

Teaching Unit: Grades 3&4

Dialogic Reading and Storytelling for Elementary EFL Teachers

This unit is based on the children's book: The Big Umbrella by Amy June Bates

	Can-Do Descriptors	Brief description	Mode of Interaction: Whole class / Group Work / Pair Work / Individual Work	Materials / Resources
Theoretical Background and Rationale		Presentation on Dialogic Reading by Dr. Tziona Levi	Individual work for teacher	Click here to access the presentation.
Introduction		Pre-Reading Activities 1. Pre-teach the following vocabulary items: to rain under the umbrella the front door friendly people to spread its arms wide	It's important not just to introduce your students to new vocabulary, but to have them practice it too. This will make it	

		<p>shelter to gather tall hairy it doesn't matter there is enough room</p> <p>2. The students can practice the new vocabulary with the worksheet in the column on the right,</p> <p>3. Pause the YouTube clip on the picture of the front cover of the book. Ask the pupils to talk to their partner to try and answer these questions together:</p> <p>a) What can you see in the picture? b) What's the weather like? c) How many people are under the umbrella? d) What is the same and what is different about the people under the umbrella? e) What do you think this story will be about?</p>	<p>easier for them to understand the text.</p> <p>Individual Work</p> <p>Pair Work</p>	<p>Click here for the vocabulary practice worksheet.</p>
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<p>Concluding / Enrichment Activities</p>	<p>Spoken Production</p> <p>Students can ...</p> <ol style="list-style-type: none"> draw simple conclusions about people in pictures (e.g., 'he's happy'), using a limited range of formulaic expressions. describe the position of objects or people using pictures or gestures. re-tell parts of a story (with or without pictures) read by the teacher or a recording. <p>Written Production</p> <p>Students can ...</p> <ol style="list-style-type: none"> draw simple conclusions about people in pictures (e.g., 'he's happy'), using a limited range of formulaic expressions. <p>Mediation</p> <p>Students can ...</p> <ol style="list-style-type: none"> use simple words, phrases and sentences to say how a work made him/her feel. 	<p><i>Choose from the various enrichment / concluding activities below for your pupils and adapt them according to your students' learning styles and needs.</i></p> <p>Writing Tasks</p> <ol style="list-style-type: none"> The pupils draw a big red umbrella. Inside the umbrella, they should draw three people or animals they love. Write three sentences using the words in the word bank: <i>family, mother, father, brother, sister, dog, pet, cat, rabbit, friend</i> My _____ is under the umbrella. My _____ is under the umbrella. My _____ is under the umbrella. 	<p>Individual Work</p>	
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	<p>b) express an idea in simple language and ask what others think.</p>	<p>2. The big umbrella is a friendly umbrella. How can you be friendly at school? Draw a picture of you helping a friend. Then write a caption for the picture under it.</p> <p>3. In the story The Big Umbrella, everyone is welcome.</p> <p>a) Ask your pupils to write a list of 5-8 people or animals they want to invite under their umbrella.</p> <p>b) Then, ask them to write a list of snacks the umbrella could give to the people waiting inside (e.g., hot cocoa, cookies, apples).</p> <p>4. Ask each pupil to write a short Thank You note from one of the characters (like the tall man or the hairy dog) to the umbrella. Scaffold it for them with a word bank of useful vocabulary and perhaps the following template:</p>	<p>Individual Work</p> <p>Individual Work</p>	
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the park / to a friend's house).

- 3. Give each pair a small card with a picture of an animal or a person (e.g., a cat, a giant, a bird, a baby). One student hides the card behind their back. The other student must guess who is seeking shelter.

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