

CONBAT+



FAIRY TALES

For the student

Pia BERG



Fairy Tales

Sagor - Eventyr - Fairy Tales - حكايات

Swedish

Norwegian

English

Arabic

Pia BERG

1. WORKING WITH THE FIVE SENSES AND COLLECTING DESCRIPTIVE ADJECTIVES USING PICTURES AND MUSIC

Grouping: 

Look at the picture and listen to your teacher telling a story about a trip to Norway.



Enclosure 1

Photo taken by Pia Berg, January 2009

Grouping: 

1. Draw one troll together in the group.
2. Show it to the class and to your teacher and explain why you drew it the way you did.
3. Compare your troll with the Norwegian troll drawn by Pia and discuss with your peers: What can a Norwegian troll look like? Can it look like the one in the picture?



Enclosure 2

Drawing made by Pia Berg



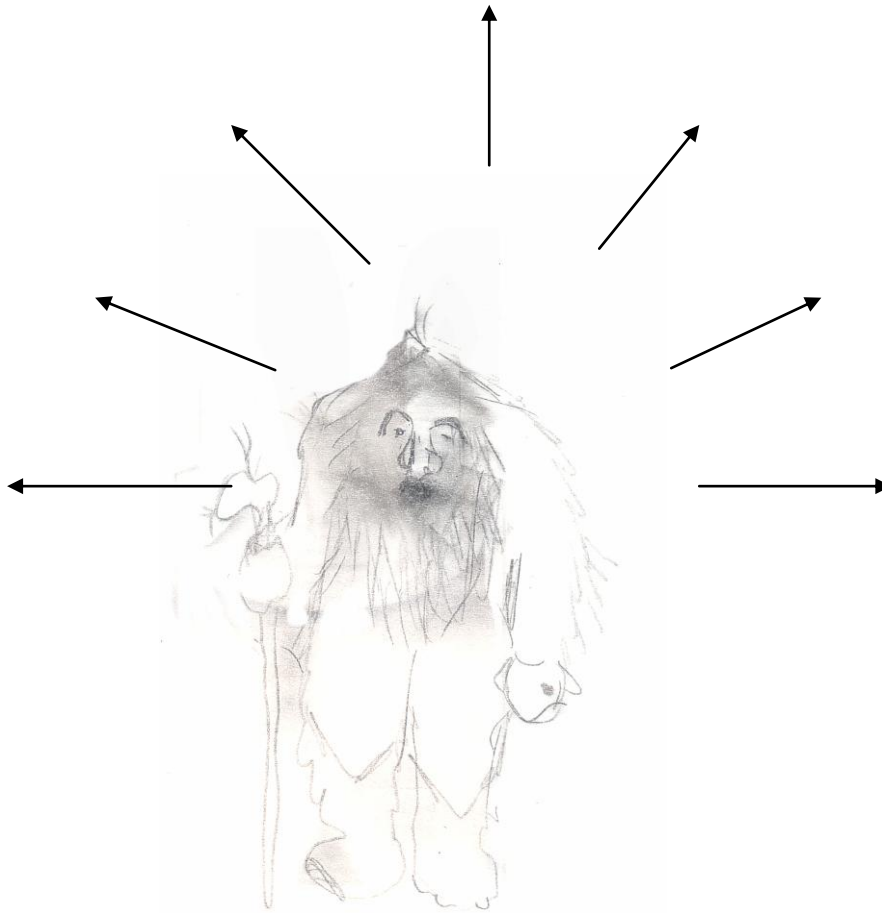
Enclosure 3

Photo collage made by Pia Berg, 2009

Grouping: 

1. Look at the picture of your troll and describe it. Use as many descriptive adjectives as you can. Use as many senses as possible :
 - Hearing
 - Sight
 - Smell
 - Taste
 - Touch

Write the adjectives in English and in the different mother languages in your group. Use different colours for each language.



Enclosure 4

- 1.a) Present your words to the class and the rest of the class will repeat the words in chorus.
- 1.b) Can you see any similarities between the different adjectives you have written? Can you make groups with similar adjectives and find their origin or the language families they belong to? Get the information on the web.
- 1.c) c) Word lists will be made in booklets.
2. Discuss what song or music you would like to combine with your troll. Could you make up your own song or music that would suit your troll? Which adjectives would you use to describe your music?

Homework:

Which is your favourite fairy tale from your home country? Ask your parents about their favourite fairy tale when they were kids.



Draw your favourite character and your parents' favourite characters. Make a presentation where you describe the characters with as many adjectives as possible. Who is/are the hero/heroes and who is/are the trouble maker/s?

Extra: Could you bring some examples of music that could be used, when you describe your characters?



2. PRESENTATION OF FAIRY TALES AND DRAWINGS WITH MUSIC

1. We start the lesson by revising what we did during the previous lesson.

Grouping:  and then 

You will prepare the presentation of your homework in pairs.

Then you will present your homework to the class by showing your drawings and describing the characters you have chosen and you will also be asked to give a short summary of your favourite fairy tale.

Extra: Have you chosen any music?

The goal will be to put together a book with fairy tales in different languages, where you will write your own fairy tales in your mother tongues and in English.

Each fairy tale will have a list of vocabulary - mother tongue, L1/ English, L2

1. Step one - adjectives
2. Step two - verbs
3. origin of words
4. the language families and so on ...

Grouping: 

1. Work in pairs and go through the adjectives and learn each other's adjectives both in English and in your friend's mother tongue. You will practise the pronunciation so that you can describe the main characters using the adjectives from your friend's mother tongue.
2. Each pair of students will get two OHT: s (Overhead transparencies).
3. Present your friend's pictures and the characters to the whole class.
4. If you have chosen music or put together your own song, it will also be presented to the class.

This way we will be able to see similarities and differences between the languages and work from that standpoint.



3. WORKING WITH NATURE AND SCENERY IN FAIRY TALES IN COOPERATION WITH GEOGRAPHY, SCIENCE AND PHYSICAL EDUCATION

So far we have worked with characters in fairy tales. Now we will continue with the environment which you can come across in the tales.

Grouping:  or  or 

1. Look at the picture of the forest and describe it (Enclosure 1). Is it a scary forest or a nice and calm place to be? Use as many descriptive adjectives as you can. Use as many senses as possible:
 - Hearing
 - Sight
 - Smell
 - Taste
 - Touch
2. What can you do in a forest? Give examples. (Working with verbs)
3. Do you have forests like these in the country where you or your parents came from? Describe that nature. Compare it with nature in Sweden. (See *Map of Sweden, Topography*)
4. Design a game, which is based on your fairy tale, which you can play in the forest with the children from the kindergarten.
5. Design (Invent) your own sport.
6. Bring samples from the forest, such as stones, lava, insects and leaves and so on. (You can do that in Sweden, according to Swedish law.) Do you recognise any environments or/and monsters you have seen in movies? Look at, whatever you have brought, in a microscope. Can you use what you see, in your fairy tale or in your game?

Homework:

Go home and ask your parents to describe or show you pictures of nature in their/your home country. Try to describe it by using the five senses. Write it down in your mother tongue and translate it into English. Draw a picture which you can show the class.



Map of Sweden, Topography



[http://commons.wikimedia.org/wiki/File:Map_of_Sweden_Topography_\(polar_stereographic\)_Sv.svg](http://commons.wikimedia.org/wiki/File:Map_of_Sweden_Topography_(polar_stereographic)_Sv.svg)



Map of the world



http://commons.wikimedia.org/wiki/File:Map_of_the_world_1998.jpg



4. GUIDELINES FOR WRITING A FAIRY TALE AND GUIDELINES FOR HOW THEY ARE TO PRESENT THEIR FAIRY TALES

Grouping: 

1. We start the lesson by revising what we did last time we met.
2. You show pictures and present your homework to the class.
3. Your teacher will give you guidelines for:
 - a) How to write a fairy tale.
 - b) How you are to present your fairy tales.

Grouping:  or 

- a) You will write your own fairy tale.
- b) You will choose a form of presentation and start planning your work.

Week 5

Presentations of your fairy tales.