

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year One)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	The School	
<b>Focus:</b>	Vocabulary related to school	
<b>Duration:</b>	30 minutes	
<b>Resources:</b>	English Parade 1 CD for relating the story “Ready for School”, Story Leaflet, Handout and Jigsaw Puzzle	
<b>Learning Outcome/s:</b>	Vocabulary related to school, transport, colours and healthy food	
<b>Learning Intention/s:</b>	Reading, Listening and Discussion Skills, and encouragement to speak English during the lesson	
<b>Text:</b>	Book English Parade 1 – Story Topic 1 “Ready For School”	
<b>Key Vocabulary:</b>	bag, books, pencils, markers, desk, teacher, read, write, draw, apple, banana, breakfast, bus, car, foot	
<b>Pre-Reading:</b>	Discussion about the preparation of the school bag (put everything I need for school, keep it clean and tidy, etc); Having a breakfast before coming to school (talking about waking a little bit earlier to have a healthy breakfast); How do the children come to school? (by bus, by car or on foot).	
<b>During Reading:</b>	Listen to the CD and follow the story on the handout. We stop to discuss what have been said. Children are encouraged to predict what is next in the story. After the story is finished, they are encouraged to read the story themselves.	
<b>Post Reading:</b>	After, we encourage the children to make a role-play of the story. Afterwards, each group is given a jigsaw-puzzle to form the pictures of the story. Then, the children are given a handout related to the story to draw their favourite object in the school bag. Then, they have to circle the words that the boy took with him at school such as book, apple and not the desk or the teacher.	
<b>Participants:</b>	Fiona Galea Jennifer Purkiss Carmen Camilleri Louise Mallia Sonia Zammit	Zabbar Primary A – St Margaret College Zabbar Primary A – St Margaret College Zejtun Primary A – St Thomas More St. Francis School (Cospicua) St. Francis School (Cospicua)

*Workshop Coordinator:*

Claudette Caruana St. Monica School (B’Kara)

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year One)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Toys	
<b>Focus:</b>	Labelling and naming	
<b>Duration:</b>	20 minutes	
<b>Resources:</b>	Toys, pictures, CD or cassette, toy names' flashcards, letters' flashcards	
<b>Learning Outcome/s:</b>	The children will learn naming specific toys and be able to read toy names when they see them written down.	
<b>Learning Intention/s:</b>	Children are familiar with toy names and are able to speak / use them.	
<b>Text :</b>	Letter cards, flashcards, 'Happy House' text book	
<b>Key Vocabulary:</b>	Names of toys	
<b>Pre-Reading:</b>	Letter recognition (beginning sound); Matching picture to flashcard; Listening to CD, pointing to picture, doing toy sounds.	
<b>During Reading:</b>	whole class / group guided reading	
<b>Post-Reading:</b>	Consolidation – Group 1 doing a match exercise on handout; Group 2 playing a card game; Group 3 doing computer on-screen exercises re toys; Groups are to alternate.	
<b>Participants:</b>	Anna Rizzo Miriam Pomroy Lilian Darmanin Maria Antonia Agius	Fgura Primary A – St Thomas More College M' Xlokk Primary – St Thomas More College Cospicua Primary – St Margaret College Garendon School
	<i>Workshop Coordinator:</i> Margaret Attard Bezzina	Fgura Primary A – St Thomas More College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year One)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Animals	
<b>Focus:</b>	Shared Reading	
<b>Duration:</b>	30 minutes	
<b>Resources:</b>	Book “We Love the Farm”, farm animal soft toys, model animal toys, flashcards (animals and high frequency words)	
<b>Learning Outcome/s:</b>	Oracy 1.1.2, 1.1.6; Reading 1.2.8	
<b>Learning Intention/s:</b>	Children learn to read new vocabulary (animals / baby animals) Understanding action words through role-play and pictures.	
<b>Text:</b>	“We Love the Farm” (Lighthouse Series – Pink B 5)	
<b>Key Vocabulary:</b>	chicks, hens, horse, lamb, rabbit and high frequency words.	
<b>Pre-Reading:</b>	Introduce soft-toys and model toys / pictures of the above farm animals. Elicit from children their experiences about farms and farm animals. Show the flashcards to the children and match them to the toys. Leave toys / flashcards on display.	
<b>During Reading:</b>	Talk about the cover and what they think the story is about. Discuss each picture and then read the text accompanying the picture (pointing to the words). Read the book again and invite the children to join in.	
<b>Post-Reading:</b>	Choose different groups of children to act out the different actions (example: Feeding the hens) shown on the flashcards and pictures.	
<b>Participants:</b>	Dorianne Mercieca Bernice Caruana	St Francis School (Cospicua) Zejtun Primary A – St Thomas More College
	<i>Workshop Coordinator:</i> A.G. (Graziella) Cassar	Tarxien Primary – St Thomas More College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year Two)

<b>Subject:</b>	English
<b>Cross-Curricular Theme:</b>	Animals
<b>Focus:</b>	Rhyming words ( -ig- words) through Guided Reading
<b>Duration:</b>	45 minutes
<b>Resources:</b>	Big-Book (Mig the Pig's Big-Book), flashcards (jig-saw), worksheets
<b>Learning Outcome / s:</b>	The children will be able to read the given words in -ig- and understand that substitution of the first letter contributes to another word with a different meaning.
<b>Learning Intention / s:</b>	The children are to recognise the rhyming words in the story.
<b>Text:</b>	Mig the Pig's Big-Book
<b>Key Vocabulary:</b>	pig, big, wig, gig, dig, twig, fig, jig, Mig
<b>Pre-Reading:</b>	<ul style="list-style-type: none"><li>• Introducing the character in the story (Mig).</li><li>• Discussing the front page of the Big-Book.</li><li>• Predicting what the story is to be about.</li></ul>
<b>During Reading:</b>	Teacher reads the story aloud and emphasises the keywords. Teacher reads the story again but leaves out the -ig- words. Children take turns to say the missing word and write it on a blank flashcard to identify the rhyme in the words. Children use the flashcards to complete the given worksheet to match pictures with -ig- words.

#### Literacy Activities (for independent groups):

Assign the same reading text on a handout, followed by an exercise that involves the completion of sentences by filling in the correct word from a given list.

**Formative Assessment:** By observing the children whilst reading the given words and sentences.

<b>Participants:</b>	Marlene Cassar	M'Scala Primary – St Thomas More College
	Carol Camilleri Higgans	M'Scala Primary – St Thomas More College
	Cynthia Grima	M'Scala Primary – St Thomas More College
	Maria Schembri	Zabbar A Primary – St Margaret College

*Workshop Coordinator:*  
Annabelle Mizzi

M'Scala Primary – St Thomas More College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year Two)

**Subject:** English Reading – Big book ‘Pig Gets Stuck’

**Cross-Curricular Theme:** Topic – Farm animals

**Focus:** Farm animals – vocabulary

**Duration:** 30 minutes

**Resources:**

- Big Book
- Flashcards
- Pictures
- Re-production of big book

**Learning Outcomes:**

- Reading: 1.2.1; 1.2.4
- Oracy: 1.1.1; 1.1.2; 1.1.3

**Learning Intentions:**

- Reading: 2.2.1
- Oracy: 1.1.4

**Text:** Pig Gets Stuck – Big Book

**Key Vocabulary:** dog, pig, pen, farmer, animals, farmyard, hens, fence, squeals, grunt

**Pre-Reading:** Teacher reads the book and shows the pictures

**During Reading:** Shared reading – focusing on children to develop a wider vocabulary

**Post -Reading:** Flashcards and pictures – matching game

**Participants:**

Catherine Agius	Pietà Primary – St George Preca College
Kurston Farrugia	De La Salle College
Maruska Mallia	Cospicua Primary – St Margaret College
Sue DeBattista	Thai Lakin School
Maria Odette Xuereb	Xghajra Primary - St Margaret College

*Workshop Coordinator:*

Charmaine Bartolo

Zabbar Primary A – St Margaret College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year 2)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Bad Weather	
<b>Focus:</b>	What happens in a storm.	
<b>Duration:</b>	45 minutes	
<b>Resources:</b>	Big book	
<b>Learning Outcome/s:</b>	Vocabulary related to bad weather, clothes to wear, what you can do at home although it is a rainy day.	
<b>Learning Intention/s:</b>	New words related to a storm.	
<b>Text-type:</b>	Large type words	
<b>Key vocabulary:</b>	rain, wind, thunder, lightning, puddles, etc...	
<b>Pre-Writing:</b>	Drawing of a bad day; games related to vocabulary.	
<b>During Writing:</b>	Rhyming words; fill in, match, writing sentences.	
<b>Post-Writing:</b>	Display of children's work.	
<b>Participants:</b>	M'Doris Schembri Therese Gauci M'Rose Mifsud	Fgura Primary A – St Thomas More College Senglea Primary – St Margaret College Cospicua Primary – St Margaret College
	<i>Workshop Coordinator:</i> Sylvia Spiteri	Senglea Primary – St Margaret College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year 2)

**Subject:** English

**Cross-Curricular Theme:** My House - Different rooms around the house

**Focus:** Shared / Paired Reading

**Duration:** 30 minutes

**Resources:** Book, poster *Happy House*, flashcards of different rooms

**Learning Outcome/s:** To develop pupils' listening skills;  
To come across new vocabulary, which eventually will lead to discussion about other rooms in the house.

**Learning Intention/s:** To learn the names of different rooms around the house

**Text:** *House for Sale* (Oxford Reading Tree Stage 4)

**Key Vocabulary:** house, room, bedroom, sitting room, hall, tree house, garden

**Pre-Reading:** Show pictures of the book and let the children predict the story.  
Ask questions to elicit more information about the story.

**During Reading:** Paired reading (same level of ability)  
Tracking of words shown in flashcards which can also be presented through a fishing game

**Post-Reading:** Use the Happy House poster to reinforce different rooms in the house.  
Discuss different furniture and objects around the house.

**Participants:**

Maria Buttigieg	Zabbar Primary A – St Margaret College
Doris Farrugia	Vittoriosa Primary – St Margaret College
Christine Gatt	Vittoriosa Primary – St Margaret College
Debbie Incorvaja	Zabbar Primary A – St Margaret College
Sr Grace Mercieca	Our Lady Immaculate School

*Workshop Coordinator:*

Louise Micallef

Kalkara Primary – St Margaret College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading

#### Lesson Plan (Year Three)

<b>Subject:</b>	English
<b>Focus:</b>	Guided Reading with a small group
<b>Duration:</b>	20 minutes
<b>Resources:</b>	Reading book / CD / flash cards with keywords; supported with visuals of specific vocabulary.
<b>Learning Outcomes:</b>	3.2.3 Begin to demonstrate ability to use a variety of strategies when encountering text 3.2.4 With support begin to demonstrate knowledge of the use of different strategies
<b>Learning Intention/s:</b>	Decoding of words To actively engage with the text
<b>Text-type:</b>	Fiction
<b>Key vocabulary:</b>	Choose new words to be introduced in the text on flash cards / or PowerPoint.
<b>Pre-Reading:</b>	Start with a Game. Some pupils are given the visual support (pictures) and some others are given the flash cards and they find friends.  Look for the word around the class.  Look at the picture and elicit information from it.  Listen to the CD to hear pronunciation. (in case there is no CD teacher models reading)
<b>During Reading:</b>	The group reads together.  Pair the pupils to read.  Finish with individual reading.
<b>Post-Reading:</b>	Oral work – take a sentence from the text and pupils can model on that sentence changing parts of it. Examples: I like your pink <i>dress</i> ; I like your blue <i>skirt</i> ; I like your brown <i>jacket</i> ...
<b>Participants:</b>	Josephine Borg Miriam Abela Sister Antida Pisani Catherine Gialanze Tarxien Primary – St Thomas More College Tarxien Primary – St Thomas More College St. Francis School (Msida) Zabbar Primary – St Margaret College

*Workshop Coordinator:*

Ruth Mansueto – St. Joseph School (Paola)

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Reading and Writing

#### Lesson Plan (Year Three)

<b>Subject:</b>	English
<b>Cross-Curricular Theme:</b>	People around us – How can they help us?
<b>Focus:</b>	Comprehension
<b>Duration:</b>	1 hr 30 min
<b>NMC Objective/s:</b>	Pupils will participate in collaborative learning through group work. They will learn to respect others and wait for their turn.
<b>Learning Intentions:</b>	To be more confident when speaking in English; To match jobs with job description; Consolidation of 'who' and 'what' question words.
<b>Text:</b>	Florence Nightingale (see below)
<b>Key vocabulary:</b>	kind, nurse, medicine, hospital, sick, lady, lamp, about, because, soldiers
<b>Resources:</b>	Handout with story, Comprehension copybook, Language (grammar) copybook, Vocabulary English book, Flashcards, Homework Handout
<b>Introduction:</b>	The teacher asks the pupils to clean up their tables otherwise there will be a lot of fidgeting and this will distract their attention from the lesson. The teacher attaches a big picture of a nurse to the board to give a hint about the topic.
<b>Development of Lesson:</b>	<p>Step1: The teacher will invite the children to look at the picture and to mention different things and characteristics that have to do with the character in the picture such as hospital, pills, etc. In return the teacher will write down the children's response on the board around the picture.</p> <p>Step2: Subsequently the teacher gives the children a handout with a short story about Florence Nightingale. The children will be asked to read out the story on their own and underline those words they might not understand. After giving them enough time, they will discuss the meaning of the difficult words found in the story together.</p> <p>Step3: At this stage the teacher will ask questions regarding the story. During this step the children will be asked to mark with a colour or pencil the answers on the handout.</p> <p>Step4: The teacher will ask some children to read out the story to the rest of the class. Then she will read the passage again to give further support to those who could not read it on their own. Subsequently she will give the comprehension copybook to the children and write the questions on the board. The teacher will tell the children that they have</p>

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to answer each question from the story and that the previous activity will help them to do so (Step 3).

### Closure:

When the first activity is over the teacher divides the class in groups and gives each group a set of pictures and flashcards showing different jobs and job descriptions. Each group has to match the job with the right description. Then two members from each group will be asked to come out of their place, read their flashcards and attach them to the board. Finally they will be asked to write down the job and job descriptions on the English grammar copybook. For homework they will be given a handout with different exercises but based on this lesson.

### Participants:

Joanne Mallia  
Evelyn Grech  
Caroline Incorvaja  
Mary Anne Abdilla

M'Scala Primary – St Thomas More College  
Fgura Primary A – St Thomas More College  
Vittoriosa Primary – St Margaret College  
M'Scala Primary – St Thomas More College

*Workshop Coordinator:*  
Claire Agius

M'Scala Primary – St Thomas More College

### Text:

## Florence Nightingale

The next day Tania went to see grandma again.

'You said: "I want to be a nurse when I grow up." So here's a book for you,' said grandma. 'This is a book about Florence Nightingale. She was a nurse. Florence was kind and loved sick people very much. She wanted the hospitals to be big and clean.'



'The sick soldiers loved her very much and called her "The Lady with the Lamp" because at night Florence did not sleep but looked after them.'

'I want to know more about Florence Nightingale. I want to be a good nurse like her when I grow up,' said Tania.

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Oracy

#### Lesson Plan (Year Three)

<b>Subject:</b>	English
<b>Cross Curricular Theme:</b>	Animals
<b>Focus:</b>	Oracy (Listening Comprehension)
<b>Duration:</b>	30 minutes
<b>Resources:</b>	Two handouts one with the text and another with questions and multiple choice answers; CD with the song Old McDonald had a farm; Patterns of different animal masks
<b>Learning outcomes:</b>	The pupils listen to a text in English attentively with increasing concentration and enjoyment. They show understanding of the story.
<b>Learning intentions:</b>	They answer a set of questions on a listening text.
<b>Text:</b>	Animal friends (see below)
<b>Key Vocabulary:</b>	Domestic animals, friends, farmer, different animals
<b>Pre-Reading:</b>	Pupils bring animal toys from home. They construct a farm in the classroom. Pupils hear and sing the song Old McDonald had a farm.
<b>During reading:</b>	The teacher reads the text twice. The teacher reads the questions and answers once.
<b>Post reading:</b>	The pupils answer the questions in a written way. Craft activity: The pupils make animal masks. Role play of Old McDonald had a farm
<b>Participants:</b>	Marilyn Cordina                      Fgura Primary A – St Thomas More College Claudine Coreschi                  Fgura Primary A – St Thomas More College Eleonor Pace                          Fgura Primary A – St Thomas More College
	<i>Workshop Coordinator:</i> Lawrence Cassar                  Zejtun Primary A – St Thomas More College

#### Text:

#### **Animal friends**

Animals are our friends. Some animals live on the farm. We call them domestic animals. Cows, pigs, sheep and horses are all domestic animals. Cows and sheep give us milk. We get pork and bacon from the pigs. The horse carries heavy loads to help the farmer. Hens give us eggs. We get wool from sheep and goats.

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year One)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Food	
<b>Focus:</b>	Initial letter sound 'j'	
<b>Duration:</b>	20 minutes	
<b>Resources:</b>	Jolly Phonics Big Book, flashcards (pictures and words), songs and sounds from internet.	
<b>Learning Outcome/s:</b>	1.3.4	
<b>Learning Intention/s:</b>	Children recognise the sound 'j' in the English Language.	
<b>Text:</b>	Finger Phonics Big Book 4	
<b>Key Vocabulary:</b>	jug, jam, jelly, jelly-beans, jar	
<b>Pre-Writing:</b>	Introducing the story and action with emphasis on the sound 'j'; Matching pictures and flashcards of the sound 'j'.	
<b>During Writing:</b>	Matching exercises (words to pictures)	
<b>Post-Writing:</b>	Computer exercise using Kid-Pix.	
<b>Participants:</b>	Lucia Griscti Tracy Fenech Amanda Busuttil	Kalkara Primary – St Margaret College Zabbar Primary School A Senglea Primary School
	<i>Workshop Coordinator:</i> Jesmond Aquilina	Tarxien Primary – St Thomas More College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year One)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Colours	
<b>Focus:</b>	Writing the names of the colours	
<b>Duration:</b>	45 minutes	
<b>Resources:</b>	Flashcards, Handout, Book entitled “Look Out Fish” (Lighthouse Pink B2) *Flashcards for this activity must be cut in the shape of a fish and of different colours so that the children match the colour name with the coloured fish.	
<b>Learning Outcome/s:</b>	Children learn to read and recognize the names of the colours; to be able to write the names of the colours	
<b>Learning Intention/s:</b>	To be able to give examples of objects and their colour	
<b>Text-type:</b>	Fiction	
<b>Key Vocabulary:</b>	The names of the colours	
<b>Pre-Writing:</b>	Shared reading of the story; asking questions about the colour of things found in the story; matching exercises with the use of flashcards*	
<b>During writing:</b>	Handout with three activities (Read, Write and Colour)	
<b>Post-Writing:</b>	Singing “The Rainbow Song” found in the Happy House (Language Course Book)	
<b>Participants:</b>	Lorraine Soler Rosanne Caruana Buttigieg Katya Zammit Ghio Ruth Abela	Zejtun Primary A M’Scala Primary M’Scala Primary M’Scala Primary
	<i>Workshop Coordinator:</i> Patricia Camilleri	Fgura Primary A

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year One)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Healthy Eating	
<b>Focus:</b>	Writing	
<b>Duration:</b>	30 minutes	
<b>Resources:</b>	Models of fruit, flash cards and Power Point presentations	
<b>Learning Outcome/s:</b>	1.3.4 With support write words and phrases to communicate meaning.	
<b>Text-type:</b>	Words	
<b>Key Vocabulary:</b>	names of fruit, vegetables and fast food	
<b>Pre-Writing:</b>	Pupils are shown, given models of different types of food and they have to sort between healthy and unhealthy food. The pupils sort them out by putting them in well labeled boxes	
<b>During Writing:</b>	Pupils are given a handout depicting different fruits. The pupils are to write the name of the fruit next to the picture in a space provided. The words can be projected on the screen or they are given a fact sheet with all the fruit names.	
<b>Post-Writing:</b>	[Art and Design Lesson] The pupils are given some play dough and are asked to create models of fruit and label them accordingly.	
<b>Participants:</b>	Lara Vassallo Miriam Agius Lisa Cocker	Fgura Primary School A Xghajra Primary School A Cospicua Primary School
	<i>Workshop Coordinator:</i> Nicholai Mifsud	De La Salle College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year Two)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Food Can be used as well with Maths – Money; Social Studies – Healthy Eating	
<b>Focus:</b>	Vocabulary	
<b>Duration:</b>	30 minutes	
<b>Resources:</b>	Big Book – A Party for Teddy Flashcards with new vocabulary Empty food boxes (the children themselves could get them from home)	
<b>Learning Outcome/s:</b>	2.2.11 Begin to develop an extensive repertoire of vocabulary in context	
<b>Learning Intention/s:</b>	Children learn new vocabulary related to a shopping / supermarket context; Making up a shopping list – format and uses of a shopping list; Making up questions in a supermarket context.	
<b>Text:</b>	A Party for Teddy – Little Explorers B, Macmillan English Explorers	
<b>Key Vocabulary:</b>	Shopping list, shop, trolley, supermarket, checkout, bread, butter, cheese, cakes, sweets, ice-cream	
<b>Pre-Writing:</b>	Reading big book Predict what will happen Elicit vocabulary from the big book	
<b>During Writing:</b>	Make a shopping list Show vocabulary and write sentences about them	
<b>Post-writing:</b>	Role play of a supermarket using empty food packets the children brought from home; Go to a supermarket so that the children have actual hands-on experience	
<b>Participants:</b>	Amy Azzopardi Mariella Vella Sr. Doreen Zammit Satariano	St. Francis School (Cospicua) De La Salle College St. Francis School (Cospicua)
	<i>Workshop Coordinator:</i> Christine Brincat	Tarxien Primary – St Thomas More College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year Three)

<b>Subject:</b>	English	
<b>Cross-Curricular Theme:</b>	Weather	
<b>Focus:</b>	Months of the Year, Adjectives related to Weather	
<b>Duration:</b>	Two lessons of 45 minutes each	
<b>Resources:</b>	Way Ahead 2 Pupil's Book, Work Book and Cassette, Pictures about the weather, Weather Chart	
<b>Learning Outcome/s:</b>	Children learn the sequence and name of the months of the year. They use adjectives related to weather effectively. They match different weather conditions to particular months or seasons. They write creatively.	
<b>Learning Intention/s:</b>	Recognition and good use of weather related adjectives Weather expressions in conjunction with specific months Use of these adjectives and expressions in creative write ups	
<b>Text-type:</b>	Refer to Way Ahead 2	
<b>Key Vocabulary:</b>	months, seasons, January, February ..., foggy, snowy, rainy, wet, sunny, hot, cold, windy, cloudy.	
<b>Pre-Writing:</b>	Use the weather chart in class to describe different weather conditions. Make reference to different weather according to different months and also in the context of different countries for example comparing Malta with the UK (featuring in their books). Use cassette to introduce the new words.	
<b>During Writing:</b>	Use group work. Give each group a picture showing different weather for example: hot, rainy, cold, windy and snowy. Together they are encouraged to produce a paragraph or a few sentences describing their picture using the new vocabulary learnt.	
<b>Post-Writing:</b>	Each group reads their story or write up to the rest of the class. They can then type it on the class computer and print it or save it.	
<b>Participants:</b>	Mary Camilleri Carmen Tabone Jane Abela Maria Busuttill Frances Bugeja	M'Xlokk Primary – St Thomas More College M'Xlokk Primary – St Thomas More College Zabbar Primary B – St Margaret College Zabbar Primary A – St Margaret College M'Xlokk Primary – St Thomas More College

*Workshop Coordinator:*

Clare Baldacchino Fgura Primary A – St Thomas More College

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year Three)

<b>Subject:</b>	English
<b>Cross-Curricular Theme:</b>	Related to Social Studies – Locations and modern structures found in a town
<b>Focus:</b>	Writing a short story in the past in relation to the theme ‘Funhouse’ or ‘Fun Park’
<b>Duration:</b>	1 hour
<b>Resources:</b>	<p>Colourful picture of a Funhouse/ Fun park; Macmillan English Practice book 2 and Fluency book 2;</p> <p>Flashcards of the different games and items found in a Funhouse / Fun Park - swings, fishing game, rings, train, scooter, wall, ladder, trampoline, bouncing castle, box, tunnel, rocks;</p> <p>Flashcards of verbs in the past tense - played, climbed, crossed, walked, jumped; Feely bag;</p> <p>A modified worksheet from Macmillan English Practice book 2 page 86 and 87 for low-achievers; Crossword activity worksheet; Carton paper</p> <p><i>(Note: Macmillan English Practice Book 2 and Fluency Book 2 are used within St Francis School)</i></p>
<b>Learning Outcome/s:</b>	<p>Using the regular past tense (for example: walk-walked) in a context related to a Funhouse / Fun park;</p> <p>Labelling the several activities found in a Funhouse / Fun park</p>
<b>Learning Intention/s:</b>	Using elicited words from a picture in order to creatively write a short story; Relating their writing to their previous experiences at a Funhouse / Fun Park.
<b>Texts:</b>	Macmillan English Fluency book 2 page 111 (Main Text); Macmillan English Practice book 2 page 86 and 87 (Main Writing Task)
<b>Key Vocabulary:</b>	<p>Played, climbed, crossed, walked, jumped (regular past tense verbs);</p> <p>Swings, fishing game, rings, train, scooter, wall, ladder, trampoline, bouncing castle, box, tunnel, rocks (games and items found within a Funhouse / Fun Park)</p>
<b>Pre-Writing:</b>	A brainstorming session is held about a colourful picture of a Funhouse / Fun Park and two children found on Macmillan English Fluency book 2, page 111.

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Pupils name the different items found in a Funhouse and the actions that the children in the picture might be doing.

Pupils pick various flashcards showing the activities elicited from the picture and stick them in the correct place on the picture in order to label all the activities.

Pupils work out in pairs a crossword using the flashcards displayed on the Funhouse picture.

### **During Writing:**

For high-achievers:

Pupils work in same-ability groups.

The children on Macmillan English Practice Book 2, pages 86 and 87 will continue the unfinished sentences using the elicited words (flashcards) related to the Funhouse/Fun Park picture.

For low-achievers:

Pupils work in same-ability groups.

The children will be given a Rebus worksheet (some words will be replaced with pictures) and by using the previously elicited words (flashcards), they write words instead of the pictures shown.

### **Post-Writing:**

After that the teacher corrects the children's work; a whole-class chart is created with their work.

Pupils may also read their work in their groups and to the whole class.

### **Participants:**

Annette Simiana  
Josianne Baldacchino  
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Senglea Primary – St Margaret College  
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*Workshop Coordinator:*  
Graziella Dalli

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## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Writing

#### Lesson Plan (Year 3)

<b>Subject:</b>	English
<b>Cross-Curricular theme:</b>	Spring
<b>Focus:</b>	Sentence writing
<b>Duration:</b>	45 minutes
<b>Resources:</b>	Readings and pictures about spring
<b>Learning Outcomes:</b>	With support, pupils will write 6-10 sentences according to their ability.
<b>Learning Intentions:</b>	By the end of the lesson the pupils will be able to write from 6-10 sentences about spring.
<b>Text-type:</b>	Description
<b>Key Vocabulary:</b>	tree, butterfly, flower, Easter, holidays, blossom, sunny, warm, weather, clothes, temperature.
<b>Pre-Writing:</b>	The pupils together with their teacher will go for a short walk in the country side to explore nature and the scenery during spring time. This will enhance their vocabulary on the theme spring.
<b>During Writing:</b>	<p>The pupils will be asked to write down any ideas related to spring in the form of a mind map, web or points.</p> <p>Pupils who will be short of ideas will be given pictures or readings about spring.</p> <p>All the ideas will be elicited from the children orally. Thus the pupils can change, include or omit some ideas.</p> <p>Then the pupils will sequence their ideas and write the sentences.</p> <p>Each pupil will be given a language objective to focus on; for example, using different adjectives and verbs, making good use of punctuation, making use of <i>wh</i> questions, and the use of senses to make their writing better.</p> <p>Pupils will write their first draft.</p> <p>The pupils will be paired up to practice peer response.</p>

## Literacy lessons prepared by Primary teachers of Years 1, 2 and 3 - English

### Post Writing:

A follow up of this lesson:

Pupils will revise, edit and publish their work.

Pupils can share their readings.

A display with some of the pupils' writings together with other work done in other subjects related to the topic spring will be set up.

### Participants:

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