

Subject: English

Grade: 3rd grade

Timing: 1 hour per week for 3 weeks

Competence aims:

- “Use a number of common small words, polite expressions, and simple phrases and sentences to obtain help to understand and be understood.”

(Ministry of Education and Research, 2019b)

Learning aims:

- I can ask for things using *Can, May, Could, Perhaps, Please*, and give the reason for the request.

Week:	Time:	Activity:	Materials:
3	10 min	<p><u>Input 3.1: Read aloud</u></p> <p>1. Introduce the book: <i>The Spiffiest Giant in Town</i></p> <ul style="list-style-type: none">- Look at the cover:<ul style="list-style-type: none">- What do we see?- What do we think will happen in the book? <p>2. Read a condensed version of the book aloud¹. Make the book interactive throughout the reading:</p> <ul style="list-style-type: none">- Page 6: ‘Think about how the animals in <i>Please, Mr. Panda</i> asked for donuts. How can the giraffe ask the Giant for his tie?’ Write down some of the examples the learners come up with.- Page 10: ‘If we think back to last week, what other ways could the goat ask the giant for his shirt?’ Write down some of the examples the learners come up with.	<p><i>The Spiffiest Giant in Town</i> by Julia Donaldson</p>
	5 min	<p><u>Awareness Raising 3.1: Post-reading questions</u></p> <p>Compare how a request was made in <i>The Spiffiest Giant in Town</i> to the requests the learners previously produced.</p> <p>1. Show page 6 and on the board, write two of the requests the learners produced, and a request that was produced the week before.</p> <ul style="list-style-type: none">- What is the giraffe trying to achieve?- Do you think the giraffe would have gotten the same response if he would have asked the giant the way we said?	<p><i>The Spiffiest Giant in Town:</i> Pages 6 and 9</p>

	<p>2. Show page 9 and on the board write two of the requests the learners produced.</p> <ul style="list-style-type: none"> - What is the goat trying to achieve? - Do you think the goat would have gotten the same response if he would have asked the giant the way we said? 	
3 min	<p><u>Practice 3.1a:</u> Practice the request formulations shown in the book.</p> <p>1. Show pages 5-6: The teacher reads the giant’s line, the learners read the giraffe’s line.</p> <ul style="list-style-type: none"> - Teacher: “What’s the matter?” (Donaldson, 2003, p. 5). - Learners: “It’s my neck [...]. It’s so very long and so very cold. I wish I had a long, warm scarf” (Donaldson, 2003, p. 6). <p>2. Show pages 13-14: The teacher reads the giant’s line, the learners read the mouse’s line.</p> <ul style="list-style-type: none"> - Teacher: “What’s the matter?” (Donaldson, 2003, p. 13) - Learners: “It’s our house [...]. It burned down, and now we have nowhere to live. I wish we had a nice new house.” (Donaldson, 2003, p. 14) 	<p><i>The Spiffiest Giant in Town:</i> Pages 5-6 and 13-14</p>
5 min	<p><u>Input 3.2: Grounders</u></p> <p>1. Pull up the <i>request donuts</i> on the white board.</p> <ul style="list-style-type: none"> - Create the first request: ‘I am thirsty. Can I have a drink?’ - Create the second request: ‘I am hungry. May I have a donut?’ - Create the third request: ‘I am cold. Could you give me a scarf?’ 	<p><i>Request donuts</i> – Teacher set (Appendix 4.2)</p>
3 min	<p><u>Awareness Raising 3.2:</u> What are we trying to achieve? They explain why they need what they are asking for before asking for it.</p>	<p><i>Request donuts</i> – Teacher set (Appendix 4.2)</p>
3 min	<p><u>Practice 3.2a: Practice reading out the words and the utterances</u></p> <ul style="list-style-type: none"> - In unison, say the first request two times. - In unison, say the second request two times. - In unison, say the third request two times. 	<p><i>Request donuts</i> – Teacher set (Appendix 4.2)</p>
10 min	<p><u>Practice 3.2b: Request production</u></p> <p>1. In pairs, the learners will receive a bag with 19 <i>request donuts</i>.</p>	<p><i>Request donuts</i> – Learner set (Appendix 4.3)</p>

	<p>2. The learners will produce requests with the words that are written on the donuts.</p> <p>3. Both learners will read their request to an adult in the classroom. The adult will take a picture of their request.</p> <p>4. The learners will repeat this process for 5-10 minutes</p>	
15 min	<p><i>Practice 3.2c: Role play</i></p> <p>1. In the same pairs, the learners will be assigned a specific scene from the book.</p> <p>2. The learners will produce requests for that scene. e.g. You are the giraffe, and you are cold. How can you ask the Giant for his tie so that you can use it as a scarf?</p> <p>3. The learners will create a role play for their scene with one of the requests they created.</p> <p>4. In the book order, the learners will perform their scene.</p>	Print out of the scenes from the book, pages 6, 9, and 13.

ⁱ The version presented to the learners was adapted by the researcher to reduce the time spent reading in class. The adapted version aimed to keep the important parts of the narrative (to ensure comprehension) and to keep the original requests and request responses.