

A Lesson Plan

Objectives:

To provide a memorable context to produce aspiration in English

To raise awareness on the difference between the articulation of /p/ in English and in Spanish

To encourage children the value to help others.

Material:

The story book, the blackboard, a poster

Before the Story:

Greet children using a 'fist bump'. This is a popular greeting among young people nowadays. And also give them a 'fist pump' to show these greeting and gesture that are part of the story.



A fist bump

A fist pump

Introducing the story:

Students enter the classroom and see a poster of detective on the blackboard next to a 'Fist Pump' pin poster.

The teacher tells the class that the detective is looking for a missing pin. Why is the bin important? Is it a gold pin?. No .It is a ‘Fist Pump’ pin that a polar bear was given as a prize for having helped friends in need. Now, HE needs help.

By looking at the cover of the story, children are encouraged to predict what might have happened to the pin. The good thing is that if they find the pin, they can get a ‘Fist pump’ pin too as a reward for helping others.

What if we look for clues in the story book called ‘The Polar Bear’s Pin’.

Reading the Story part 1:

Use the pictures in the book to help children follow the story or use props/ mimes to storytelling. The story will be read until the bear says

What if I never find my pin. I miss it so much.



Children gather the clues from the book and realized the puma stole the pin.

Reading the Story part 2:

The teacher asks children:

‘What is the problem with the polar bear?.

Why are the animals thinking of a bin?’

Children might not realize that the bear is asking the animals if they have seen a 'bin' but he means a 'pin'. Now the teacher continues reading but the children, as good detectives, have something to find out.

After the story:

1.- Reflecting on the story

The teacher asks children if they can answer the question after reading the second part of the story:

'What is the problem with the polar bear?.'

Why are the animals thinking of a bin?'

It is expected that the class says in their mother tongue that the parrot realizes that the polar bear is asking for a 'bin' when he means a 'pin' by looking at a picture the bear shows him. The parrot helps the polar bear. The problem is that the polar bear is not producing a puff of air when he says 'pin' so the animals get 'bin' for 'pin.'

"how was the problem fixed?" The parrot helps the bear by showing that he has to produce a puff of air as when he blows his birthday candles.

How does the polar bear get his pin back? Who has taken advantage of the bear's problem?

Children helped the polar bear too. As a reward for their achievement they get their 'Fist Pump' pins.

2.- Experimenting with blowing away words:

Have a short discussion on the story and tell children that we do not want them to experiment the same problem as the Polar Bear. Invite children to prepare origami to practise this feature

Game Name: Arts & Craft

Objective: To make a paper Origami to practise aspiration

Material: Construction Paper

Coloured markers

Procedure:

Children are going to make an aspiration Origami to practise aspiration

Ask children to draw and cut a construction paper rectangle. After that, show them how to fold the paper as if it were a ladder. Take a look at the picture below



Children choose a character from the story that is pronounced with the Polar Bear's Pin trick (aspiration). They can choose a penguin, a pin, a parrot, etc. They draw and colour that character and stick it on the upper part of the paper ladder as it is shown below:



Select words whose sounds are produced with aspiration from the story. Write them on the board. Children take it turns to say those words aloud in front of the Origami. If they produce a puff of air, for example, when they pronounce Penguin, the Origami will be blown forwards. As when they blow out the birthday candles. Give each child a 'Fist Pump' when they blow the Origami away.

3. Playing with blowing away words

Game: Three in a Row

Objective: To recognize and produce words with aspiration of /p/

Procedure:

Pictures of the story are printed, folded and hidden in the classroom. In two teams, children try to find three words that are friends of the Polar Bear's Pin. That means when they say these words out loud a puff of air is blown so I call these words 'blowing away words'. Children can check they are the words they are looking for by saying them out loud when they find them in front of the Origami.

The winner is the group that finds three Blowing away words and puts them in a row

4.- Relating the 'blowing away' sounds to the letter /p/

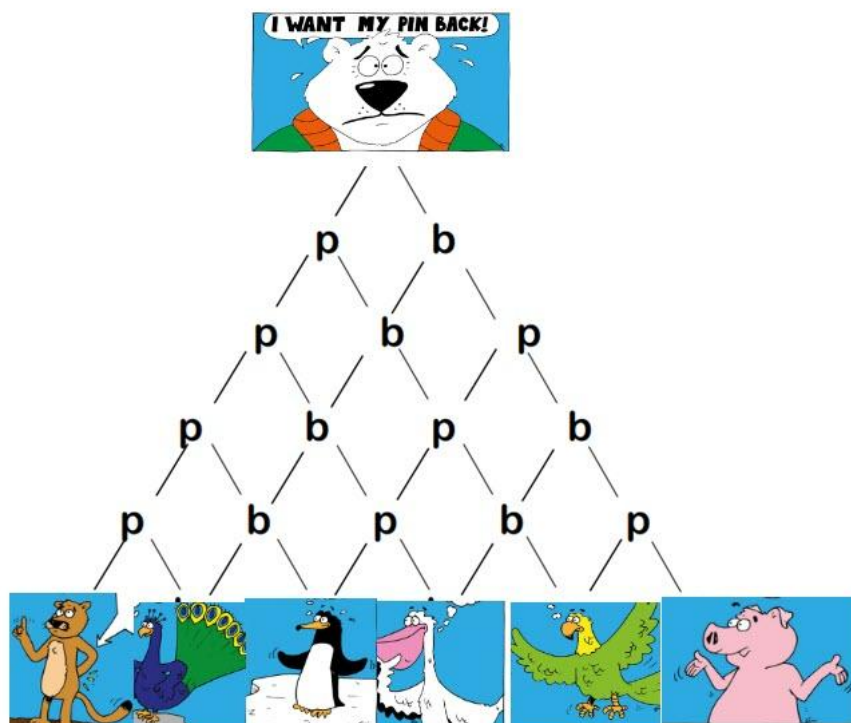
Game Name: The Polar Bear's Pyramid

Objective: To relate the blowing out words to the spelling of /p/

Procedure:

Children start at The Polar Bear. They listen to the teacher read a sentence and decide whether they hear a /p/ sound or a /b/ sound and move down one level to that letter. They continue moving down one level at a time, until they get to the last row in the pyramid.

They check if the picture they landed on is the same as the one the teacher has chosen.



FUTHERING THE STORY

The same story can be used to teach the same pronunciation feature of aspiration in /t/ and /k/. The teacher will replace the 'pin' by a 'cake' and a 'toy' and tell the story similarly.

The same games and activities can be adapted

Once children have acquired the sound in English, the teacher can move on with the traditional Phonics activities

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