

<p>YW YW 3 Unit 1, Schools around the world</p>	<p>Task Make plan (drawing) of your schoolhouse Label all the rooms Use any other English words you know Present your plan to the class</p>	<p>Reference to LP 21 Schüler können -einfache, kurze Sätze zu vertrauten themen verstehen -aus kurzen Mitteilungen Informationen entnehmen -Gegenstände auf einfache Weise beschreiben -Modellsätze verwenden -ein elementares Repertoire an Wörtern -grammatische Strukturen erkennen und nutzen</p>
<p>Pre-Task AB p. 8 „Sunny hill school“ WS 1.8 / 1.9 Vocabulary „directions“ Repetition „directions“ Walk through schoolhouse and label rooms Leave labels hanging for about 2 weeks Walk through schoolhouse, stop in front of room and make sentences „There is a teacher’s room opposite the science departement“ etc Kids work in pairs, have to write sentences like the above Read / compare / dicuss these sentences in class Plan of schoolhouse with pencil 5-10 sentences about schoolhouse in EB Teacher checks, if more or less ok, before students start task</p>	<p>Mixed 5th 76th grade Utenberg by Cheryl Stojan-Geiser</p>	<p>Language support Repetition of „directions“ AB p.8 / 70 Labels in schoolhouse Repetition of „there is /are“ Wordboxes with „directions“, „schoolhouse“</p>
<p>Task instruction Make plan (drawing) of your schoolhouse Label all the rooms Use any other English words you know</p>	<p>Task outcome Presentation of schoolhouse-plan in front of class Other children need to understand the plan</p>	<p>Presentation form Wall full of schoolhouse-drawings Sentences about location of rooms etc. stuck on drawings (see EB)</p>

Present your plan to the class		Oral presentation of individual drawing using the sentences
Language focus There is / are (schoolrooms etc) next to (directions) the (schoolrooms etc)	Estimated time For the whole task including pretask 2-3 weeks For the presentation 2-3 minutes per child	Material needed Laminated labels Laminated „directions“ Strips of paper for sentences and thick feltpens Drawing paper