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| Class | 6th  | Theme | Fun and fantasy |
| Unit | 7 | Subtheme | Super powers |
| Unit genre | Poetry | Oral text type | Questions and interviews |
| Vocabulary | Tier 1 examples: *hero, strong, tough,*Tier 2 examples: *feat, fictional, traits, superlative, determination, apparatus*Tier 3 examples: *intrepid, endeavour, strive, protrusions, ledges, tenacity* |
| Lesson resources | N/A |

Fortnightly plan

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| Lesson 1 | Introduction: Heroic actsDigital poster (Story mode)Digital poster (Explore mode): Talk and discussionPair talking task: Guess who? | Lesson 3 | Digital poster (Explore mode): Talk and discussionPair talking task (Questions and interviews): It’s interview time |
| Lesson 2 | Digital poster (Story mode): Recap Digital poster (Question mode) Small group talking task: Circle time teasersSmall group talking task: I spy a superlative | Lesson 4 | Digital poster (Let’s Talk! mode): Everyday heroes flashcardsSmall group talking task: Cinquain champion |

Lesson 1

Introduction: Heroic acts

Play the video ‘Alain Robert climbs the Burj Khalifa’ for the class: <https://www.youtube.com/watch?v=zwEuG6Urows>

Have the students think about the following as they watch:

* What **ONE** word do you think best sums up the person in the video?
* What actions is he performing with his body? (Climbing, reaching, stretching, pulling, grasping, balancing, heaving, ascending, *etc.*)
* How would you feel if you were there watching him in person? (e.g. anxious, uneasy, worried, concerned, apprehensive, *etc.*). Why?
* How do you think he felt when he had accomplished his goal? (e.g. overjoyed, elated, thrilled, exuberant, ecstatic, jubilant, *etc.*)

Digital poster(Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Ask students the following questions:

* What word is used to characterise everyone featured on this poster? (Hero)
* Explain what a hero is. (A person who shows great courage and is admired for his/her achievements/feats)
* What qualities/traits do we associate with a hero? (Brave, confident, courageous, daring, fearless, etc.)

Some of the heroes are described as superheroes.

* What are superheroes? (prefix super – something or someone surpassing others, exceeding normal levels, superstar, supersonic, superman,etc.)
* What features do superheroes have that distinguish them from heroes? (e.g. flying, invisibility, x-ray vision,etc.)
* Which of the characters on the poster are fictional?

Pair talking task: Guess who?

Organise students into pairs. Student A chooses one character but doesn’t tell Student B which one. Student B can ask five questions to guess which character Student A has chosen. Scaffold the students where necessary to ask questions about: (super) powers; equipment/gear; achievements; traits; etc.

When Student B has guessed correctly, pairs switch roles and repeat the exercise.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the students again. Make sure they understand all the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the students briefly.

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| Q1. | How did Spiderman get his powers? |
| Q2. | How old was Simone when she started training as a gymnast? |
| Q3. | How many different events do heptathletes compete in? |
| Q4. | How do you think Usain Bolt was feeling when the photo was taken? |
| Q5. | What qualities would Jane need to live with the chimpanzees? |
| Q6. | Why do you think free-climbing large buildings is against the law? |
| Q7. | What qualities do you think real-life heroes need? |
| Q8. | Alain has achieved a lot but has also broken the law. Do you consider him a hero? |
| Q9. | Which of the superpowers shown would you like to have? Why? |
| Q10. | Which of the real-life superheroes do you admire the most? Why? |

Small group talking task: Circle time teasers

Have students sit in a circle in groups of four to six. There is one empty chair in the circle – this is the question chair. Each student in turn sits in the question chair and asks the group a question about the poster. Any member of the group can answer the question. Once the question has been answered correctly, the next student moves into the question chair.

Possible questions:

* Which person in the poster do you most admire? Why?
* Which real-life person on the poster most closely resembles the fictional character?
* Which character on the poster is s*trong/green/scary/glowing/illuminated/agile/flexible/muscular, etc.*
* If you were one of the characters in the poster, who would you be? Why?

Small group talking task: I spy a superlative

Zoom in on Hafthor Bjornsson.Ask students the following questions:

* How is Bjornsson described in the poster? (World’s strongest man).
* What do we call the word ‘strongest’ when used in a context such as this? (Superlative – the highest degree of comparison – something has more of a quality than anything else within a group of at least three members).
* If necessary, remind students of the definition of a superlative, e.g. *small, smaller, smallest,* etc.

Organise students into small groups. Have each group look around and see how many superlatives they can generate from the classroom, e.g. The teacher is the oldest person in the room; the yellow marker is the brightest in the pack;etc.

The winning group is the one to generate the most correct superlatives.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with students again.

Zoom in on the images of Tarzan and Jane Goodall. Ask students the following:

* What word is used to describe Jane Goodall? (Primatologist). What do you think this word means?
* Break ‘Primatologist’ down for students. Explain that ‘prima’ refers to primates, while the suffix ‘ologist’ means ‘an expert in a particular area of study’.
* Can you think of other words which have this suffix? (e.g. biologist, archaeologist, technologist, psychologist, palaeontologist, volcanologist, radiologist, *etc.*) What do these words means?
* Why did Jane Goodall become famous? *(*She was the only human accepted into a troop of chimps to live with them for two years*)*
* Does Jane Goodall display heroic qualities in the same way as other real-life heroes featured on the poster? *(*Yes –fascination, determination, tenacity, kindness, care, respect, understanding, *etc.)*

Pair talking task (Questions and interviews): It’s interview time

Organise students into pairs. Have Student A select a real-life hero(es) featured on the poster.

Student B is the interviewer and must ask Student A three to six questions about their life/accomplishments/skills/how they feel about being called a hero, etc.

When interviewing, remind students to:

* Use a formal language style
* Introduce yourself and the purpose of the interview
* Be courteous and polite at all times
* Make eye contact with the interviewee
* Listen to the answers and connect to your next question

When interviews are complete, students switch roles and repeat the activity with a different real-life hero.

Lesson 4

Digital poster (Let’s Talk! mode): Everyday heroes flashcards

Go to the Let’s Talk! mode of the poster. Display each flashcard showing a real-life hero and ask the class to discuss what makes each of them heroic.

Encourage students to use as much of the vocabulary explored already as possible to determine why each of the people featured demonstrate heroic qualities. Then host a whole-class discussion on the similarities/differences between fictional characters and real-life characters. (e.g. *costumes, equipment, powers, traits,* etc.)

Use the structure: *A superhero \_\_\_\_\_ whereas a real-life hero* \_\_\_\_\_ .

Example: Spiderman can scale tall buildings vertically without using specialist equipment whereas Alain Robert uses ropes, anchors and harnesses, etc.

Suggestions:

* Wears costumes, capes, masks, gloves, etc.
* Can fly, climb, run, attack, scale, save, rescue, etc.
* Is brave, caring, kind, confident, considerate, courageous, etc.

Small group talking task: Cinquain champion

Organise students into small groups. Each group chooses any **ONE** of the heroes featured on the poster (fictional or real-life). Students must tell their hero’s story in cinquain form.

To create their cinquains, each group brainstorms words to describe the hero, their actions and feelings; then organises the best words into the cinquain format, as follows:

**Title**

Subject (2 syllables)

Description (4 syllables)

Action (6 syllables)

Feeling (8 syllables)

Conclusion (2 syllables)

For example:

**Simone**

Gymnast

Supreme Athlete

Leaping, Twirling, Spinning

Victorious, Unbeatable

Idol

Encourage groups to speak their cinquains aloud for the rest of the class. You could compile all the cinquains into a class display or book about heroes.