AN EASTER TALE TO WORK ON CLASS WITH CHILDREN AGED 7, 8 OR 9.

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1. OBJECTIVES

The students will be able to:

1.- Act out the story.

2.- Understand the story, discovering and deducing new meanings, without translation.

3.- Repeat the story, with visual aids, matching words and pictures (oral activity).

4.- Combine body language and oral language (dramatising the poem).

5.- Follow the instructions given by the teacher when arts and crafts are being made, following a sequence of actions that would imply manipulation (pinch, roll, press...).

6.- Participate in games and activities respecting the other students.

7.- Once the vocabulary and new structures are learned, take them out of the context and use them in a different one.

2. SEQUENCE

The whole activity will last 5-6 sessions. Not all of them last the same time. It depends on the activities. In the sessions with short activities, teachers can add some others aspects, such as songs, games, videos... It does not matter if they are not related to the story. Sometimes students need to do different things. We must take into account that talking about Easter all the time can be a little bit boring. A suggestion is to start the class with the story and follow the plan. Later, if there is more time, do other things. The sessions have been planned to last 45 minutes. If this time is not filled with the story or its activities, the teachers should do something else. Do not try to do two sessions in one just because there is enough time left. Even if the teacher has time left; it is hard work for the students to assimilate so many things in one session.
3. TREATMENT OF THE BASIC COMPETENCES

If we understand a basic competence as the capacity of a student to apply his acquired knowledge, we may notice that the planned objectives in this project are implicitly included in seven competences which students are supposed to attain during their learning process.

We will explicitly analyse them in each session, relating each of the suggested activities to the elaborated competences.

Nevertheless, there is no doubt that in a piece of work such as this EFL didactic unit, two competences will have priority (“the linguistic and auditory” and “the artistic and cultural competences”). However, the methodological competences acquire a fundamental role due to the special development of the stories and the great amount of group-activities which are proposed. We are referring to the “competence of learning to learn”.

Also the personal type of competences have a place in the project since it is intended that the student will investigate, predict, deduce and find out for himself some structures and meanings in an autonomous way (“competence of the autonomy and personal initiative”).

The location in the physical space (the way the story is told), and the logical mental structure that children need to deduce and connect the meaning with the words can be worked through the “mathematical competence”.

And finally, it is important to include as well those competences which refer to the peaceful co-existence (“social and civic competence” and “competence in the knowledge and interaction in the physical world”). We must not forget that this didactic unit is based in stories bearing to different festivals related to the British culture. It is meant to immerse you in the English culture by means of the festivities British people celebrate. Moreover the identification with the characters together with a respect for their own traditions and language will be one of the mainstays of the whole didactic unit.
4. CONTENTS AND ACTIVITIES DIVIDED INTO SESSIONS

4.1 Introduction.

The idea is to tell an Easter story, and work on it over several sessions (the months of March-April are suitable), through different activities. As a starting point, we tell the story, without visual aids and using drama as a warm-up. Later, a lot of related activities (games, worksheets, arts and crafts...) are done and at the end the children have learnt the story and they are able to tell it in English. If you are a teacher who wants to try this kind of approach in your classroom but have got another objective because you think it is very difficult to use this kind of methodology with your pupils, you can adapt the project to your objectives. If you are not interested in making the children tell the story themselves (maybe you do not have enough time to do it), you can work on the activities as well, changing some of them and focussing your work on learning the vocabulary and enjoying listening to the story. Personally, I suggest that the teachers try working on the story with their main objective being to make the children speak in English. Give them the chance to talk, to act, to feel the story as it was their own. You may think they are not prepared but in the end you will be surprised: they can do it.

In each session, a bit of the story is worked on, but it does not last the whole session. Use other activities to complete the lesson. However, in two sessions the whole lesson (30-40 minutes) will be needed. If you do not have such long sessions, you can divide them in two. There are five sessions in the project, and it has been planned to start two weeks before Easter time. Plan your work taking into account the length of time of your classes.

At the time you are working in this story, you are working on contents suitable for 2\textsuperscript{nd} cycle of Primary: you introduce three new colours (pink, purple and orange), and you work on the three more usual prepositions (on, in, under). You also revise family vocabulary and structures, such as “This is for…”, “Thank you”, and you introduce vocabulary related to spring (flower, grass, Easter…).

There are different kind of activities. Some of them need to be done in big group (class group). Others (the most) need a small group or just in pairs. In this way, children can help each other, everybody is involved in the activities and motivated because all students are important. In few activities, children work alone (worksheets and Arts and crafts, because they should get used to work on their own. They need to be self confident with English activities.
4.2 SESSION ONE

**CONTENTS:**

- 1.- Act out the story with some real objects as visual aids.
- 2.- Repetition of structures. “My egg is + colour”
- 3.- Introduction of three new colours (orange, pink and purple).
- 4.- Recycled vocabulary: colours

**MATERIALS:**

- Visual aids for the story: a paintbrush, three coloured Easter eggs, three small pieces of paper with the words: “mummy”, “daddy”, “Easter Bunny” written on them, three chocolate eggs, some tree branches, a basket of flowers, and a piece of green cloth.
- You also need six flashcards for the colours.
- Three flashcards, one for each Easter egg.

**TIME:**

- 30 minutes.

**ACTIVITIES:**

1.- Use a routine to start the story (greeting, song, poem...)

2.- Put the children in the “story corner” (if you have one) or wherever you normally tell stories. Sit them in a semicircle, so that everyone can see you. Make sure all the children are paying attention, and start the story, stopping every time you finish a sentence and giving them the chance to repeat what you say and to do what you have done. Remember: if you want the children to talk, you have to...stop! Do not forget to repeat each sentence, just to make sure all the children are involved in the story.
Use a distinctive voice for each character, and a low voice for the narrator. In fact, the children do not need to repeat the narration, and this is only useful for organising the story in time.

Do not forget body language: use a different movement or gesture for each message. Make simple movements, because the children have to repeat them.

To place the characters, use the plans you will find at the beginning of each piece. The teacher, followed by the students, acts out all the characters, so the children will know which character he/she is at each moment, according to his/her position.

Have a big box near you with all the materials inside. Take out each material as you need it. To do this, follow the instructions given in brackets. You also need a table.

**STORY : THE EASTER EGGS**

**Scene one:** Characters’ positions (the teacher moves around to change character. Children repeat all the characters’ voices, but they do not move).

<table>
<thead>
<tr>
<th>Children</th>
<th>Narrator</th>
<th>Mummy</th>
</tr>
</thead>
</table>

- **Narrator:**  - *Once upon a time, three children, two girls and one boy, wanted to paint Easter Eggs. It was Easter time...*
- **Children:**  - *Mummy, mummy, it’s Easter time! Can we paint some eggs?* (the teacher, in the role of the children, picks up a paintbrush)
- **Mummy:**  - *Yes, you can paint the Easter eggs.* (When the teacher pretends to be the mother, he/she leaves the paintbrush in the box).

**Scene two:** Characters’ positions:

<table>
<thead>
<tr>
<th>Girl</th>
<th>Little girl</th>
<th>Boy</th>
</tr>
</thead>
</table>

- **Girl** (showing the Easter egg):  - *My egg is blue and pink, it’s for mummy.* (She takes the piece of paper with the word “mummy” on it and sticks it, with blue-tack, on the egg).
- Boy (showing the Easter egg):  
  **My egg is orange with green flowers, it’s for daddy.** (He takes the piece of paper with the word “daddy” on it and sticks it on the egg).

- Little girl (showing the Easter egg):  
  **My egg is yellow and purple and is for...the Easter Bunny!** (She takes the piece of paper with the words “Easter Bunny” on it and sticks it on the egg).

- Boy and Girl:  
  - For the Easter Bunny?

- Little Girl:  
  - Yes, it’s for the Easter Bunny!

(The three of them leave the Easter eggs on the table)

**Scene three:** Characters’ positions:

<table>
<thead>
<tr>
<th>Easter Bunny</th>
<th>Narrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------</td>
<td>----------</td>
</tr>
</tbody>
</table>

- **Narrator:**  
  - At night, the Easter Bunny arrived, and saw the Easter Eggs.

- **Easter Bunny:**  
  - Wow! Easter Eggs! They’re beautiful! (He takes the Easter eggs and reads the stickers). **This is for mummy, this is for daddy, this is...for me!**

- **Narrator:**  
  - The Easter Bunny was very happy.

- **Easter Bunny:**  
  - I’ve got an idea. (He pretends to write something on a small piece of paper) **Thanks, Mary. The chocolate eggs in the garden are for you.** (He takes three chocolate eggs out of a small bag and places them in the imaginary garden). To create the garden, you need two volunteers, you can be the narrator again and ask for some volunteers. One of them will be the tree, so give him/her the branches. The other one will be the grass, so the volunteer must lay on the floor and cover him/herself with the green piece of cloth. Then, put the basket of flowers on the floor, near the grass. When they are ready, continue the story.
- **Narrator**: - The Easter Bunny put the chocolate eggs in the garden.

- **Easter Bunny**: - A chocolate egg under the tree... (he puts the egg near the volunteer’s feet), a chocolate egg on the grass... (he puts the egg on the green piece of cloth), and a chocolate egg in the basket of flowers... (he puts the egg in the basket).

**Scene four**: characters’ positions:

<table>
<thead>
<tr>
<th>Boy and girl</th>
<th>Narrator</th>
<th>Little girl</th>
</tr>
</thead>
</table>

- **Narrator**: - In the morning, the children went to the kitchen. They saw the Easter Bunny’s note (showing the note). They went to the garden to look for the chocolate eggs.
- **Boy**: - A chocolate egg under the tree! (he points at it and takes the egg).
- **Girl**: - A chocolate egg on the grass! (she does the same)
- **Little girl**: - A chocolate egg in the basket of flowers! They’re chocolate eggs. Thanks, Easter Bunny!

**THE END**

**Note**: Every time you are the Easter Bunny, put your hands on your head, as if they were long ears. Then you can start talking. If you need your hands to hold the eggs, to write, etc. do so. But, remember, every time you pretend to be the bunny, put your hands back on your head to represent the ears. The children will recognise your character.

If you notice that the children have fun with the third scene (when the Easter Bunny is in the garden leaving the chocolate eggs), repeat this scene as many times as you want. Pick two different volunteers to create the garden (one for the tree and another one for the grass). Children enjoy acting out the story and they repeat the prepositions (on, in, under) at the same time.

3.- **Game**: “Guess the egg”. Before starting this game, use flashcards to revise the colours the children already know (blue, green, yellow, red). Then, introduce the new colours (orange, pink, purple), also using flashcards.
To give the colours a context, stick the blue flashcard on the board, and then the pink flashcard and put them together. You have the Easter egg for mummy, so show the flashcard with the suitable Easter egg and stick it on the board. Write the word “mummy” on the blackboard:

\[ \begin{array}{c}
\text{blue} + \text{pink} = \text{Easter egg}
\end{array} \]

Once you have the example on the board, you can do the same with the other eggs, and let the children help you. For instance, you can say “My egg is orange (show the orange flashcard) with green (show the green flashcard) flowers, and it’s for... (children say “daddy”). Stick the flashcards on the board and put them together to get the other Easter egg (for daddy). Write the word “daddy” on the blackboard. Children should get used to seeing written words in English, in order to recognise them. Do the same with the Easter Bunny’s egg. Repeat this several times until you are sure that the children are quite familiar with the new colours.

To play the game, put the three Easter eggs in a bag. Touch an egg and, without looking at it, say: *My egg is blue and pink*. Then take it out and check it. You have the three drawings on the board, so you can look at them if you are not sure about the colours. If you take the right egg out, you get one point. If you don’t take the right one, put the egg inside the bag again. Choose a volunteer to play with you. Now it is his/her turn. When the three eggs have been taken out of the bag, the game is over, so pick two more volunteers to play the game in front of the rest of the class.
CONTENTS:

- Structures: “My egg is + colour”
  “This is for (mummy/daddy/Easter Bunny)
- Vocabulary: colours (pink/purple/orange)
  in/on/under
  Tree/flower/grass/Easter/Easter Bunny (Easter/Spring vocabulary).
- Recycled vocabulary and structure: colours (red/yellow/green/blue) ; Thank you.

MATERIALS:

- Six flashcards (one for each sentence) related to the story (visual aids).
- Three Easter eggs and a bag.
- Three flashcards with pictures of the three Easter eggs.

TIME:

- 30 minutes.

ACTIVITIES:

1. **Telling the story with the flashcards.**

Tell the story again, this time without any acting out. The children sit down in a circle with the teacher and tell the story, showing the flashcards. Show the picture for only a few seconds before saying the appropriate sentence. In this time the children can predict the sentence, because they have heard and repeated it several times. If you consider this too difficult, show the picture and start the sentence (e.g. “My egg is...”) and the children continue (“blue and pink”).

In the attached document you will find the six pictures that summarise the story. These pictures are the reference for the children. Each picture has a message. To understand the six
messages it is necessary to understand the story, so the children should learn them and discover their meaning:

1.- *Mummy, can we paint some eggs? Yes.*

2.- *My egg is blue and pink, and it’s for mummy. My egg is orange with green flowers, and it’s for daddy. My egg is yellow and purple, and it’s for... the Easter Bunny.*

3.- *This is for mummy, this is for daddy and this is... for me!*

4.- *The chocolate eggs are for you.*

5.- *An Easter egg under the tree, an Easter egg on the grass, an Easter egg in the basket of flowers.*

6.- *Chocolate eggs! Thank you, Easter Bunny.*

If you consider that the second and the fifth messages are too complicated, adapt them to your students so that the better ones can say the whole message, but the children with some learning problems can say at least one sentence and learn a new colour and a preposition. (e.g. “My egg is blue and pink and it’s for mummy”, in the second message, and “An Easter egg under the tree”, in the fifth message). If they say them, accept them as valid sentences, and evaluate only the new colour (pink) and the preposition (under) they learn.


2. Flashcard games.

2.1. Play memory games with the six flashcards. Turn the pictures over, and say Where is “The chocolate eggs are for you”? The children have to find it.

2.2. Ordering the story. Put the pictures facing up. Say the first sentence “Mummy, can we paint some eggs?” The children look for the correct picture. Place it in the first position. Continue with the rest of the pictures, until you get the whole story in order. To get the children more involved in this activity, ask for six volunteers to hold the flashcards so that the rest of the class can see them.

2.3. “Whose is this egg ?” game. Show the children the three flashcards of the Easter Eggs (see attached document). Get three volunteers to stand at the front of the class, holding the three flashcards. Give a piece of paper to each of the other children, with one of the following words written on it: “mummy”, “daddy”, “Easter Bunny” (see attached document). Tell them to read their word and hide the piece of paper so that nobody else can see it. The three children holding the flashcards have to guess which words the other children have on their pieces of paper and which word refers to each egg. So, one of the children holding a card calls out the name of one of the children sitting down e.g. “Maria”. Maria’s piece of paper has “mummy” written on it, and Maria says: “It’s for mummy”, adding this structure to the word given. Then, Maria stands up and goes to stand behind the child with the flashcard of the blue and pink egg. This way, the child holding this egg gets one point. Then, another child does the same e.g. “Joan”. Joan’s piece of paper has “Easter Bunny” written on it, and he says “It’s for the Easter Bunny” and goes to stand behind the child holding the Easter Bunny’s egg. Now this child gets one point. The winner is the child holding the flashcard who first gets six points, that is, the child that has six children standing behind him/her, (you can change the number of points, depending on the number of students you have in class).
2.4. “Guess the egg” game. Choose two children to play the “Guess the egg” game with the three eggs you have. Remember to stick the drawing you used the day before on the board, just to remind yourself what colours each Easter Egg is. Repeat the game several times with different children.
4.4 SESSION THREE

 CONTENTS:

• ARTS AND CRAFTS: Colours (well-known colours plus the three new colours: orange, pink, purple). Learned through listening and action-doing.
• Mummy, daddy, Easter Bunny (only the last one is a new word). Learned through listening and writing.
• Review: structure “My egg is (colours) and it’s for (Family/Easter Bunny)”. Learned through listening and speaking.

 MATERIALS:

• Blue, pink, orange, green, yellow and purple paint.
• Colour pencils.
• Three small pieces of paper for each child.
• Glue.
• A cardboard DIN A4 with the outlines of three Easter eggs drawn exactly as yours for each child.

 TIME:

• 30 minutes.

 ACTIVITIES:

1. **Arts and crafts.** Give the three eggs, the colour pencils, the three pieces of paper and the cardboard to the children and start doing a picture dictation. Give the instructions clearly but this time do not do the same as they do. They can do it on their own. They recognise the colours, so they have to listen to you and colour in the eggs. What you have to do is repeat the words used in the story: “*My egg is blue and pink...*” (repeat several times and give them enough time to colour the egg). When they finish colouring say “*now cut out the egg. Use your scissors*”. Show a pair of scissors to them ...”*and it’s for mummy*” (when you say this, show
them one of the small pieces of paper they have). Say “Write the word *mummy* on the paper”. You can write the three words (mummy, daddy, Easter Bunny) on the board, but not in order. Children should look for the correct one and write it on their piece of paper. When they have written the word, say “Take the glue (show the glue to the class) and glue the paper around the long stick” (do it to show how they can do it; the children will imitate you). Then, continue dictating the colours of the other eggs.

2.- **Revising colours and structures.** Show one of your eggs, e.g. the Easter Bunny’s egg, and say “*My egg is yellow and purple and it’s for the Easter Bunny*”. The children repeat what you do (showing their Easter Bunny’s egg) and repeat what you say (“*My egg is...*”). If they do not do it, repeat the message and wait. They will soon understand what you want.

3.- **“Guess the egg” game.** Once they have their own Easter eggs, they can play the game in pairs and the whole class can play at the same time. They know the game and they have the eggs. To explain to the children what to do, pick a volunteer or choose a confident student and stand him/her in front of you. Hide your Easter eggs behind your back and tell the student to do the same. Then, start playing, e.g. “*My egg is orange with a green flower and it’s for daddy*”, and show one of the three eggs. If you have guessed the egg correctly, you get one point, and place this egg on the table. Now it’s the student’s turn. Play until one of the players has got the three eggs on the table. He/she is the winner. Now, they can play in pairs, each student with his/her own eggs behind his/her back. (The paint dries very fast on the eggs; do not worry about this). To make the game easier, you can stick the three flashcards for the eggs on the board.

Put all the Easter eggs in a basket and keep them there for next session. Remember that each egg has got his/her owner’s number written on it.
4.5 SESSION FOUR

 CONTENTS:

• Vocabulary: Focus: on / in / under.
• Passive vocabulary (instruction verbs): put, draw
• Revision: tree, grass, flower, basket.
• Recycled vocabulary: table, chair, cupboard, bed.
• The structure of the story: putting it in the right order.

 MATERIALS:

• The three Easter Eggs for each child.
• Flashcards: Where are the eggs?
• Worksheet: Consolidation activity.
• Six sheets for each child (half the size of a standard sheet) with the pictures related to the story drawn on them (a copy of the pictures on the flashcards used as a visual aid for the story). There are two different levels (one for the teacher, one with empty bubbles and one with fill-in blanks). / Or the sheet Concertina Book

 TIME:

• 30-40 minutes.

 ACTIVITIES:

1. Warm up activity. Prepositions: on / in / under. Show the flashcards related to prepositions ( see attached document ) and ask the children: “ Where’s the egg ? “. They should answer ( with your help ):

“ It’s on the chair “
“It’s under the chair”

“It’s in the basket”

Turn over the flashcards and place them on a pile on your table, and ask a volunteer: “Where’s the egg?”. The student answers e.g. “Under the chair”. Turn over the flashcard and show it. If it’s the correct one, the student gets one point. Continue with the other two flashcards, playing with more students until you realize that they understand the meaning of these prepositions.

2. **Play the game “Easter Bunny says”**. Give the children one of their Easter Eggs. Explain to them that you are going to play a game and they need an Easter Egg. Remind them that one egg is enough. Say “*Easter Bunny says: stand up*”. You have to stand up and all the children imitate you. Now you say “*Sit down*” and wait to see what happens. If some children sit down, explain that they have to sit down only when you say “*Easter Bunny says: sit down*”. When they understand the rules, you can start playing.

*Easter Bunny says: put your egg under the table.*

*Easter Bunny says: put your egg on the chair.*

*Easter Bunny says: put your egg in your hands.*

*Put your egg in your bag.* (The children should not do anything because you have not said “*Easter Bunny says*”).

Continue the game using recycled vocabulary and the prepositions. When you think that the children are familiar with the prepositions, they can play the next game.

3. **“Living statues” game.** The children have to make the shape of a tree, grass, a flower and a basket. To show the children how to do it, say “*I’m a tree*” and stand up, stretching up and holding out your arms like the branches of a tree. The children pretend to be a tree, too. Then, say “*Stand still*”, and they must not move, they remain as still as statues. Then, mime grass by lying on the floor, a flower by joining your forearms together and opening out your hands, and a basket with the hollow of your hands. You can also use your imagination. Then, get the children in pairs. One has one Easter Egg, and the other one has to do the mime. Say “*Put the Easter Egg under the tree*”. Do it at the same time, with the help of a volunteer. One pretends to be the tree, and his/her partner puts
the egg in the right place. Give them more instructions e.g. “Put the Easter Egg on the grass”, “Put the Easter Egg in the basket” “Put the Easter Egg on the flower”. When they have done it, say “Stand still!” so they cannot move until you give the next instruction.

If you want to work on speaking, give the children the chance to mime what they prefer (e.g. a tree and an egg under it). When they stand still, ask them “Where is the egg?” and they both say “My egg is under the tree”. This way, they can use a well-known structure (“My...... is...”) adding the new vocabulary to it.


Activity one. Listen and draw. Tell them to look at the pictures in activity number one, point to the tree and ask, “What’s this?” They answer “A tree”. Then, ask “Can you see the outline of one egg on the tree and one egg under the tree?” (show your sheet and point to the eggs). Tell them that they have to listen, trace and colour the eggs.

Read, aloud and clearly, stopping at the end of the sentence to give the children enough time to draw and colour:

“Draw an orange egg on the tree”
“Draw a pink egg under the basket”
“Draw a purple egg in the grass”
“The blue egg is in the basket”
“The red egg is on the grass”
“The yellow egg is under the tree”

Activity two. Read and write.

Students should do activity number two on their own. Just tell them that the following sentences are not in order. They have to write them in the correct order, according to the pictures in activity number one. They do not need all the words, so they have to cross out those they do not use.

5. Making the book / making the concertina book. Give the six pictures (see attached document) to each child or the sheet called concertina book, with the pictures related to the story. They have to put them in the right order. We can help them by reading the sentence that refers to each picture. For example, we say “Mummy, can we paint some eggs?” and the children have to show the correct picture to the rest of the class and to the teacher. If it is correct, they write the number one (1) in the circle on the picture. They copy the sentence from the blackboard. If this is too easy for
some of them, you can give them another version, the one with the text written but with some missing words. Write the missing words on the blackboard, but not in order. Students look for the correct ones and write them on the sheet, e.g. “M________, can we paint some ______?”, The children do the same with the other pictures. Then, they can colour in one item in each picture. For instance, they can colour mummy in picture number one. In picture number two, they can colour the eggs, etc. If they like drawing, they can finish this at home. The aim of this activity is to put the story in chronological order, and match the words with the pictures, and, once they have put the book together, it will be a useful tool for telling the story in English to their teacher, family, friends, etc.

To colour in the book, you can work on listening or on speaking. To emphasise the listening activity, the teacher gives the colouring instructions: to emphasise speaking, the students colour in the book as they like and later they are asked to tell the whole class what colours they have used. At the end of the class, the teacher collects all the pictures.

Diversity in the classroom. For children with lower level, or in case the teacher doesn’t have enough time to make the book with students, there is the “Concertina book” (see attached document). The aim of the concertina book is the same that in the book: make children able to tell the story on their own, but making the concertina book is easier that making the book.
4.6 SESSION FIVE

Contents:

- Arts and crafts: An Easter card.
- Recycled vocabulary: Easter eggs, basket, mummy, daddy, colours.

Materials:

- A sheet of cardboard with a drawing of a basket
- Colours
- The two coloured Easter Eggs (mummy’s and daddy’s) they made some days ago. They do not use the Easter Bunny’s egg for this activity.

Time:

- 30 minutes.

Activities:

1. Cover for the story book: Give out the pieces of cardboard with the picture of a basket.

Also give out their mummy’s and daddy’s Easter eggs. Have your own material and start giving instructions to the children. Tell them to colour the basket with brown paint. Colour in your basket at the same time. Then, say: “Now, show me mummy’s egg. What colour is it?” The children should say: “Blue and pink”. Tell them:
“All right, it’s blue and pink. Now take this egg and glue it on the card” Take your egg and glue it on your card. The children have to do the same. When they finish, say: “Well done. Now, take Daddy’s egg and glue it on the card next to mummy’s egg.

When they finish, they can write their name on the card.

This card can be the cover for the story-book. You have to bind their books (schools have special tools for doing this) using the Easter card as a cover. It would be a nice surprise for them.

Encourage the children to tell the story at home with their book. They will enjoy it. they are able to tell a story in English. They have made their own story-book...They feel confident using English. They have succeeded!

They still have the Easter Bunny’s egg. Give out the eggs. Write “HAPPY EASTER” on the blackboard. The children have to copy it on a piece of paper. Glue this paper around the stick that holds the egg. Collect all the eggs and leave them in a basket. Next day, give them a surprise. Tie a small bag with two chocolate eggs around the stick that holds the Easter egg. Like in the story, children have their chocolate eggs. HAPPY EASTER!
5. EVALUATION

This unit is for eight year-olds. They already know some English vocabulary and structures. They have been studying English for two or more years. Therefore, we start the unit from the vocabulary they already know (colours, family) and we expand it with new/more words (three new colours, orange, pink and purple) Easter and spring vocabulary (Easter bunny, Easter eggs, grass, tree, flower, basket) and three prepositions (in, on, under). We also recycle “old” vocabulary (table, chair, book).

We can distinguish between two kinds of vocabulary (passive and active). Passive vocabulary is the one we use and students hear, they probably understand it, but we do not focus on it; that is, students do not repeat it, do not use it. A good example is the vocabulary used for giving instructions (press, glue, cut...). Active vocabulary is the one students need to know, they use it in games, in the story, and the aim is that at the end of the unit they will be able to remember it and to include it in their own linguistic competence. We focus on this kind of vocabulary and it must be evaluated (in this unit: prepositions, Easter vocabulary and structures: “My (egg) is (colour) and it’s for (family)”).

We evaluate the four skills as follows:

- **Speaking:** through **reading** (words, the story). Once students have finished their story-book, they can read it aloud. **Repeating** the dialogues when they are acting out the story. This kind of speaking activities are reproductive.

- **Productive speaking activities:** taking part in oral games, such as “Guess the egg “game and “Living statues”. In this sort of activity, students do not repeat, they use their linguistic competence to talk.

- **Listening:** Obviously, they listen in all the lessons, all the time. But we can evaluate it using the worksheet, activity one (“Listen and draw”).

- **Reading:** Words, the story, aloud. (see Speaking). For silent reading comprehension, we can evaluate the worksheet, activity two (“Read and order”).
Writing: Students write the words, **copying** from the blackboard. They also write on the worksheet. They still do not write compositions, but they should be familiar with written words and short sentences. They copy all the dialogues from the story in their own story book. They also fill in the blanks they find with some well-known words (colours, family, prepositions, Easter vocabulary).

Not all the students are evaluated in the same way. It depends on their level. Through the sessions, there are some suggestions for working with the children with lower level. They all do the same activities, but some of them are done in a different way. Obviously, only the activities done by the children are evaluated. The key point is that all of them learn something from the story. Some learn a new story, with new vocabulary and structures. They learn how and when to use it, and they are able to tell it in English. Others learn just a few words and structures, but they are able to say some words related to the story and they understand them. Everybody improves his/her own linguistic competence, according to his/her level.