**Ancient Greeks – Young Heroes**

**Lesson Plan 2**

**Ancient Greeks and dogs**

1. **Description of starting situation:**

Pupils can distinguish between subject and direct object in English sentences (covered in English lesson)

Pupils have already been given a first introduction to Greek culture and the alphabet (lesson 1 Ancient Greeks - Young Heroes)

1. **Lesson Plan:**

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| **Timing** | **Teaching content** | **Strategy/Work format** | **Language** | **Link to curriculum Years 5 & 6** | **Organisation and developed material** |
| 5 min. | Introduction  | Teacher collects homework.Teacher asks how everyone is doing and what the pupils remember from the previous lesson.Teacher discusses what will be covered in this lesson. | English | IVzv2: Efficiently absorb, process, represent (share) information and learning experiences, and remember and apply these to new experiences and to more complex situations. | PPT |
| 20-25 min. | Recap lesson 1 | Writing letters in a grid: teacher reads out 15 letters from easy to difficult. The pupils find the letters in pairs and each writes them down in the grid. The teacher walks around to see if they copied the letters correctly.Reading words: teacher projects some words from the previous lesson, then some new ones from this lesson. The pupils read them aloud in class, letter by letter if necessary. The teacher discusses the letters and their correct pronunciation. Crossword: Pupils fill in the crossword in pairs. Afterwards the teacher goes over the solutions. Pupils who finish early can do the extra transliteration exercise. | English Ancient Greek (a few words) | Serv3: Work together with others and thus contribute to achieving a common goal. MZkm4: Writing fluently. TOtg2: Be open to linguistic diversity and accept the equivalence of languages.IVzv2: Efficiently absorb, process, represent (share) information and learning experiences, and remember and apply these to new experiences and to more complex situations. | Handout with grid, crossword and transliteration exercisePPTAlphabet on PPT and/or handout from previous lesson |
| 10-15 min. | Dogs, Kerberos and other dog monsters | People love dogs:-Teacher shows pictures of dogs and inquires after pets.- Pupils each read a sentence from the story of Odysseus and Argos. Teacher gives information about dog monsters in different cultures. Pupils are invited to give their own opinions.- What makes a dog a monster? Which picture of Kerberos is the most monstrous?- Do you know any other dog monsters? Example of Anubis (Egypt), werewolves, Cynocephalians (dog-headed people in Herodotus) and the Okuri-Inu (Japan: protects traveller from other demons, but eats you if you don't travel on). -Are these all monsters? Are they all bad? Do you think some 'monsters' are fun/nice-looking/cute? | English Ancient Greek (names Odysseus and Argos) | SErv2: Experience the diversity of people as a wealth and make use of it. TOmn3: Actively participate in a conversation.IKwn1: Be sensitive to what is meaningful, good, clean, valuable ... for yourself and for others. Develop a personal conscience.OWsa1: Experience, investigate, identify and illustrate how people live together and form groups in different ways. | PPT |
| 20-25 min. | Story Kerberos and underworld, nominative and accusative, new words | PowerPoint interactive story:- Pupils read out a sentence each. - Pupils must choose from two options of possible behaviour, with the aim of getting as far as possible in the game/story. Pupils vote using green/red cards. The teacher clicks on the option that received the most votes.- Teacher focuses on the Greek letters and words.  | EnglishAncient Greek (a few words)  | TOtg1: Enjoy language and playing around with language. TOtg2: Be open to linguistic diversity and accept the equivalence of languages.IVzv1: Want, dare and be able to make choices by giving meaning to them and accepting responsibility for them. | PPTGreen and red cards |
| 10 min. | Thinking about monster, vocabulary body parts  | Drawing assignment: Pupils make two monsters in pairs. - Pupils fold their sheet into 3. - Pupil 1 makes head at the top of the sheet and folds it over. Pupil 2 makes the stomach and arms in the middle of the sheet and folds it. Pupil 1 makes the legs at the bottom of the sheet. In this way, the outcome of the monster is a surprise. Pupils write the Greek words of the body parts next to the drawing. They draw arrows from the body parts of the monster to the Greek words. Fast learners can also add a description with English words (e.g. ὀφθαλμος of a snake). Teacher walks around to see if they are using the correct words. | English Ancient Greek (a few words) | Serv3: Work together with others to achieve a common goal. MZkm2: Use functional handles in a different way for handling objects.TOtg2: Be open to linguistic diversity and accept equivalence of languages. | Blank sheetHandout and/or PPT with words of body parts |
| 10 min. | Subject and direct object | Teacher projects some sentences from the game of the PowerPoint interactive story and asks the pupils why it says κερβερον one time and κερβερος another time. The teacher links the different forms to the subject and direct object and shows some more examples from the interactive story PowerPoint. Pupils do the subject-direct object exercise on the handout. Teacher goes over the answers in class. | English and Ancient Greek  | TOtg2: Be open to linguistic diversity and accept equivalence of languages.TOtn2: Reflect on the main aspects of the language system, using linguistic terms in the process. | PPTHandout with explanation and exercises subject-object  |
| 5 min. | Closing questions | Teacher asks what the pupils will remember about this lesson.Teacher gives homework. | English | IVzv2: Efficiently absorb, process, represent (share) information and learning experiences, and remember and apply these to new experiences and to more complex situations. | PPTHomework: language passport, transliteration exercise |