

**”TO SEE OR NOT TO SEE.  
THAT IS THE QUESTION”  
Lesson Plan 1**

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“TO SEE OR NOT TO SEE. THAT IS THE QUESTION”

UNIT:	“TO SEE OR NOT TO SEE. THAT IS THE QUESTION”
LESSON:	Quentin Blake (5 hours)
SESSION:	Session 1: Introducing the illustrator and his work (2 hour) Session 2: Working on “Mister Magnolia” (3 hours)

<b>AIMS</b>
<ol style="list-style-type: none"> <li>1. To know about Quentin Blake (life and work)</li> <li>2. To know and develop work from one of Blake’s books as an illustrator and a writer.</li> <li>3. To develop skills to illustrate a rhyme.</li> </ol>
<b>CONTRIBUTION TO COMPETENCES</b>
<ol style="list-style-type: none"> <li>1. Communicative. Artistic and cultural: applying techniques and aesthetic resources of different artistic languages as well as his/her own knowledge.</li> <li>2. Personal: can develop individual or collective activities with creativity, confidence, responsibility and critical thinking.</li> </ol>

<b>LEARNING OUTCOMES</b> What learners will be able to do at the end of the lesson	<b>COGNITION</b>
<b>KNOW:</b> <ol style="list-style-type: none"> <li>1. Basic information about the life and works of the illustrator.</li> <li>2. The language and meaning of the story.</li> <li>3. About language used in a story.</li> <li>4. A story can be written in rhyme.</li> </ol> <b>BE ABLE TO:</b> <ol style="list-style-type: none"> <li>1. Identify Quentin Blake’s pictures</li> <li>2. Reproduce some parts of the language of a story in art and language.</li> <li>3. Produce short rhymes.</li> <li>4. Develop skimming and scanning skills for reading a text.</li> <li>5. Illustrate a rhyme.</li> </ol> <b>BE AWARE THAT:</b> Artists can be illustrators of children’s books.	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Giving reasons</li> <li>• Organizing information</li> <li>• Imagining</li> <li>• Applying imagination</li> <li>• Hypothesising</li> <li>• Analysing a book text</li> <li>• Applying information</li> <li>• Predicting</li> <li>• Classifying</li> <li>• Comparing</li> </ul>
	<b>CULTURE</b>
	<ol style="list-style-type: none"> <li>1. Respect different points of view</li> <li>2. Interest in knowing other people’s works of art (artists and classmates).</li> <li>3. Interests in knowing what other languages sound like.</li> </ol>

COMMUNICATION
LANGUAGE OF LEARNING
Vocabulary: feelings, animals, food, family, clothes, musical instruments, weather, alphabet, actions, means of transport, daily routines... Communication structures: Can. Present continuous. Present simple. How many...? There is /are. How is / are...feeling? Why? Because... What is / are ...doing? To Have. To be .
LANGUAGE FOR LEARNING
-Explaining somebody's life facts. -Describing a picture. -Giving reasons and justifying them. -Expressing comparisons between two images. -Expressing possibilities. -Expressing feelings through body language.
LANGUAGE THROUGH LEARNING
-Language that might come out when developing the session. e.g.”I don't know a word that will rhyme”, “Does this word rhyme with...?”

ASSESSMENT CRITERIA
The assessment is going to be mostly formative. Pupils should be able to: -Recount some of Quentin Blake's life facts. -Describe characters from a storybook. -Talk about feelings. -Organize information in a mind-map.. -Understand the content of a story and answer questions about it. -Justify an answer. -Match oral information with pictures. -Identify words that rhyme. -Make short rhymes. -Illustrate their own rhymes.  *This symbol next to some of the activities indicates that they can be used for assessment.