

Lesson 1: My classroom (E-mail)  
Competence(s): Writing

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GK2/GK4 Deskriptor(en)/descriptors:

**Writing**

W1. Can write familiar foreign-language words and phrases.

W1a. Can copy words and phrases.

W1d. Can write simple and short texts when provided with sentence starters a set of vocabulary.

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Year: 4

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Topic: Sachunterricht, Grundstufe II, Erfahrungs- und Lernbereich Raum (My classroom)

Die Wirklichkeit modellhaft darstellen – ausgehend vom Modell (zB **Klasse**, Wohnung; ...) Grundrisse herstellen, vorgegebene Grundrissdarstellungen interpretieren und dabei das Verständnis für Verebnung und Verkleinerungen in geographischen Darstellungen anbahnen.

Einfache Situationsskizzen anfertigen, die zB den Verlauf des eigenen Schulweges angeben, und mit einem Plan des Heimatortes vergleichen - Sich auf vorgelegten Ortsplänen grob orientieren (zB über Gebäude, Wege und Richtungen Auskunft geben)

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Goals:

- understand a simple song
- reproduce simple words and phrases connected to the song
- listen and identify items in a room
- write various items in a room
- correct written production of various items in a room
- use of the learnt words in a new context (written text) and in complete sentences

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Language:

- Items/furniture/things in a room (see M3)
- There is/are ...
- Point at ...
- A/an (pre-knowledge)
- Colors (pre-knowledge)
- Numbers (pre-knowledge)
- Classroom language: sit down, stand up, open your pencil case, ...
- Text type E-mail and sentence starters (pre-knowledge) (see M4)

Functions:

- Communicative: to give orders
- Written: to describe in a written text

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Materials: board, worksheets, song, guitar, paper slips

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Assessment: point at to know if the ps can identify and pronounce the items in a room, self-assessment to check spelling, worksheet to establish the new learnt words, repeat and sing a song to introduce new words orally,

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References: ÖSZ (Ed.) (2016). Grundkompetenzen Fremdsprache 2. und 4. Schulstufe (GK2/GK4). Graz: Österreichisches Sprachen-Kompetenz-Zentrum.

Time	Phase	Classroom management & aids
<p><b>7 min</b></p> <p><b>CONTEXTUALISATION</b></p> <p><b>Warm-up: song</b></p> <p>“In my room there is a window, in my room there is a door, in my room there are two teachers, in my room there is a floor, Jump on the floor – one, two, three, four!</p> <p>In my room there is a computer, in my room there is a board, in my room there are .... desks, in my room there is a floor, Jump on the floor – one, two, three, four!</p> <p>In my room there is/are ....., in my room there is/are ....., in my room there is/are ....., in my room there is a floor, Jump on the floor – one, two, three, four!</p> <p><b>3 min</b></p> <p>T1 speaks rhythmically and shows ps the items in the classroom. Second time ps do it together with T. Third time T leaves out phrases – ps have to find new items by themselves.</p> <p>T1 asks ps to “point at” various items in the room.</p>		<p>Whole classroom activity</p> <p>Song (M1), guitar</p> <p>T1 writes items in the classroom onto the board while T2 sings the song.</p> <p>Listen and mime activity</p> <p>Ps stand behind their chairs; they point at the items mentioned</p>
<p><b>10 min</b></p> <p><b>FOCUSSING</b></p> <p><b>Find your twin activity</b></p> <p>Each p receives a slip of paper with a part of a word of a classroom item on it (black - board) – various</p> <p>Ps walk through the classroom and ask each other about the missing half of their word. When they have found their twin, they both sit down next to each other and now they ask their colleagues to point at an item in the classroom. For example, “Jack, point at the window”</p> <p>Per student: 3-4 rounds</p>		<p>Copy of slips (M2)</p> <p>T1 writes the missing items onto the board – mentioning of the plurals</p> <p>Speaking activity giving commands</p> <p>Pairwork</p>
<p><b>10 min</b></p> <p><b>PRACTICE</b></p> <p><b>Labeling worksheet</b></p> <p>Ps receive a worksheet with a picture of a room on it. They label the various things in the room with the help of the words on the board.</p> <p>For feedback – turn worksheet over</p>		<p>Individual work</p> <p>T hands out worksheet (M3)</p> <p>Self-check</p>

<p><b>10 min</b></p>	<p><b>USE</b></p> <p><b>Writing texts</b> Write an E-mail with the help of the given worksheet (incl. sentence starters). In this email, the ps describe their classroom and ask their friend in America what their classroom looks like.</p> <p>Write their own text.</p> <p>Hand in the worksheet OR ....</p> <p><b>VENN diagram</b></p>	<p>Individual work</p> <p>Worksheet with sentence starters and E_mail template (M4)</p> <p>at least 5 sentences</p>
<p><b>10 min</b></p>	<p>For students who are finished early:</p> <p>Ps find 3 other colleagues who have finished early and compare their E-mails. When they find similar sentences on each other's work, they write them into the shared circle on a poster.</p>	<p>Poster (M5)</p> <p>group work</p>
	<p><b>FOLLOW-UP ACTIVITIES</b></p> <p>Ps of the lower secondary school receive the mails. These students then have to write answers to the mails of the primary students. In one of the following lessons the primary ps will get their E-Mails back and read their E-mails together.</p>	

Abbreviations: Bm... Beamer, Bo ... board, C ... competence with number, IW ... individual work, M ... teaching material, Ps ...pupils, PW ... pair work, T ... teacher, TT ... team teacher, TV ... television set/DVD player, WCT ... whole class teaching