Unit of Work

|  |  |
| --- | --- |
| **Language: Greek Year 1** | **Duration: 6 weeks** |
| **Aesop’s fables**  **Unit description/ goal task:**  Telling Stories  Class to recreate a fable and write a class book to keep in class library | **Key concept(s) – Telling Stories**  Aesop’s Fables as a text type  Conflict resolution  Social responsibility: The moral and social issues /ethics- related to fables and our society  Emphasis on the importance of morals  Environmental influences in the creation of Aesop’s fables (animals, birds)  Acceptance of cultural diversity |
| **Learning intentions:**   * Aesop’s Fables are a useful and entertaining tool * Understanding about shared stories and the people and how they have shaped today’s societies attitudes i.e. morals and ethics * Students learn how this type of folktale employs various animals in different ways to portray human strengths and weaknesses and to pass down wisdom from one generation to the next. * Students’ active role in learning is reinforced | **Success criteria**   * Can describe how they are entertaining and what moral lesson they learnt * Morals learnt through the fables and lessons we take from them in day to day life * Can dissect the personality traits of the animals into positive and negative and can explain the importance of aural folklore * Student can recreate fable and create class book through task-based activity at end of unit |

|  |  |
| --- | --- |
| **Objectives (Syllabus)**  **LMG1-1C** Participates in classroom interactions and play based learning in Modern Greek  **LMG1-4C**Composes texts in Modern Greek using rehearsed language  **LMG1-6U** Recognises basic Modern Greek writing conventions  **LMG1-7U** Recognises Modern Greek language patterns in statements, questions and commands | **Outcomes**   * Interact with teacher and peers to exchange greetings and information. * Compose simple text using familiar words, phrases and patterns. * Label objects and caption visual texts. * Understand basic Modern Greek sentence structure and recognise some key elements of Modern Greek grammar. * Understands that there are different types of texts with particular features. |
| **Suggested vocabulary:**  Once upon a time  Various animals, eg hare, tortoise, fox, crow  Verbs eg run, walk, talk, sing  Negation words- no, yes.  Adjectives- sly, smart, fast, slow  Ordinal numbers  Cardinal numbers | **Sentence structures**  “Once upon a time there was…”  “The hare said, I am very fast.”  “You are very slow.”  “The tortoise came first.”  “The fox is sly.” |
| **Resources**  Choose 1 Aesop’s Fables:  The tortoise and the hare  The fox and the crow  The lion and the mouse  The boy who cried wolf  The ant and the cicada  The lion and the 2 bulls | **Greek resources**  <http://www.ediamme.edc.uoc.gr/diaspora2/index.php?id=61,0,0,1,0,0>  <http://astropeleki.wordpress.com/category/>  http//youtube.com  ***Διαβάστε το*** *:* [http://www.24grammata.com/wp-content/uploads/2011/05/Aisopou-Muthoi.pdf](http://www.24grammata.com/wp-content/uploads/2011/05/Aisopou-Muthoi.pdf" \t "_blank) ***Δείτε το:***  [https://www.youtube.com/watch?v=2dMZvLz0W6k&index=2&list=PLD7AAA13484CA9964](https://www.youtube.com/watch?v=2dMZvLz0W6k&index=2&list=PLD7AAA13484CA9964" \t "_blank)  Aegean university – Aesop’s fables unit  Γράμματα πάνε και έρχονται – Ελληνικά στον κόσμο- Τεράδιο δραστηριοτήτων 2. Πράγματα και γράμματα – επίπεδο 2ο – Μέρος 20. ΟΕΔΒ Μύθοι Αισώπου Εκδόσεις ποιότητος <<Χρυσή Πέννα>> |

**Suggested sequence of learning and assessment activities – BACKWARDS MAPPING FROM THE TASK**

|  |  |
| --- | --- |
| Introduce motivating goal task – rewording/ creating their own fable.  Brainstorming how they see the myth played out in real life. Eg, siblings, friends.  What life lessons/morals do they see in each fable.  Organisation of unit: we will learn the language you will need to do the task, then we form teams, and each team will work on their task product,  What we already know: Building the field  Revision of some useful building-block language elements already mastered | |
| **Sequence of language teaching / learning activities, games, etc differentiation and preparation for task** | **Resources** |
| Week 1 – Introduce topic, explain task/goal for end of unit.  Brainstorm prior knowledge of fables.  Introduce fable | Aesop’s fable – The Hare and the Tortoise |
| Week 2 – Reread Fable 1, and do activities around it, eg cloze passages, rearranging the fable with pictures |  |
| Week 3 - Discuss the morals/lesson in the fable and the characteristics of the animals. |  |
| Week 4 – Dramatisation |  |
| Week 5 – Rewording / creating own fable in pairs or groups. |  |
| Week 6 – Rewording / creating own fable.  Share with class. |  |
|  |  |
| **Evaluation**  The student enjoyed the unit and learning about fables and the elements of fables. They all wanted to contribute in the joint construction of a class fable.  I found that due to the very low language skill level of most students, we had to do more language, word bank building, and needed a lot of support when contributing their ideas. To make it easier, would give the idea in English and then we would break it down for the Greek translation.  Overall, a very successful unit, but would try to stretch it out over 8 weeks instead of the 6 weeks term 4 allows. | |