

Lesson 3 - Aim: 'I can use 'it was an accident' in my apologies'

Prepare before class

Print and laminate:

- four playing boards
- four rules for the games

Print:

- 1 worksheet for each learner

Get ready:

- Mouse says sorry book
- playing pieces for game and four dice

Instruction - 5-7 min

Begin by addressing the aim for the lesson. Then show the green explanation-cards on the board. Read them aloud and ask if anyone knows or can think of what it means. If not, explain it. I tried to fix it=jeg prøvde å fikse den, I did not mean to=det var ikke med vilje, I forgot=jeg glemte, I fell over=jeg datt, I forgot the time=jeg glemte tiden, it was an accident=det var et uhell, it was my fault=det var min feil, I lost it=jeg mistet den, it broke=den ble ødelagt.

Exemplify how and why we use explanations, i.e. 'if I was walking in the hallway and bumped into someone I could say 'I am sorry, I did not mean to' because then the other person knows I did not do it on purpose'.

Explain stations - 10 min

Explain the stations in the following sequence:

1. **Read.** The teacher reads aloud for the group. Make sure all learners can see the picture-book. Read the picturebook slowly and point and explain what is happening while you read, i.e. 'see mouse ran into the puddle and spashed mud on two others'. After finishing reading the book begin from the start again and ask after each page if mouse could say something in addition to 'sorry' to those he runs past on the way. Do this through the whole book. If learners are struggling to think of other responses give them suggestions using both intensifiers and explanations.
2. **Game.** Learners play in pairs or groups of three. They roll the dice once each turn and hop as many places as the dice shows. If they land in a colored field they need to make an apology using a strategy from this group of words. If they land on a purple blob, they need to make an apology using one of the purple IFIDs, in a yellow blob they need to use at least one of the yellow intensifier words in an apology and finally in a green field they must use at least one of the green explanations in an apology. If the player lands on the stop symbol, they must wait a turn. If they land on the field with the number three, they must go back three spaces. If they land on a ladder they can climb the ladder and if they land on a slide they must slide down it. They race to the finishline.
3. **Worksheet.** On this worksheet learners must identify the different apology strategies. In the first task they must circle the intensifiers in apology sentences. A wordbank is provided as support where they can use it to help look for intensifiers. The second task has learners circle IFIDs. Similarly they can use a wordbank to help look for them in the sentences. The third task has learners looking for explanations in apology sentences. Again they can use a wordbank to help them look. It is important that the learners circle multiple words if there are. The final task presents one apology sentence where learners must look for all structures and circle them. They need to find the IFID, intensifier and explanation.

Work at stations - 30 min (7-10 min each station)

Summarize - 5 min

Summarize the class by showing the game on the board and rolling a few goes. For each place the piece lands on ask the class if they have an answer to the colored field the piece lands on. Use multiple students for the same question as they may have different answers that are just as correct as the others.