Unit of Work

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| **Language: Greek Year 1**  | **Duration: 6 weeks** |
| **Aesop’s fables****Unit description/ goal task:**Telling StoriesClass 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 typeConflict resolutionSocial responsibility: The moral and social issues /ethics- related to fables and our societyEmphasis on the importance of moralsEnvironmental 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
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| **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.
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| **Suggested vocabulary:**Once upon a timeVarious animals, eg hare, tortoise, fox, crowVerbs eg run, walk, talk, singNegation words- no, yes.Adjectives- sly, smart, fast, slowOrdinal numbersCardinal 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 hareThe fox and the crowThe lion and the mouseThe boy who cried wolfThe ant and the cicadaThe 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%22%20%5Ct%20%22_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 unitΓράμματα 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**

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| 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. |  |
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| **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. |