: LUCY'S STORY

Lesson 1: Lady Decay

Content: Learners practise vocabulary items and lexical phrases related to food and healthy habits. The vocabulary is introduced in context through the story of Lady Decay and is further expanded and consolidated through various playful activities.

Linguistic aims:

Learners are expected to:

- learn food vocabulary: *bread, sweets, ice cream, chocolate, milk*
- learn lexical chunks and phrases such as: *get up, have breakfast, drink milk, eat fruit, what do you have for breakfast, what about you, show me*
- be able to identify the written form of the words (word recognition)
- be able to produce the written form of the words
- be able to produce a short paragraph relating to daily habits

Note: In the particular Unit, there are instances of Simple Present. This does not mean that this tense should be explicitly taught at this stage. Learners at this stage are familiarised with this structure and will learn to use it in the particular context (e.g. Do you have? Yes, I do/No, I don't) without being taught the rules explicitly.

Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to expose learners to a different version of a story familiar to learners and help them enjoy the basic elements of the story in the L2
- to promote pair work and dramatization

Suggested material:

- Eugene Triviza's book «Δόνα η Τερηδόνα και το μυστικό της γαμήλιας τούρτας» or Ανθολόγιο Γ' Δημοτικού (pages. 122-126)
- flashcards or realia: any food items you can bring in class either plastic or real
- story pictures (found online)
- boardmarkers

Suggested procedure (up to 3 days)

Step 1

Do a brainstorming activity by asking learners to produce vocabulary items relating to food. Alternatively, you can bring some realia or plastic items of relevant vocabulary and ask learners to identify them in English. Teacher may wish to introduce a couple of new vocabulary items included in the lesson related to food so as to facilitate comprehension of the text.

Step 2

Introduce Lady Decay to the learners. Show them the ανθολόγιο της Γ' Δημοτικού (page 122) with the character of Lady Decay or show them Triviza's book «Δόνα η Τερηδόνα» and talk about the story a bit so that learners can remember who Lady Decay is and what she stands for. Tell learners they will listen to another version of her story.

Step 3

With books closed ask learners to listen to the story carefully. Play the recording twice but the second time ask learners to jump up every time they hear a food word. In this way, you keep them alert and also create fun in the classroom by having them moving (creative noise).

Step 4

Ask learners to open their books in Lesson 1, Unit 5. Play the recording again and stop it after every picture in order to act it out. Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures.

Step 5

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

Step 6 (optional)

If the teacher wishes to, s/he may involve all learners in reading aloud the text but by giving them a purpose, e.g., asking them to play a role, or organising a chorus, reading once aloud, once in a low voice, only boys, only girls, rap style, hip hop style, etc.

Step 7

Teacher sticks the story pictures on the board with blue tack following the storyline. The captions are also provided in a random order on the board. Learners are invited to the board and asked to match the captions with the corresponding picture after listening to the teacher reading them or while listening to the CD.

Step 8

Learners listen to the story again and the teacher invites them to act out the story. The teacher allocates roles: one learner as the Lady Decay and one as Lucy. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

Alternatively, the teacher can prepare two masks with flashcards of white and black teeth respectively fixed on a stick. Learners are invited in pairs to hold a mask each and improvise dialogues such as ‘what do you eat for breakfast’, ‘I eat...’ according to the mask they hold. The dialogue is kept simple.

Step 9

First activity:

Learners are asked to find the words in the story and circle them. This can be done in pairs.

Step 10 (optional)

This activity may be used for revision before the activities that follow.

Teacher puts the story pictures (flashcards found on line) on board in random order and asks learners to come to the board and arrange them according to the story.

At this stage learners are encouraged to provide the story lines orally as well (if they can).

Step 11

Second activity:

Learners are asked to tick the right picture which corresponds to the lexical chunk given.

Step 12

Third activity:

Learners are required to complete the crossword (pairwork/groupwork).

Step 13

Fourth activity:

Learners are asked to find and circle the lexical phrases.

Step 14

Fifth activity:

Learners are initially required to provide answers concerning their eating habits by circling YES or NO. At a later stage, they ask their partners about their eating habits as well and circle the corresponding answer. This is an oral activity aiming to give learners the opportunity to communicate and practise their oral skills. They are required to be able to ask the question ‘What do you have for breakfast?’ and provide answers about their eating habits in the morning.

Step 15

Sixth activity:

This is a guided writing activity which requires learners to use their own and their partners’ answers from the previous activity in order to complete the short text.

Extra activity (optional): You can teach them the Breakfast song: (in the tune of Frere Jacques)

Eat your breakfast, eat your breakfast

Every day, every day

It can keep you healthy, it can keep you healthy

For the school day, for the school day.

SCRIPTS

p. 67

Narrator: Unit 5, Lucy’s story, Lesson 1: Lady Decay.

Listen and read.

Yuri: Alex, look at this book!

Lady Decay: Hello! I’m Lady Decay! And you?

Lucy: I’m Lucy!

Lady Decay: I live in a chocolate house in the fairytale forest. I get up in the morning and have breakfast.

Lucy: Oh, I have breakfast in the morning, too!

Lady Decay: What do you eat?

Lucy: I eat fruit, bread and I drink milk, too. What about you?

Lady Decay: Oh, I eat sweets, ice cream and chocolate. Yummy!

Lucy: Oh, no! Show me your teeth!

KEY

p.68 Find the right picture.

get up → 1st picture

have breakfast → 1st picture

eat fruit → 2nd picture

drink milk → 1st picture

p.69 Write the words.

1. ice-cream
2. teeth
3. food
4. sweets
5. chocolate
6. sandwich
7. bread
8. house
9. milk

p.69 Find the phrases.

have breakfast, get up, drink milk, eat fruits, show me, in the morning, what about you.

Lesson 2: The toothfairy

Content: The story of Lady Decay continues and more food vocabulary is introduced. Additionally, more lexical phrases are introduced relating to healthy eating habits.

Linguistic aims:

Learners are expected to:

- learn food vocabulary, i.e. *cheese, apples, carrots, oranges, bananas, pizza*
- learn lexical chunks and phrases such as: *crunchy food, brush teeth, black teeth, white teeth, in the morning, at night*
- revise the colours
- be able to identify the written form of the words (word recognition)
- be able to produce the written form of the words

Pedagogical aims:

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to help children understand what they have to do to have healthy teeth
- to promote pair work and dramatization
- to promote fun through singing and playing
- to promote inductive learning abilities

Suggested material:

- flashcards or realia: any food items you can bring to class either plastic or real
- story pictures (found online)
- colouring pens
- boardmarkers

Suggested procedure (2-3 days)

Step 1

Start by asking learners what they have for breakfast in order to help them remember previously taught vocabulary. Similarly, you can ask them if they can recall what Lucy and Lady Decay have for breakfast.

Step 2

Learners listen to the story on the CD (twice or more times, if necessary).

Teacher acts out the story during the second time by using visuals. Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures.

Step 3

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

Step 4

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / Where is Lucy? The teacher might also ask questions such as: “Show me Lucy’s teeth?” ‘What colour are Lady Decay’s teeth?’ etc

Then the teacher can draw learners’ attention to the phrases ‘Lucy’s got white teeth’, ‘I brush my teeth’, ‘I like’, ‘What does she eat?’.

Step 5

Teacher sticks the story pictures (flashcards found on line) on the board with blue tack following the storyline. The captions are also provided randomly on the board. Learners are invited to the board and asked to match the captions with the corresponding picture after listening to the teacher reading them or while listening to the CD.

Step 6

Learners listen to the story again and the teacher invites them to act out the story. S/he allocates roles: one learner as Lucy, the other as Lady Decay and one as the toothfairy . All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

Step 7

First activity:

Learners are asked to match the pictures with the words.

Step 8

Second activity:

Learners are required to follow the path in the maze in order to find the picture that corresponds to the correct lexical phrase. Following this activity, you might want to ask them: “What’s crunchy food?” “Can you give me other examples of crunchy food?” “What do you need to brush your teeth?” “Do you like chocolate? Is it good for the teeth to eat lots of chocolate?” and generally questions that can raise interest and initiate discussion on healthy eating.

Step 9

Third activity:

Learners are required to listen to Lucy talking about how she starts her day and find sequence of the story based on the text they hear.

Let them answer Lucy’s last question. Expand on how they get ready for school in the morning.

Step 10

Fourth activity:

Invite learners to sing along and do the actions while singing.

Step 11

Fifth activity:

Revision of colours in the context of healthy food. Learners are required to colour the pictures according to the colour code and find out what they need to eat in order to have white teeth.

Step 12

Sixth activity:

Learners are required to match the pictures with either the black or white tooth according to whether the food items they represent are healthy or unhealthy.

Extra activity

Draw on the board a big white tooth and a big black tooth. Alternatively, you might create flashcards yourself and stick them on the board with blutack. Write different food words all around the teeth and ask students to come on the board and match the healthy food with the white tooth and the unhealthy food with the black tooth. In this way you can consolidate already learned vocabulary but also introduce new food items.

SCRIPTS

p.71

Narrator: Unit 5, Lucy's story. Lesson 2: The tooth fairy.

Listen and read.

Lucy: Oh, you've got black teeth.

Lady Decay: Yes, my teeth are black! I don't brush my teeth!

Lucy: What? I brush my teeth every day - in the morning and at night! Look! My teeth are white!

Lady Decay: They look great!

Toothfairy: Hi, I'm a toothfairy.

Lady Decay: Lucy's got white teeth. What does she eat?

Toothfairy: She eats cheese and drinks milk. She eats crunchy food, apples, carrots...crunch, crunch, crunch... Lucy likes oranges and bananas!

Lady Decay: Yuk! I like chocolate, pizza and sweets!

Toothfairy: Lucy doesn't like sweets!

Lady Decay: I don't like my black teeth!

p.73

Narrator: Listen and number the pictures.

Hello, boys and girls! I'm Lucy and I want to tell you about my day! I get up early in the morning and I wash my face. I eat fruit and drink milk for breakfast. I take my books and put them in my schoolbag. I wear my coat and go to school! Is this how you start your day too?

p.73

Narrator: Let's sing!

Brush, brush, brush your teeth,
brush them night and day,
up and down, round and round,
fighting tooth decay!

KEY

p.72 Match the pictures with the words.

- 1 → apples
- 2 → oranges
- 3 → bananas
- 4 → carrots
- 5 → pizza
- 6 → cheese

p.72 Find the picture.

- crunchy food → picture 3
- brush your teeth → picture 1
- like chocolate → picture 4
- black and white → picture 5
- have breakfast → picture 2

p.73 Listen and number the pictures.

6,2,1,4,3,5.

p.74 Happy or sad teeth?

Happy teeth: 1,3,5,6,7,9,10

Sad teeth: 2,4,8,11

Lesson 3: Lucy's daily routine

Content: The story of Lady Decay continues and lexical phrases are introduced relating to daily routines.

Linguistic aims

Learners are expected to:

- learn vocabulary about healthy routines, i.e. *wash my face, wash my hands, take the soap, take the toothbrush, brush my teeth, brush my hair.*
- Become familiar with negative imperative (*Don't...*) and the use of strong will with *I want to*

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story based framework
- to help children understand what they have to do to have healthy teeth
- to promote pair work and dramatization
- to promote fun through singing and playing

Suggested material:

- flashcards or realia e.g. toothbrush, brush, soap
- story pictures (flashcards found online)
- boardmarkers

Suggested procedure (2-3 days)

Step 1

Start by asking learners what they do when they get up. Teacher recycles some previously taught vocabulary and may want to introduce some new relevant lexical phrases with the use of realia (e.g. brush, toothbrush, etc).

Step 2

Books are closed and learners listen to the story on the CD (twice or more times, if necessary). Teacher acts out the story during the second time by using visuals. Teacher tries to elicit the plot of the story and facilitate the comprehension of the story using the story pictures.

Step 3

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

Step 4

Teacher checks understanding of new vocabulary by asking them to act out the phrases: e.g., ‘Wash your face’, ‘Take the toothbrush’, ‘Wash your hands’ etc

Step 5

Teacher sticks the story pictures (flashcards found on line) on the board with blue tack following the storyline. The captions are also provided randomly on the board. Learners are invited to the board and asked to match the captions with the corresponding picture after listening to the teacher reading them or while listening to the CD.

Step 6

Learners listen to the story again and the teacher invites them to act out the story. S/he allocates roles: one learner as Lucy and the other as Lady Decay. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

Step 7

First activity:

Learners are asked to listen to the CD and colour the appropriate picture according to the instruction they hear. Play the CD at least twice. The first time they listen through and identify the pictures. The second time, stop the CD after each picture so that they have time to colour. They can use any colour they like. Play the CD a third time for checking. You may choose to expand their vocabulary by asking learners what Lucy is doing in the remaining pictures.

Step 8

Second activity. This is a whole class action game. Learners need to stand up and follow Simon’s commands (teacher acts the role of Simon). Teacher: Simon says “Get up!” They have to do it only if Simon says it. If you just say “Get up!” and they do it they sit down at their desks. This is a good opportunity to consolidate all the phrases in the unit. You need to do it quickly in order to make it funnier and more interesting.

Step 9

Third activity:

This is an action song. Learners stand up and do the actions while singing. First, they listen to the whole song, while you demonstrate the actions.

Step 10

Fourth activity:

Learners listen to Lucy describing her daily routine. They listen carefully and find the right path. After doing the exercise and checking it with the learners, you might ask them what their own daily routine is.

Project: Learners' previous knowledge and self expression are encouraged in this project. At the end of Lesson 2, you may start this project. Ask learners to indicate whether they brush their teeth every day, in the morning and in the evening, by ticking the corresponding boxes.

During the week check whether they remember to do it. At the end of the week, print out the certificates (found online), laminate them if possible, and reward learners for their healthy habits.

Step 18

Self-assessment: Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

Note

Learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher's book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

SCRIPTS

p.75

Narrator: Unit 5, Lucy's story. Lesson 3: Lucy's daily routine.

Listen and read.

Lady Decay: No, don't!

Lucy: But it's morning! I want to wash my face!

Lady Decay: No, don't take the soap!

Lucy: But I want to wash my hands!

Lady Decay: No, don't take the toothbrush!

Lucy: But I want to brush my teeth!

Lady Decay: No, don't take the brush!

Lucy: But I want to brush my hair!

Lady Decay: Now you look nice!

Lucy: Thank you!

p.76

Narrator: Listen and colour the right pictures.

Example: Don't take the toothbrush!

Wash your face!

Don't take the soap!

Wash your hands!

Brush your hair!

Have breakfast!

p.77

Narrator: Let's sing!

This is the way I get up,
I get up, I get up.
This the way I get up,
early in the morning.

This is the way I wash my face,
wash my face, wash my face.
This the way I wash my face,
early in the morning.

This is the way I wash my hands,
wash my hands, wash my hands.
This is the way I wash my hands,
early in the morning.

This is the way I brush my teeth,
brush my teeth, brush my teeth.
This is the way I brush my teeth,
early in the morning.

This is the way I brush my hair,
brush my hair, brush my hair.
This is the way I brush my hair,
early in the morning.

This is the way I walk to school,
walk to school, walk to school.
This is the way I walk to school,
early in the morning!

p.77

Narrator: Listen to Lucy.

Hello again! This is the way I start my day. Follow me! This is the way I brush my hair. This is the way I wash my hands. This is the way I drink my milk. This is the way I eat my breakfast. This is the way I wash my face. This is the way I like my day!

KEY

p.76 Listen and colour the right pictures.

Pictures to be coloured: 5, 2,4,1,6,7.

p.77 Listen to Lucy.

1, 5, 9, 10, 11.