



BLOCK GRAPHS – CLASS SURVEY

[MATERIAL FOR THE ENGLISH CLASSROOM]



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TEMPLATE FOR MATERIALS

Title	Block Graphs – Class Survey	
Level	Beginner (7-8 year olds)	
Duration	40 minutes	
Objectives	<p>Whole learner:</p> <ul style="list-style-type: none"> ▪ To develop planning skills ▪ To work collaboratively ▪ To use inductive and deductive methods to identify different features among students ▪ To use imagery to know how we are the same and different in a class ▪ To raise awareness on self and others (similarities and differences) <p>Whole world:</p> <ul style="list-style-type: none"> ▪ To read information from block graphs ▪ To make simple block graphs ▪ To follow instructions <p>Whole language:</p> <ul style="list-style-type: none"> ▪ To talk about physical description using “have got-has got” ▪ To review numbers 1-20 ▪ To review the colors of hair and eyes ▪ To practice addition 	
Language use	<p>Listening:</p> <ul style="list-style-type: none"> ▪ Listening for general understanding ▪ Listening for specific information (physical description) <p>Speaking:</p> <ul style="list-style-type: none"> ▪ Developing learner’s ability to describe the physical description of self and others ▪ Answering questions about people <p>Reading:</p> <ul style="list-style-type: none"> ▪ Reading for specific information (number of students who carry certain physical qualities) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Making a block graph with the information gathered 	
Language focus	Linguistic Focus	Discourse focus
	<p>Grammar Present Simple – has got/have got – How many..?</p> <p>Vocabulary Colors and styles of hair – colors of eyes – numbers 1-20</p> <p>Phonetics – Pronunciation of colors and styles of hair / eyes.</p>	<p><u>Questions and their corresponding answers:</u> “What color hair/eyes has ... got?” “Has ... got blonde hair?” “How many students have got (blonde)(hair)?”</p> <p><u>Repetition of answers and information regarding description of friends:</u> “I have got ... hair and ... eyes.” “(Ten) students have got blue eyes.”</p>
	Pragmatic Focus	Cultural Focus
	<p>Describing people physically</p> <p>Identifying</p> <p>Classifying</p> <p>Adding up</p>	<p>Possibility of discovering how people from other cultures and countries differ in physical appearances by asking or informing learners</p>
Reflection on learning	Learning strategies: So that learners become more autonomous, the following learning strategies will	

Towards learners' autonomy	<p>be undertaken while developing the lesson: activating background knowledge, developing planning skills, making logical connections in order to identify different physical features of people, using inductive and deductive methods to describe hair colors and styles and eye colors, deduction, repetition, selective attention, taking notes</p> <p>Multiple intelligences: visual, kinesthetic, interpersonal, logical, spatial, linguistic and mathematical intelligences</p> <p>Learning styles: Varied learning styles will be used according to individual students learning needs (see sequence for activities)</p> <p>Portfolio: Students may be asked to copy the block graph on an A4 paper with the design and color of their choice and put it in their Dossier</p>
Assessment	<p>Informal assessment based on observation: Oral description of self and peer physical description as well as the ability to answer questions about people and their looks.</p>
Materials and resources needed	<p>A computer and a projector Flashcards Handout – Making Block Graph</p>
Sequence of activities	<ol style="list-style-type: none"> 1. Describing People. 2. Jenny's Class. 3. How many students? 4. Our Class – Block Graph of eye colors.

SEQUENCE OF ACTIVITIES

1) Describing People.

Show the flashcards and ask what colour the boy's / girl's hair is. (e.g. What colour hair has he got?). Students are expected to make full sentences. e.g. "He has got red hair." After getting the students answer, say "I have got hair and eyes." Then ask them to say the colour of their hair and eyes. You can ask them to choose a friend and describe him / her.

2) Jenny's Class.

On smart board show Jenny and read what she says. Get two or three students to read it. Ask some questions about her e.g. "What colour hair has she got?" "Has she got long or short hair?" "How old is she?" "Has she got blonde hair?"

3) How many students?

Write different colours of hair that Jenny has mentioned on the board. Focus on the number of students who have got different colours of hair asking "How many students have got blonde / brown hair in Jenny's class?" While getting the answers, draw block graphs on the board above the appropriate hair colour. Colour the graphs accordingly. After you have finished, explain to the students that you have made a graph. Get the students to go to the board, count the squares, point at it and say e.g. "Seven students have got blonde hair." While counting, write the numbers e.g. 7 + 5 + Ask students to add them. After getting the answer write it on the board. Point at Jenny and remind them her question reading it again. Ask "How many students are there in Jenny's classroom?"

4) Our Class – Block Graph of eye colors.

Put the students in groups asking "Who has got brown / blue / hazel / green eyes?" The ones that put their hands up go to the board and take place in their groups. One student in each group hold cardboard that is written e.g. "BROWN EYES". Start counting the students in each group and write the numbers on the cardboards. After you write on all cardboards, tell the students to sit down. Stick the cardboards on the board and hand out study sheets. Pay their attention to the instruction and read it. Get them to look at the board to remember the number of students who have different colours of eyes and make a block graph of their class accordingly. After it's finished, they continue with page 2 and complete the speech bubble writing about the block graph of their class.