

Lesson plan Swedish as second language: To develop students writing in narrative genre by explicit instruction.

Level: Beginners

The Swedish national curriculum, Lgr 11 says that it is important to teach students how to write texts in different genres. Especially second languages learners need to be aware of the structure and grammar of different texts by explicit instruction.

The students will be aware of the structure in the narrative genre. They are supposed to identify and use the structure which includes time, a place, a problem/course of events and a solution. They are also supposed to use the grammar that is connected to this genre.

Activities:

Students will see short stories on a Swedish link espresso.se.

They will create solutions of the stories by themselves. They will read a fable and identify the structure and the grammar. They will work with the fable on a Smart board and fill in the correct form of verbs and also fill in different conjunctions. Finally they will write the story in their own words.

Lesson 1

Step 1: The teacher shows two stories from a Swedish link espresso.se.

http://194.68.50.206/espresso/modules/e1_speakinglistening/what_happens/index.html

As the stories end without a solution students have to create it themselves. Now the teacher talks about the structure and ask students to identify place, time, problem and solution.

Step 2: The teacher shows a picture (bild) and speak about the narrative genre and gives fables as an example of this genre. Students discuss the picture and the unfamiliar story that it illustrates.

Step 3: Students read the fable and identify the time, the place, the problem and the solution.

Lesson 2

Step 1: The teacher point out the verbs and the conjunctions in the fable. Then teacher informs about the grammar and the words that built the structure of a narrative genre.

Step 2: Students do exercises by giving the past tense of different verbs given from the teacher.

Step 3: Students fill in the right form of the verbs in the gaps of the fable.

Step 4: The teacher asks a student to tell what he did yesterday. As the student speaks the teacher writes it down on the Smart board without the conjunctions. The teacher asks the students to identify what is missing in the story.

Step 5: Students fill in the missing words in the gaps of the fable.

Lesson 3

The teacher asks students to write the fable about “The thirsty crow”. She reminds them about the structure and the grammar of the narrative genre.

Extra: Let the students work in the same way with other fables.

Let them create a fable by themselves.

The thirsty crow

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, he could not find any. He felt very weak, almost lost all hope. Suddenly, he saw a water jug below the tree. He flew straight down to see if there was any water inside. Yes, he could see some water inside the jug!

The crow tried to push his head into the jug. Sadly, he found that the neck of the jug was too narrow. Then he tried to push the jug to tilt for the water to flow out but the jug was too heavy.

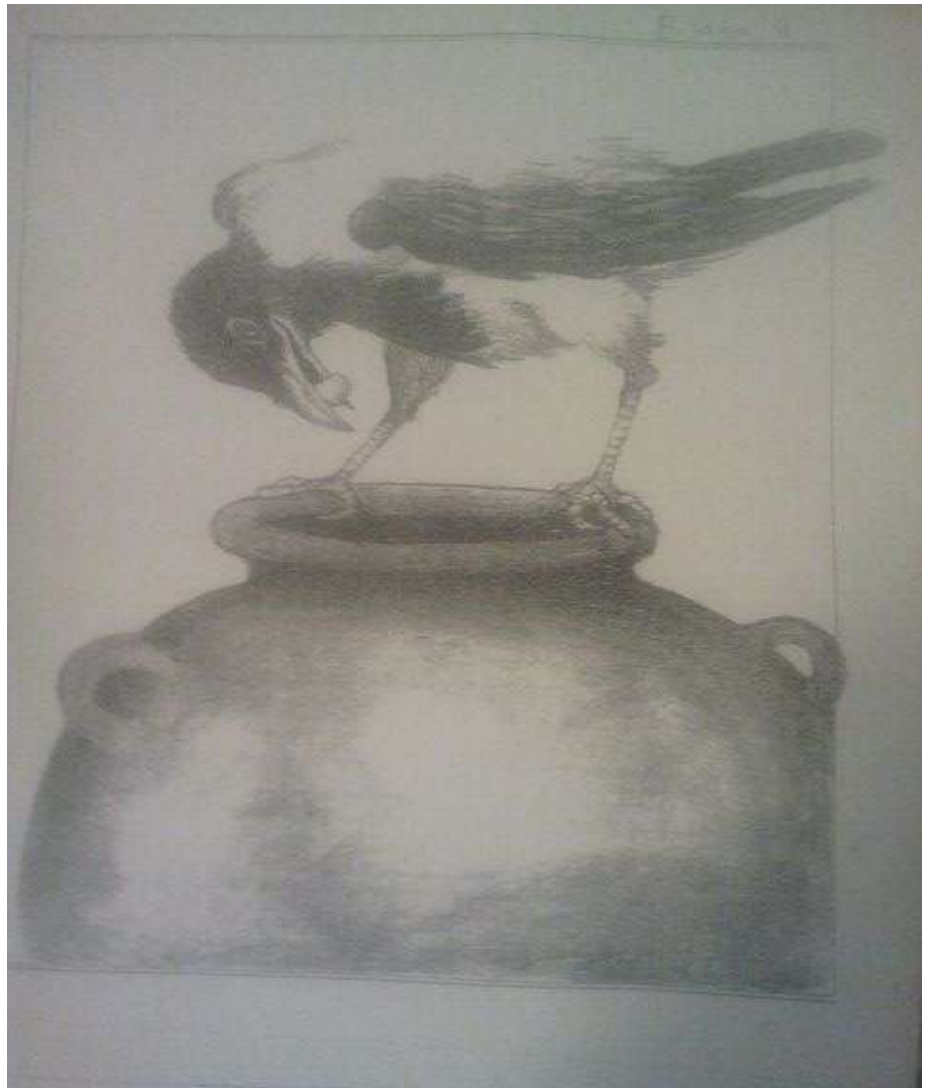
The crow thought hard for a while. Then looking around it, he saw some pebbles. He suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. His plan had worked

You can achieve anything you want.

The thirsty crow

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, he could not find any. He felt very weak, almost lost all hope.

_____ he saw a water jug below the tree. He flew straight down to see if there was any water inside. Yes, he could see some water inside the jug!



The crow tried to push his head into the jug. Sadly, he found that the neck of the jug was too narrow. _____ he tried to push the jug to tilt for the water to flow out but the jug was too heavy.

The crow thought hard for a while. Then looking around it, he saw some pebbles. He suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. _____ more and more pebbles filled the jug, the water level kept rising. _____ it was high enough for the crow to drink. His plan had worked

You can achieve anything you want.

Soon Then Suddenly As

The thirsty crow

One hot day, a thirsty crow ^{fly} _____ all over the fields looking for water. For a long time, he ^{can} _____ not find any. He ^{feel} _____ very weak, almost lost all hope.

Suddenly, he ^{see} _____ a water jug below the tree. He flew straight down to see if there was any water inside. Yes, he could see some water inside the jug!

The crow ^{try} _____ to push his head into the jug. Sadly, he ^{find} _____ that the neck of the jug was too narrow. Then he tried to push the jug to tilt for the water to flow out but the jug was too heavy.

The crow ^{think} _____ hard for a while. Then looking around it, he saw some pebbles.

He suddenly ^{have} _____ a good idea. He ^{start} _____ picking up the pebbles one by one, dropping each into the jug. As more and more pebbles ^{fill} _____ the jug, the water level ^{keep} _____ rising. Soon it ^{be} _____ high enough for the crow to drink. His plan had worked.

You can achieve anything you want.