"The Gruffalo" in a combined grade level classroom

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THE GRUFFALO IN A COMBINED GRADE LEVEL CLASSROOM

Master's thesis

Mentor:

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SVEUČILIŠTE U ZAGREBU

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THE GRUFFALO U KOMBINIRANOM RAZREDNOM ODJELU

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Abstract

A combined grade level classroom is a particular educational environment with two or more grade levels. Being a unique environment, teaching English as a foreign language (EFL teaching) in this type of environment is equally as unique. An English teacher works with every class simultaneously, combining direct and indirect teaching. With this teaching system, some crucial language learning skills are overlooked due to the increased amount of student's individual work that is required. By implementing a teaching material, such as an authentic picturebook, teachers could achieve a more efficient and congruent lesson, language acquisition, and equal development of all language skills. This research aims to explore whether authentic picturebooks could be used in combined grade level classrooms as a (primary) teaching material to decrease students' individual work and increase direct teaching with all classes. The picturebook *The Gruffalo* (1999) by Julia Donaldson, will be used during four English language lessons in a combined two-grade level classroom in one Croatian district school. During the lessons, many different picturebook-related activities and tasks will be used according to objectives set by the National Curriculum for the English language.

Keywords: a combined grade level classroom, authentic picturebooks; *The Gruffalo*, EFL teaching

Sažetak

Kombinirani razredni odjel posebno je odgojno-obrazovno okruženje s dva ili više razreda. Podučavanje engleskog kao stranog jezika (EFL nastava) u ovakvom okruženju jednako je jedinstveno. Učitelj engleskog jezika paralelno radi sa svakim razredom, kombinirajući izravnu i neizravnu nastavu. Ovim sustavom podučavanja neke ključne vještine učenja jezika su zanemarene zbog povećane količine potrebnog individualnog rada učenika. Primjenom zajedničkih nastavnih materijala, poput izvorne slikovnice, mogla bi se postići učinkovitija i usklađenija nastava, usvajanje jezika i ravnomjeran razvoj svih jezičnih vještina. Ovo istraživanje ima za cilj istražiti mogu li se izvorne slikovnice koristiti u kombiniranim razrednim odjeljenjima kao (primarni) nastavni materijal za smanjenje individualnog rada učenika i povećanje izravne nastave sa svim razredima. Slikovnica *The Gruffalo* (1999) autorice Julie Donaldson, koristit će se tijekom četiri sata engleskog jezika u kombiniranoj učionici s dva razreda u jednoj hrvatskoj područnoj školi. Tijekom nastave radit će se različite aktivnosti i zadaci vezani uz slikovnice prema ciljevima postavljenim Nacionalnim kurikulumom za predmet engleski jezik.

Ključne riječi: kombinirani razredni odjel, izvorne slikovnice; *The Gruffalo*, poučavanje engleskoga kao stranoga jezika

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1. Introduction

Picturebooks, often referred to as "children's book par excellence"[1] (Martinović & Stričević, 2011, p. 47), serve as a powerful starting point in children's developmental life stages, acting as a springboard into literacy and reading. While their use is often limited to intimate family settings, where they foster interaction and connection with children, they also provide exposure to the mother tongue and promote language acquisition. However, most children have only been exposed to picturebooks in their native language. They have started the acquisition of a foreign language through cartoons, songs or techniques used in primary education (flashcards, TPR, chants…), especially English. English language teachers frequently rely on standard teaching methods and techniques due to their proven efficiency, often neglecting to incorporate other media into their teaching, particularly in lower primary grades. The use of picturebooks, along with other authentic materials, in foreign language teaching has been overlooked by many despite the numerous proven benefits. This statement is supported by recent research in Croatia by Cindrić and Milković (2023), whose findings showed that out of 110 English language teachers, 58.2% of them used stories from textbooks, while only 11.8% of them used authentic picturebooks in their lessons (p. 88). In this research and many others, it has been noted by teachers, literary critics and academics how authentic literature fosters children's development as well as opens many doors to achieving the aims set by the *National Curriculum for the English language*, inspiring a more comprehensive and practical learning experience. The contemporary textbook-based teaching, which often excludes picturebooks, is then quite surprising since until the 1930s in Croatia, "picturebook authors were mostly teachers who wrote picturebooks by order" (Batinić & Majhut 2000, as quoted in Martinović & Stričević, 2011, p. 50). If teachers were motivated to create picturebooks, what would stop modern English teachers from using them in their classrooms? The positive impacts of picturebooks in EFL teaching have been widely researched and acknowledged. Mourão (2015) emphasises how children's cultural, cognitive, emotional, language and literacy development can be greatly developed and supported by the use of interesting and engrossing picturebooks (p. 214) during the English Language, "a school subject with a vast potential for variation, underpinned by a wide variety of engaging, exciting and wonderful stories and genres to choose from" (Birketveit & Williams, 2013, p. 11).

[1] All translations by Lara Ščuric, unless otherwise noted.

Bland (2013a) points out how using authentic material such as picturebooks can introduce a playful process involving imagination and experimentation in the EFL classroom (p. 93). Play is a child's fundamental need, which is encouraged and endorsed in various developmental stages established by Piaget: "(1) the sensorimotor stage from birth to 2 years, (2) the preoperational stage from 2 to 7 years, (3) the concrete-operational stage from 7 to 12 years, and (4) the stage of formal operations that characterizes the adolescent and the adult" (Bornstein et al., 2024, para. 11). During these developmental stages, children are exposed to various didactic toys to endorse problem-solving skills, cognitive and motor skill development, and to broaden up and encourage imagination and thinking outside the box which is a highly sought out skill in modern times. These kinds of toys can be found and are used everywhere: in children's homes, countless stores, and even schools. Why not picturebooks? These "textual toys" (Sipe, 2008, p. 7) rarely cross from the family doorstep into modern EFL learning classrooms, the most prominent advocates for children's cognitive, affective, and psychomotor development.

Even less often do picturebooks cross into a combined grade level classroom. This type of educational environment is often "made up of students from two or more grades in which classes are conducted according to the regular or special curriculum, and this kind of department is composed, generally, of students from I. to IV. grade of primary school" (Sušac, 2015, p. 154). The classroom dynamic is often organised by alternating direct and indirect teaching, where a teacher's attention exchanges from one class to the other depending on the lesson type and age of the students. As Petrović (2010) explains, a teacher in a combined grade level classroom has to prioritise grades whose lesson type is new material development and grades with younger students due to the impossibility of incorporating individual work (p. 271). Due to a lack of students, educational environments like these are often found in rural areas where a typical classroom cannot be formed. An increased amount of combined grade level classrooms can be seen in the Republic of Croatia, where in the school year 2020/2021, according to the Croatian Bureau of Statistics (2022), from a total of 18 135 classroom departments, 1 560 are combined grade level classrooms. The Croatian Bureau of Statistics (2022) also published the number of lower primary teachers, 13 116, and English teachers teaching in lower and upper primary grades, 3 548. These numbers are crucial for understanding a statement made by Bognar (1982):

> Although almost every third lower primary school teacher works in a combined grade level classroom, this type of teaching is not addressed enough in our pedagogical theory or in the schools that provide training for future teachers. However, a large part of lower primary school teachers start their working lives in combined departments. (p. 24)

According to this statement and the data provided by the Croatian Bureau of Statistics, it can be presumed that 4 372 lower primary teachers and around 1 182 English teachers worked in combined grade level classrooms in the school year 2020/2021. As Bognar (1982) states, many lower primary teachers, whether regular or foreign language teachers, come into these departments unprepared for the upcoming challenges (p. 24), making any deviation from the established curriculum hard. However, "a child is the main purpose of the existence of the picturebook" (Martinović & Stričević, 2011, p. 58), further supporting its incorporation into the EFL combined classroom environments where their "dynamic and dialogic form can serve as a starting point in the process of mastering a foreign language" (Narančić Kovač, 2019, p. 343).

2. Defining picturebooks

Children's literature was not always as prominent, represented, and undoubtedly equivalent to other branches of literature. As Fadiman (2024) indicates, authentic works designed for children (such as fairy tales, lullabies, fables, easy-to-read stories, picturebooks and world-classics (para. 1)) became apparent as an autonomous form of literature only in the 18th century (para. 2) due to the child's status as terra incognita (para. 15), or unknown land. Due to this remote stance of children themselves, their literary approaches were often conjoined with general literature. However, children's literature established its distinguished position among other literary branches during the 20th century. Crnković and Težak (2002) classify picturebooks as real children's literature. Even though children's literature has evolved since its appearance, defining picturebooks is still quite complex and not straightforward. Many authors provided their definitions of picturebooks. Some authors offer brief and concise definitions. For example, Martinović and Stričević (2011) describe picturebooks as books for children which consist mainly of pictures or just pictures (p. 39). Another brief definition rests on numerous studies which suggest that a picturebook is "an art form based on the combination of two levels of communication, the verbal and the visual"

(Nikolajeva, 2003, para. 11). On the other side of the spectrum, Bader (1976) provides an extensive universal definition which states that "a picturebook is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historic document; and foremost, an experience for a [reader]" (p. 199). Whichever definition authors choose or are inclined to, the universal belief is that picturebooks are unique and distinctive literary works with endless, often undefinable, possibilities. Picturebooks are closely connected to authentic children's literature and sometimes used as its synonym, which captures the essence and position of picturebooks in EFL classrooms most effectively. Mourão (2016) states that what makes a picturebook an authentic piece of children's literature is its primary components: pictures and words, since the authors did not create the verbal and visual components with specific classroom and curricular guidelines in mind. Their works were not "abridged or altered for language learning purposes" (p. 26), making them unique literature works. It could be concluded that when defining picturebooks in regard to EFL teaching, authenticity should exist at the core of their definition.

3. The semiotic framework of picturebooks

The semiotic framework is the foundation of multiple picturebooks. Picturebooks operate based on two sign systems: visual (iconic) signs, i.e. symbols/illustrations, and verbal (conventional) signs, i.e. words. Each sign system demands a different approach and knowledge to decode it, promoting the development of decoding skills, and verbal and visual literacy (Mourão, 2015, p. 203). By incorporating two types of communication, they create "gaps for readers to fill as they interpret the way pictures and words come together to create meaning" (Mourão, 2013, p. 98). These gaps occur when the reader simultaneously transfers his attention from one sign system to another, promoting the development of thinking skills, imagination and personal interpretations. These gaps encourage readers "to think about what the pictures show and the words tell, and actively fill the gaps, when they exist, with their personal interpretations" (ibid., p. 99). "Pictures in picturebooks are complex iconic signs, and words in picture books are complex conventional signs" (Nikolajeva & Scott, 2001, p. 1), which is why picturebooks are often described as compound in nature or as a "two-dimensional material" (Martinović & Stričević, 2011, p. 48). This is why, as Lewis (2001) emphasises, when it comes to the spelling of the term *picturebook*, the best way to capture its compound nature, the unity of visual and verbal sign systems, is to use the compound noun itself, which is 'picturebook' (p. 14). Consequently, many authors (including Nikolajeva &

Scott, 2001; de Rijke, 2022; Stanišić & Milković, 2022; Mourão, 2013; Mourão, 2016; Narančić Kovač, 2016) utilise and some even provide Lewis's definition of the term *picturebooks* in their work (Cindrić & Milković, 2023; Mourão, 2015) to point out relevance of the conjoined nature of the two discourses. Following the example of many esteemed authors, Lewis's compound term will be explicitly used in this paper. This will validate the compound nature of the visual and verbal sign systems as the most accurate description.

4. Text-picture relationships

Even though the verbal and visual sign systems act together to create a unified piece of art, in picturebooks, they (co)operate differently. Nikolajeva and Scott (2001) highlight the difference between verbal and visual discourse in picturebooks. Verbal discourse often follows a linear structure, while visual discourse does not. This creates numerous opportunities for interaction between words and images, resulting in a variety of possible relationships between text and pictures. There are numerous text-picture relationship concepts. On the simpler side of the spectrum, the text-picture relationship can be described through "symmetry, complementarity, enhancement, counterpoint, and contradiction—all of which can work independently on the different levels of the picturebook narrative, such as plot, setting, characterization, perspective, and so on" (Nikolajeva, 2003, para. 14). On the other side of the text-picture relationship spectrum, Sipe's (1998) concept of synergy is recognised by many as pivotal. The initial definition of synergy is described as "a combined effect greater than the sum of their separate effects" (ibid., p. 98), where the unity of pictures and words brings out the full effect of picturebooks. The concept of synergy is closely associated with the widely acknowledged term *picturebooks*, which is why it most adequately describes the concept of the symbiotic text-picture relationship. The meaning of texts in picturebooks relies on the accompanying illustrations; therefore, reading them independently would result in an inaccurate interpretation. The synergy between words and pictures is essential for readers to comprehend the intended meaning of a picturebook fully, which is why the synergy concept should be seen as the leading and predominant text-picture relationship concept.

5. Reader response theory

Numerous literary theorists have delved into the cognitive mechanisms and influence of picturebook reading. This area of study is referred to as reader response theories, which

highlight the reader's significant role in “constructing meaning from texts” (Mourão, 2016, p. 30) and emphasise the existence of “textual gaps” (Nikolajeva & Scott, 2001, p. 2). “Communication between reader and text begins when the reader fills the gaps” (Mourão, 2013, p. 99). In schools, the reader response theory refers to a process where teachers promote discussions, predictions and inference about the text where “the success of guided reading depends entirely on high-quality interactions between teacher and pupils, knowing when and how to intervene, prompt, question and so on” (de Rijke, 2022, p. 10). Out of many reader response theories, the following section will elaborate more on Rosenblatt’s (1995) reader response theory and its connection to the hermeneutic circle.

Rosenblatt (1995) developed the transactional theory of literature, and was the first of many to put the emphasis on “both the reader and the text” (de Rijke, 2022, p. 9) “as equal partners” (Sipe, 2008, p. 56). This emphasis brought to light different perspectives on the origin of meaning and on “the subjectivity of transactions between reader and text, placed on a continuum from ‘aesthetic’ (reading for pleasure) to ‘efferent’ (reading for meaning)” (de Rijke, 2022, p. 9). The aesthetic stance is acquired when the recipient does not focus on extracting and gathering information from the text but rather approaches the reading process as a relaxing phenomenon, while efferent stance, as its Latin origin denotes, is the process which focuses solely on extracting information from the text. Here, the text takes on a passive role, while all actions and activity fall on the recipient, where the meaning is created in the transactional process. By engaging in this process, the reader creates a “poem” (Sipe, 2008, pp. 57-58), where “the result is a third text, which emerges from the reader’s personal reactions and experiences in relation to the original” (Mourão, 2016, p. 31).

The transactional process also puts great emphasis on teachers and their role in literary interpretations. Teachers who adopt Rosenblatt’s view of literary understanding create an encouraging classroom environment where students’ individual responses are encouraged and elicited in order for them to evaluate their own and the responses of others, which will be further modified and refined by acknowledging various responses and reevaluating and revisiting the text (Sipe, 2008, p. 127). The benefits of adopting such a literary view in EFL teaching when reading authentic materials have been proven in research by Stanišić and Milković (2022) and Narančić Kovač and Likar (2001) in Croatia. Whether reading a picturebook in the first grade of lower primary (Stanišić & Milković, 2022) or reading an authentic short story in the seventh grade of upper primary (Narančić Kovač & Likar, 2001), students’ personal interpretations are at the centre of literary analysis in a relaxing educational

environment. A relaxing educational environment where students' personal responses were elicited and valued resulted in establishing a positive rapport with the students, attitudes toward English and valuable personal interpretations used in the meaning-making process.

The abovementioned reader response theory rests upon the interaction of the recipient and the two sign systems, which create new meanings when combined. This unity of text and illustrations creates a cohesive whole where new meanings appear in an endless circle. Nikolajeva and Scott (2001) describe the hermeneutic circle process, where the reader switches between understanding information through words and images in an ever-expanding cycle of comprehension (p. 2). This circular form of understanding is also present in Sipe's description of the process of transmediation, where it is described as a "never-ending sequence" (Sipe, 1998, p. 102), which only further supports their statement. This circular comprehension process is not taught but rather innate in all children who "do not read the same book; they go more and more deeply into its meaning" (Nikolajeva & Scott, 2001, p. 2), which is why it is important to revisit a picturebook several times. This is also supported by Narančić Kovač (2019), stating how rereading picturebooks enables the connection of verbal and visual information that remained unnoticed in previous readings (pp. 357-358). Based on the positive outcomes of the research mentioned, Rosenblatt's (1995) perspective on literary understanding and the research by Stanišić and Milković (2022) inspired and formed the basis of the EFL teaching in a combined grade level classroom research discussed in this paper, as well as the hermeneutic circle process, which played a crucial role in deepening students' understanding of the narrative and encouraging unique personal interpretations.

6. Picturebooks in EFL classrooms

Schools, as educational institutions, carry a significant load of responsibilities when it comes to educating children, one of which is literacy. According to Milković and Stanišić (2022), picturebooks in EFL classrooms promote the development of numerous literacies, such as academic, visual, verbal, emotional, cultural, environmental, nature, film literacy, critical thinking and learning literacy (p. 46). Considering how picturebooks are instigators of children's literacy, they could also take over the role of classroom endorsers of their future development, especially in EFL classrooms. Picturebooks present diverse learning opportunities that can only further enhance interactive and engaging English lessons. Through the incorporation of picturebooks, teachers can effectively facilitate learning by catering beneficial features of picturebooks. This enhances the quality of their teaching and,

by being exposed to their benefits, helps students gain a deeper understanding of the subject matter in an engaging and diverse way.

Many have recognised the benefits of picturebooks in regular and EFL classroom environments, including their authenticity. Due to the nature of the language, which was not selected or adapted, it "ensures authentic language use" (Narančić Kovač, 2019, p. 348) and "enables cross-curricular learning, develops students' awareness of multiculturalism and tolerance, promotes empathy, kindles imagination and creativity" (Cindrić & Milković, 2023, p. 84). In regard to developing their speaking skills, picturebooks "provide affordances for authentic L2 use through interpretation of the books' pictures, words and design, as these elements come together to produce a visual verbal narrative" (Mourão, 2015, p. 203). Authentic material such as picturebooks can be used as an alternative to ready-made textbooks, which only imitate reality. Picturebooks in EFL teaching not only provide students with real-life language examples but also create a genuine need for using the foreign language.

Picturebooks provide many cognitive, affective, and psychomotor possibilities, which correlate with a child's global development. Everything mentioned has an even more significant effect because it emerges from play, the backbone of childhood and learning. According to Martinović and Stričević (2011), picturebooks can serve a variety of functions, including information-educational, cognitive, experiential, aesthetic, and speech-lingual, and all of these functions are fostered through play (p. 52). De Rijke (2022) also emphasises the importance of play, stating how it endorses children's endeavour into their world of imagination and fantasy (p. 12). Concerning language learning, Mourão (2016) states how the two modes on which picturebooks operate (verbal and visual) provide significant support in language learning by establishing confidence, encouragement, and active participation in students (p. 28). Great importance is also given to picturebook gaps, stating how it "challenges young learners to search for, and in the classroom negotiate for, understanding and meaning" (Bland, 2013b, p. 32), contributing to opportunities for realistic and relevant conversation and usage of the foreign language. These realistic opportunities contribute to realistic conversations that promote the development of speaking and listening skills, prominent language learning skills in lower primary grades. Besides the curriculum-predetermined language learning skills, visual literacy is another skill that can be acquired from picturebook gaps. This is "the learners' ability to look, understand and be critical about visuals they encounter" (Mourão, 2016, p. 29) or the strategy of "learning to look" (Mourão,

2015, p. 203). Visual literacy skills emerge from the active participation of the readers, who base their interpretations on the gap-filling process (alone or with their peers) where “in so doing, the very act of interpretation with others creates a real reason for the learners to use English in the classroom” (Mourão, 2016, p. 31). These personalised responses will promote meaningful interaction between students and teachers and provide a meaningful situation for foreign language use. These interactions do not have to, and cannot, be entirely in the foreign language because there is “empirical evidence that children's L1 utterances when rephrased into L2 by a teacher can support L2 development” (Mourão, 2015, p. 205). Besides the meaningful foreign language use, “picturebooks cover a variety of socially, culturally and historically appropriate material for the language classroom dealing with a myriad of themes, and of course bringing the cultures of many Englishes to our classrooms through the words and pictures they contain” (ibid., p. 203). Regarding the growing concern about maintaining children’s attention and interest in class, Narančić Kovač (2016) states that the solution to this global issue is picturebooks: with its inexhaustible possibilities, children independently venture into the picturebook world in search of new meanings and findings, which fosters their long-term enthusiasm for reading (p. 9).

Based on the numerous proven benefits, it can be concluded that using authentic picturebooks in EFL teaching can dramatically contribute not only to the development of basic foreign language learning skills but impact children’s overall development as well. They can promote authentic language use and provoke an intrinsically motivated need for foreign language use in the classroom. Picturebooks provide a wide array of benefits that exceed those offered by traditional curricular textbooks, which is why they should have a consistent presence and honoured position in regular EFL teaching, especially in combined grade level classrooms.

7. Combined grade level classrooms

A combined grade level classroom is often described as a “social and pedagogical community" (Petrović, 2010, p. 280) constructed of two or more grades, often in lower primary. They are mainly present in rural areas where the number of children is too scarce to create a regular classroom environment. This phenomenon is present not only in the Republic of Croatia but in many other countries. Recent research points to the fact that such an organisation of upbringing and education is a widespread phenomenon and represents approximately one-third of all classes at the world level. The number of combined class

departments is constantly increasing and it is predicted to continue to increase in the future (Varga & Sabljak, 2020, p. 177). As Bognar (1982) states, for many countries, this educational environment is a pedagogical reality (p. 24).

According to the Croatian *Rulebook on the number of students in regular and combined classrooms and educational groups in elementary school* (2009), there are differentiations regarding the number of students depending on the number of grades combined: a two-grade combination consists of a maximum of 16 students, a three-grade combination consist of a maximum of 14 students and a four-grade combination consists of a maximum of 12 students. The number of students decreases if there are any students with developmental difficulties. However, these instructions can be modified according to organisation or programme needs and reasons.

There are various combination patterns that can occur in a combined grade level classroom. Petrović (2010) describes two of the possible combination patterns: a combination of consecutive grades (1st and 2nd/3rd and 4th grade) and a combination of distant grades (1st and 3rd/2nd and 4th grade), and how teachers are divided in their opinions regarding this topic (p. 268). The author states how the preference for combining consecutive grades comes from the possibility of a universal lesson due to the similarity in the curriculum. However, a disadvantage is the low quality of individual work due to students' age. The author also explains how the preference for combining distant grades originates from the security of differentiated lessons due to the more significant curriculum difference. Even though it is easier to organise individual work in these combinations, universal activities cannot be organised. Teaching in these schools is mainly student-centred, i.e., the students actively participate in the lessons. Individual work is a prominent feature of combined grade level classrooms. Sušac (2015) explains how students primarily work, study, discover and explore independently through the teacher's leadership, which fosters the development of independence, responsibility, active listening and working (p. 156).

The amount of individual work increases with the number of combined grades. Individual work is highly present in 3rd and 4th grades due to their developed ability to work independently. As Petrović (2010) explains, students are taught to work independently from the beginning of their educational journey and that work should be planned by the teacher to be as comprehensive, versatile and productive as possible (p. 270), mainly in the form of handouts for new material development, revising or extending their previous knowledge.

With high-quality preparation, the teacher increases the value of the individual work, making the knowledge long-lasting and more valuable. Besides the well-prepared materials, the teacher plays a significant role in individual work. For the students to work independently by the end of 4th grade, the teacher has to adopt the role of a guide; in other words, “the teacher's role is only to guide the student through the process of discovery and help him to such an extent that he remains independent” (Klisura, 2022, p. 9).

Teaching in a combined grade level classroom largely differs from teaching in a standard educational setting. In these educational settings, teachers' skills and knowledge are tested daily. In order to effectively impact students and construct engaging lessons, teachers must work creatively, efficiently, and professionally, adapting all aspects of their teaching to the requirements of their combination. Every aspect of teaching, including lesson planning, teaching strategies, interaction patterns, and spatial organisation, has to be modified to fulfil the needs of each combination.

Lesson planning is the starting point of teaching. The teacher has to prepare activities according to the specific lesson stages. Each subject has its own lesson structure, and so does English. English lesson plans consist of the topic, lesson type, aims, outcomes, interaction patterns, teaching aids and media, teaching material, activities with descriptions, additional activities, a board plan, and attachments. Each activity has specific objectives, interaction patterns, teaching methods and techniques, estimated time, and descriptions.

While developing lesson plans for a combined grade level classroom, the teacher has to develop simultaneous lessons for each grade in their combination. The lesson plan is oriented horizontally rather than vertically for better use of space. The lesson plan is then divided into 2 to 4 columns, and each activity is described for each grade in the combination. Here, time management is a crucial success factor, where the teacher has to find a suitable amount of direct and indirect teaching.

Petrović (2010) describes how direct teaching is closely linked to frontal teaching and how the teacher passes the knowledge to the students, while in indirect teaching, students work individually on a task, expanding and searching for knowledge on their own (p. 271). Bognar (1982) emphasises the crucial role of indirect teaching, stating how every student must have a suitable task while others are engaged with the teacher (p. 30). The author also states the importance of teaching sequence, stating how the teacher should first organise indirect teaching, giving tasks to each grade which will not participate in direct teaching, and

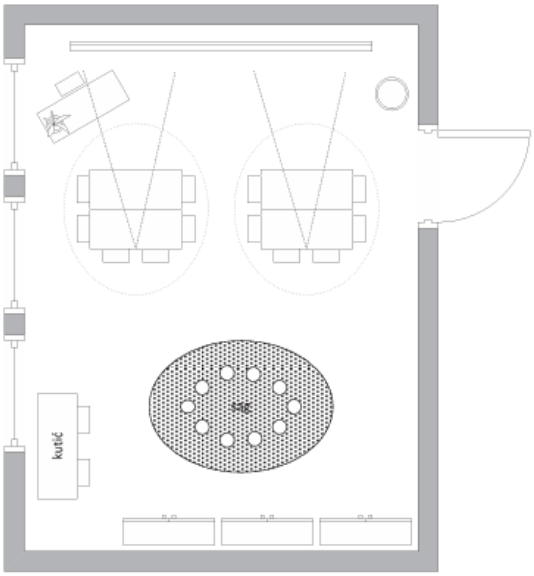
then proceeding with direct teaching while others solve their tasks. Besides the already existing competencies, “every teacher must possess dexterity and resourcefulness in the organisation of work so that the teaching time for all students is fully utilised” (Petrović, 2010, p. 268). However, “competencies come to the fore, especially in challenging conditions” (Varga & Sabljak, 2020, p. 176), conditions such as a combined grade level classroom. The teacher has to incorporate the needs and obligations of each grade into a unified lesson, including each individual in the lesson, with as much engagement as possible. Also, it is beneficial to begin and end the lesson with a common activity where each grade is equally involved.

Bognar (1982) brings an extensive description of instructions for a successfully planned and conducted lesson. During a lesson, only one new material development lesson should be conducted with the maximal attention from the teacher, while other grades revise, practice or check already learned materials. Also, direct and indirect teaching has to be functionally connected in order to achieve all established educational aims and each independent student's work has to be checked before moving on with the lesson. Furthermore, the amount of interaction with each grade changes according to student’s age (more direct teaching with young students) and lesson type and the amount of individual work and direct/indirect teaching changes according to student’s age (younger students have shorter stages of individual work and longer stages of direct teaching, while older students work longer independently and have less direct teaching). In the end, the stages of direct and indirect teaching need to be correctly organised time-wise (pp. 37-38).

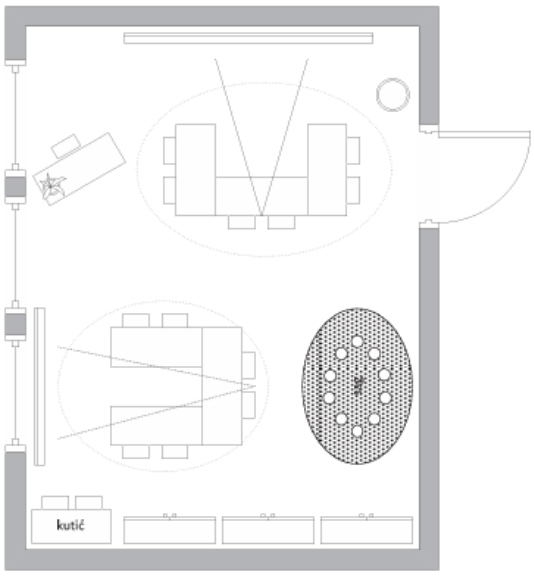
Direct and indirect teaching are related to the teaching strategies and interaction patterns used in a combined grade level classroom. Direct teaching is closely linked to frontal teaching, where the teacher is the source of knowledge, and students acquire it by answering questions, noting something down, and actively listening. Indirect teaching encourages independent work, which can be done individually, in pairs, or in groups, as prompted by the specified teaching methods. This facilitates active learning, a fundamental strategy in a combined grade level classroom. Active learning occurs when students adopt the role of an active participant in the process of discovering, thinking, discussing, and creating, which facilitates the acquisition of educational aims and objectives. Active learning, which is often perceptible and experiential, encourages taking responsibility for decisions in the learning process and using prediction, simulation and different scenarios (Petrović, 2010, p. 272). Consequently, “the main feature of teaching in the combined department is student-

centeredness, so the organisation of teaching activities is flexible, the climate is safe and relaxed, innovations are easily implemented, and learning at one's own pace is supported" (Varga & Sabljak, 2020, pp. 178-179).

Spatial organisation is also very important when teaching in a combined grade level classroom. In a classroom where multiple grades are present, it is essential for it to meet contemporary standards (clocks, desks and chairs of proper height, a blackboard, etc.). However, the arrangement of desks and other classroom equipment has to be appropriately modified to facilitate the successful conduct of lessons and the achievement of predetermined educational objectives. Sušac (2015) discusses how the layout of students' desks should be organised according to their grade level because this allows students to engage in tasks facing each other while also maintaining physical separation between different grades (p. 155). The physical separation contributes to better dedication and concentration of students, making it easier for the teacher to plan direct and indirect teaching more efficiently. Even though there should be physical separation among grades and their desks, emphasis is put on the role of a shared space, where students can participate in a range of joint activities (play, book reading, drawing, discussions…) because "it is still a unique collective, where classes are held in a common classroom, students listen to each other, and impressions are mixed" (Bognar, 1982, p. 28). Besides the shared space for various activities, a common blackboard is also present in every combined grade level classroom, where all students are pointed in the same direction and can pay attention to each subject of every grade. However, Sušac (2015) states that there is an alternative to a common blackboard, and it is a movable blackboard which broadens the physical separation between grades (p. 155). The two types of spatial organisation are depicted in Picture 1 and Picture 2.



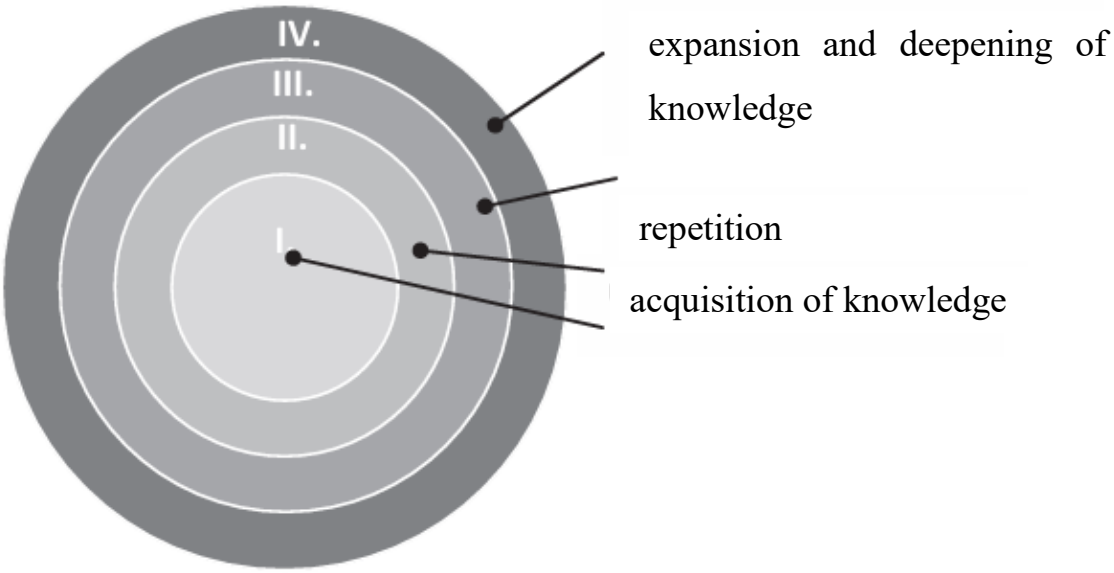
Picture 1. Spatial organisation of a combined grade level classroom with one board (Sušac, 2015)



Picture 2. Spatial organisation of a combined grade level classroom with two boards (Sušac, 2015)

7.1. Advantages and disadvantages of combined grade level classrooms

Teachers and students who receive their primary education in combined grade level classrooms have noticed a substantial number of advantages: rational time management, individual work and work done during indirect teaching leading to the development of positive attitudes towards learning and greater knowledge attainment, early socialisation of students of different age groups caused by the interweaving of the content of different grades, and the development of a high threshold of tolerance and the ability to accept and adapt to different learning methods and working conditions. However, the most prominent advantage, emphasised by Sušac (2015), emerges from the interconnection of different grades. Due to the educational setting, students benefit from one another: students of lower grades systematically listen to the material of older grades, which makes it easier for them to learn and acquire knowledge when they find themselves at that age, while students of older grades systematically listen to and repeat material already learned in lower grades and thus retain the level of knowledge learned. Cindrić, Miljković and Strugar (2010) depict this type of learning system as concentric circles, where, with every new layer, the knowledge is expanded and deepened from grade to grade (p. 138) (Picture 3).



Picture 3. Expansion and deepening of knowledge shown using concert circles (Cindrić, Miljković and Strugar (2010, p. 138)

In addition to the advantages, some disadvantages of combined grade level classrooms have been observed. Sušac (2015) points out how frequent phases of individual work lead to lower levels of speech expression (p. 156), which is supported by Petrović (2010), who states how indirect teaching can contribute to slower development of speaking and listening culture among students, which again has the consequence of lower student self-confidence (p. 269). Varga and Sabljak (2020) refer to the research by Mulryan-Kyne (2004), which states shortcomings cited by teachers where great stress is put on lesson preparation. Teachers indicated challenges in effectively planning and executing teaching activities due to time constraints. This has resulted in a need for additional organisation and planning, ultimately impacting the quality of teaching and learning. Additionally, they feel they are not adequately prepared to work in combined class departments, and the textbooks are unsuitable for their needs. However, due to the peculiarity of this educational setting, some setbacks to achieving fully functional lessons are to be expected.

8. Methodology

Aim and research questions

The aim of this research was to determine the benefits of using picturebooks as authentic teaching material in a combined grade level classroom that could lead to the improvement of teaching activities and the development of methodical approaches to teaching the English language in combined grade level classrooms. The main disadvantage of

combined grade level classrooms is the slower development of speaking and listening skills among students due to indirect teaching, an obstacle to EFL teaching and learning. Teaching the English language becomes challenging due to the lack of appropriate teaching materials. This raises the question of whether, with the incorporation of a mutual (authentic) teaching material such as picturebooks, the amount of indirect teaching would be substantially decreased, leading to greater involvement from the students and the minimisation of individual work.

The research questions were:

RQ1. How would the incorporation of a picturebook in English affect students' language acquisition and expression?

RQ2. Could educational outcomes established by the Croatian *National Curriculum for English Language* (2019) be achieved with the use of a picturebook in English?

RQ3. What would be the benefits of picturebooks in EFL teaching in a combined grade level classroom?

RQ4. How would students of a combined grade level classroom respond to a picturebook in English?

The answers to these research questions will be provided in the results and discussion part of this thesis.

8.1. Participants

Participants were students of a combination of distant grades of one district school in a Croatian village in Zagrebačka County. There were two students in the 2nd grade and three in the 4th grade. Of a total of 5 students, 4 (80%) of them were female, and 1 (20%) was male. All students are learners of English as a foreign language from the 1st grade in a combined grade level classroom with Croatian as their mother tongue. The students attend the newly introduced schooling system called the full-day school, where lessons last from 8 am until 2 pm at the earliest or 4 pm at the latest. This schooling system provides their students with additional recreational breaks, lasting from 5 to 10 minutes, and additional activities in which they can participate during the day. The primary teacher of the chosen district school organises frequent Tea Parties with Aunt Julia, occasions where students participate in reading Julia Donaldson's picturebooks in their mother tongue and other picturebook-related

activities created by the teacher. The students were used to the picturebook reading process and were eager to read one in English.

8.2. The Gruffalo by Julia Donaldson

Julia Donaldson is an English writer and a 2011-2013 Children's Laureate. Before delving into the picturebook world, Donaldson worked as an English teacher in a secondary school and wrote many songs for children. In 1993, one of her songs, *A Squash and a Squeeze*, with the help of illustrator Axel Scheffler, became her first picturebook. Donaldson and Scheffler have been working in tandem for over two decades now and have successfully produced a substantial number of best-sellers. Donaldson's success can be measured by the fact that more than 100 of her books, mainly based on phonics, have been translated into more than 80 languages. Donaldson (n.d.) explains that her major breakthrough in the picturebook industry happened with The Gruffalo in 1999, which she again created with the help of Axel Scheffler (para. 12). During the course of 20 years, the sales of The Gruffalo reached over 13.5 million copies, making it one of the most successful children's picturebooks.

The Gruffalo is a children's picturebook told in around 700 words and spread over 32 pages, each containing illustrations, which was inspired by "a Chinese folk tale about a tiger" (Burke, 2022, p. 50). This "David and Goliath-like story" (ibid., p. 43) revolves around an animal protagonist, a little brown mouse, who strolls through a dark forest and escapes from dangerous predators (a fox, an owl, and a snake) using his wit. While outsmarting the predators with his hoax of a Gruffalo, he encounters the antagonist, the real Gruffalo. Once again, with the use of his wit, the clever little brown mouse came up with a solution and frightened the Gruffalo away. Portraying the protagonist as morally ambiguous, as a character who uses his intelligence and ingenuity to bend the rules of honesty, creates an attraction towards him, particularly with children. This would explain the attraction and popularity of this picturebook among young children.

The setting is another vital factor that contributes to its widespread popularity. The "deep dark wood" (Donaldson, 1999, p. 2) presents an unexplored and forbidden place where the children do not venture. This unexplored place is brought to life through the illustrations of Axel Scheffler, who, with his impeccable illustrations, made "the familiar strange and the strange familiar" (Sipe, 2008, p. 7).

The most prominent features of The Gruffalo are its rhyme, rhythm, and extensive lexical repetition, which are crucial elements for effective language learning. The importance of repetition is undeniable when it comes to (foreign language) learning. There is a substantial amount of repetition in The Gruffalo, which, accompanied by excellent rhyme and rhythm, greatly supports foreign language learning.

There are numerous reasons for choosing *The Gruffalo* as the most appropriate picturebook for the research in the combined grade level classroom. Due to the fact that this picturebook was designed with the target audience of preschool children in mind, it is highly appropriate for young EFL learners. This statement is supported by Narančić Kovač (2019) and Cindrić and Milković (2023), all stating that many works that are intended for native-speaking children are linguistically simple and quite accessible to foreign language students. The development of all foreign language skills was highly expected, from the methodically created rhymes and rhythm to the use of repetitious verses. Donaldson's "overuse of lexical repetition, rhythm, rhyme and meter seamlessly matches with the cognitive, social and emotional requirements of her main pre-schooler audience" (Burke, 2022, p. 56), highly beneficial for young EFL learners and their foreign language development. Also, "vocabulary is more easily acquired and permanently stored if the reader constantly encounters numerous repetitions in the text" (Narančić Kovač, 2019, p. 338), which is, as already stated, the most prominent and beneficial element in The Gruffalo. Young EFL learners' acquisition of a foreign language is usually dependent on visual support, which revolves around repetition rhythm, all effectively provided by *The Gruffalo*. Even though the text is lengthy and contains some demanding words (e.g. *astounding*), it only fosters children's further language development, as supported by Narančić Kovač (2019), who states how selected texts may also contain a few new words or an unknown structure (p. 352).

All stated indicates how texts that match children's comprehension levels and align with their needs and interests can impact vocabulary development, even with more demanding and lengthy text and vocabulary. Martinović and Stričević (2011) point out how, in modern times, due to the earlier introduction to literacy and new child development findings, more complex texts are considered to be suitable for children (p. 55), which makes *The Gruffalo* a highly suitable picturebook for young EFL learners. Also, in English language teaching, picturebooks containing a simple picture-word relationship, with illustrations that synchronise with the text, provide a secure, supportive learning context (Mourão, 2015, p. 200).

Besides the linguistic features of the picturebook, there is a notable moral of the story, which indicates how “it is not brute force that wins the day for the mouse but nimble thought and eloquent speech” (Burke, 2022, p. 57). It emphasises the significance of speech and how effective communication depends on eloquence. *The Gruffalo* serves as a pivotal example to children of how the power of language and the importance of intelligence can overcome force, misunderstandings, and quarrels because it should always be “a war won with words, not weapons” (ibid, p. 57), especially in classrooms.

According to everything stated, Julia Donaldson's picturebook *The Gruffalo*, with its linguistic features and intriguing visuals, was the most compatible with the needs of an EFL combined grade level classroom and the stated research aims.

8.3. Lesson planning

The Croatian *National Curriculum for English Language* (2019) was used as a primary source during lesson planning. The *National Curriculum for English Language* is a document by which all English lessons and activities are planned and conducted. The document consists of three major domains: Communicative language competence (Domain A), Intercultural communication competence (Domain B), and Language learning autonomy (Domain C). These three domains contain educational outcomes that permeate and intertwine with each other during each lesson. Educational outcomes are specified for each lower and upper primary grade, elaborating the optimal level for each grade.

For the purpose of creating lesson plans for a combined grade level classroom, educational outcomes for both 2nd and 4th grade had to be considered and incorporated into a singular lesson plan. Picturebooks, as a medium for realising educational outcomes, are mentioned in the first-grade educational outcome in the Intercultural communication competence: B.1.1. Observes cross-cultural experiences in a familiar context and recognises basic facts and characteristics of target language cultures or other cultures and notices similarities with one's own culture; - recognises and reacts positively to different literary texts (e.g. poems, rhymes, picturebooks, etc.). Even though picturebooks are only explicitly mentioned in the outcome of the 1st grade, the outcomes regarding exploring and positively reacting to a literary text in English are present in all four lower primary grades.

According to the set educational outcomes, the designed activities based on Julia Donaldson's picturebook *The Gruffalo* were distributed into four lessons. Due to the

recommended method of having joint activities in a combined grade level classroom, lessons were planned with as many mutual activities as possible. During lesson planning and their realisations, the recommendations of Narančić Kovač (2019) were taken into consideration: lessons were thoroughly prepared, target vocabulary crucial for picturebook understanding was adequately introduced during the first lesson, the mother tongue was accepted when necessary, the picturebook was read multiple times to complement the information extracted from the verbal and visual discourse, finger puppets were introduced to enrich and encourage foreign language use, and finally, appropriate picturebook-inspired activities were created (with specific attention to pre, while, and post-reading activities mentioned by Cindrić and Milković (2023)). The lesson types were: vocabulary extension, a combined lesson type, revision, and consolidation. Each picturebook reading and talk was conducted in a semi-circular formation.

The first lesson was designed as a combined lesson type, where all students revised body parts vocabulary, prepositions, adjectives, and colours and acquired new vocabulary necessary for story comprehension. Students played a mutual motivational game based on spotting the correct item according to their descriptions, finding the specific item (an elephant, a ball, a bear, a cow, a toy cactus) in the classroom and answering questions about their appearance. Animal characters from the picturebook were present in this game. Each object served as a visual representation of unknown words found in the picturebooks (an elephant – tusks, a ball – knobbles, a bear – claws, a cow – horns, a toy cactus - prickles). This game was followed by handouts containing one mutual task. Second-graders solved tasks based on naming and colouring body parts and placing a cutout according to the stated preposition (in, on). Fourth-graders solved tasks based on describing physical appearance, recognising the correct usage of prepositions and placing a cutout according to the stated preposition (in, on, under, in between, in front of, behind, opposite). The mutual task was based on recognising and naming an animal based on the description. The lesson ended with a mutual game based on colour recognition: students picked a colour and touched an object of that colour in the classroom.

The second lesson was aimed at introducing and reading the picturebook. The lesson started with a mutual game where key animals from the picturebook were revised. In a semi-circle formation, students described animals on the flashcards of other students, after which some odd animals were looked at and described (Platypus, Tufted Deer, Flying Fish, Saiga Antelope). This activity was followed by a drawing activity where the students drew their

Gruffalo in groups. The students presented their works, followed by a cover page analysis, and the picturebook was read for the first time. Picturebook talk was conducted after the first reading, which included handouts for revising crucial picturebook elements and an analysis of student's drawings. A Gruffalo hammer paper was introduced to revise body parts. Students' reading skills were developed and practised with word cards, which were sought out in the classroom and then correctly placed on the Gruffalo hammer paper. The second lesson ended with a Gruffalo song that included the Total Physical Response (TPR) method to acquire the new vocabulary better. Students also decorated the Gruffalo hammer paper.

The third lesson began with the Gruffalo song, which was followed by the second reading of the picturebook and another picturebook talk with finger puppets. The students had a chance to use the finger puppets and to talk about the picturebook like they were the characters themselves. A variant of the Simon Says game was introduced where students used the phrase *Gruffalo/He has…* to practise expressing possession and describing physical appearance. All students described their own finger puppets and changed the phrase accordingly. Students solved handouts to establish newly acquired vocabulary and to revise their previous knowledge. Second-graders solved tasks based on naming body parts, placing Gruffalo characters into a forest scenario and describing their position using the correct preposition (in, on). Fourth-graders solved tasks based on prepositions: fill in the missing preposition, tick or cross, and place Gruffalo characters according to the sentences. All students have been given a list of words to help them create sentences more easily. The third lesson ended with the Gruffalo song.

The last lesson was designed as a thematic lesson where students solved different tasks to find the missing Gruffalo (finger puppet). The lesson started with a discussion about who was missing from the finger puppets and where Gruffalo might be. Instead of reading the picturebook, the students participated in storytelling. After telling the story, the students solved eight different tasks: Flashcards, Dice Drawing, Letters Hunt, Illustration Search, Spot the Difference, I Spy with My Little Eye, Rearrange the Story, and Act Out a Part of the Story to discover letter of the Gruffalo hiding spot (cupboard). Each student got a copy of the picturebook, which was used to solve several tasks. The final lesson ended with finding the Gruffalo finger puppet and singing the Gruffalo song.

8.4. Method

This research has its roots in empirical qualitative research, where findings were extracted from participatory systematic observations, lesson transcriptions and their analysis made after the lessons. The research took place over the course of two weeks, during which four English lessons were conducted. The lessons and corresponding activities were developed based on the picturebook *The Gruffalo* (1999) by Julia Donaldson. The designed lessons, each lasting up to 45 minutes, took place twice a week. The lessons were recorded and transcribed, and the findings were analysed according to the educational outcomes set by the Croatian *National Curriculum for English Language* (2019), the development of the four foreign language learning skills and other educational factors. In accordance with the professional Code of Ethics, the data obtained in this research will be presented in relation to a general group of children aged 7/8 and 9/10 that acquire the English language in combined grade level classrooms.

9. Results and discussion

The following fragments will elaborate further on the results observed during the four English picturebook-based lessons. The focus will be on the attainment of educational outcomes, the ratio of direct and indirect teaching, students' language development and expression, and students' responses to a picturebook in English in a combined grade level classroom.

The clarification of abbreviations present in examples is the following: T – teacher (conducting the research), S (2nd grade) – second-grade student, Ss (2nd grade) – second-grade students, S (4th grade) – fourth-grade student, Ss (4th grade) – fourth-grade students, Ss – all students, PT – primary teacher.

9.1. Achieved educational outcomes

Table 1 shows the educational outcomes by the Croatian *National Curriculum for English Language* (2019) that were achieved at the end of the research. The four established domains will further explain the realisation of the outcomes.

The main educational outcomes of the Communicative language competence domain (Domain A) focus on acquiring knowledge about the English language and mastering activities for the use of language knowledge in the act of communication. After the four

English picturebook-based lessons, the second-grade students displayed the acquisition of the foreseen English language knowledge by pronouncing and composing grammatically correct sentences with the target vocabulary, which were presented in oral and written form. Students demonstrated their ability to respond verbally and non-verbally to spoken words and simple instructions. They also displayed proficiency in connecting spoken and written forms of words and repeating simple words and sentences. Furthermore, they engaged in basic conversational exchanges with their peers and the teacher. The fourth-grade students displayed the acquisition of the foreseen English language knowledge by comprehending concise and straightforward texts on familiar subjects when listening and reading. They accurately articulated and transcribed the letters of a familiar, simple written word. Additionally, they confidently read aloud, replicated the intonation of a simple sentence, spoke in concise and uncomplicated language, and engaged in brief and straightforward conversations on familiar topics with their peers and the teacher, i.e. picturebook readings and talks (Example 1).

Example 1:
T: The little brown mouse. OK, so who are you?
S (2nd grade): A mouse.
T: A little brown mouse. OK. Where do you live?
S (2nd grade): A hole.
T: In a hole. Where is that hole? In this classroom or in a forest? Where is he? What do you think?
S (2nd grade): A hole.
T: Uh-huh, but where is that hole? Gdje je ta rupa? Tu u učionici ili u šumi? Što bi rekla? [Where is that hole? Here in the classroom or in the forest? What would you say?]
S (2nd grade): In a forest.
T: Great job. In a forest. That's right. What's your favourite food?
S (2nd grade): Cheese.
T: Cheese, OK. And what does your house look like? Your hole. Is it small?
S (2nd grade): Yes.
T: Yes. Is it dark or light? Tamno... [Dark…]
S (2nd grade): Dark.
…
T: He scared the fox. That's right. He said that there was a Gruffalo in the forest. OK, let's go on. Who are you?
S (4th grade): An owl.
T: An owl. That's right. Where do you live?
S (4th grade): Umm...
T: OK, somebody help her.
S (4th grade): In a tree.
T: In a tree. So, is this your house?
S (4th grade): Yes.
T: Treetop house. Is this your house?
S (4th grade): Yes.

T: What does your house look like?
S (4th grade): It's small.
T: It's small, OK. What else? Is it dark or light?
S (4th grade): Light.
T: OK, you can see light. What else? Is it a deep hole? Duboka rupa. [Deep hole.] Deep hole.
S (4th grade): Yes.
T: Yes. What else? Are you high up in the tree or somewhere very close to the ground? High…
S (4th grade): High.

The main educational outcomes of the Intercultural communication competence domain (Domain B) focus on developing students' competencies to be able to perceive and interpret similarities and differences between cultures, to be empathetic, adaptable and open to understanding, accepting and appreciating English speakers and their cultures, to be ready for the reception of literature in the English language and to have a basic knowledge of its most important forms, and to be able to communicate effectively and appropriately to the context with native and non-native speakers of the English language. The second-grade students demonstrated an understanding of the relationship between language and culture within familiar contexts by singing the Gruffalo song and reacting positively to the picturebook. They were able to articulate basic facts and characteristics of countries associated with the target language and engaged in simulated and/or real intercultural encounters using fundamental forms of polite behaviour by naturally employing polite phrases during storytelling. Additionally, they responded openly and curiously to foreign and incomprehensible content, i.e. the picturebook. The fourth-grade students utilised key conventions of polite behaviour in intercultural encounters and sought clarification in a simple manner to comprehend culturally conditioned content during storytelling (Example 2).

Example 2:
T: And then the owl said…
S (2nd grade): Oh no!
T: Good…
S (2nd grade): Goodbye, little mouse.
T: And then the owl ran away. The mouse took a walk through the deep, dark wood. The mouse saw a snake, and the snake saw the mouse.
S (4th grade): Where are you going to, little brown mouse?
T: Come and have…
S (4th grade): Come and have lunch…
T: In my…
S (4th grade): In my house.
T: No…
S (2nd grade): No, thank you.

The main educational outcomes of the Language learning autonomy domain (Domain C) focus on the students' affective and cognitive development, critical thinking, creative expression and metacognitive abilities, and media literacy development. The second-grade students used the fundamental cognitive, metacognitive, and socio-affective language learning strategies, which was evident during TPR and song-singing, following basic instructions, and cooperating with other students in the combination. They also effectively utilised basic techniques for creative expression and successfully engaged in simple everyday communication, including expressing their own opinions and acknowledging those of others. The fourth-grade students developed adaptability in employing cognitive and socio-affective language learning strategies across various tasks, such as describing physical appearance and asking clarification questions. They also demonstrated proficiency in applying basic creative expression techniques and effectively communicated their opinions, attitudes, and values while comparing them with others in diverse everyday communication situations (Example 3).

Example 3:
T: OK. The scariest. OK. And where is the mouse the bravest? Najhrabriji. [The bravest.] Where is the mouse the bravest?
S (2nd grade): Ovdje. [Here.]
T: Uh-huh. When he met a snake.
S (4th grade): Ovdje. [Here.]
T: When he met a Gruffalo, OK. Great job everyone.

Table 1. Educational outcomes achieved during the lessons

Grade	Domain	Educational outcomes	Examples from the lessons
2nd	Communicative language competence (Domain A)	A.2.1. Responds non-verbally and verbally to spoken words and short and simple instructions.	- students connected the verbal and the visual (e.g. placing word cards on the Gruffalo hammer paper - students understood and followed simple directions for the tasks (e.g., Draw your Gruffalo in pairs) - students answered questions (yes/no; more elaborate answers were given in English and Croatian depending on the student's language knowledge)
		A.2.2. Connects the spoken and written form of simple common words that are similar in pronunciation and writing.	- students recognised the written form of spoken target words (e.g., Word-card game and their correct placement on the Gruffalo hammer paper)
		A.2.3. Repeats words and short and simple sentences imitating the	- students successfully repeated all target vocabulary words after the model (e.g., Animal circle

		English sound system.	game, revising key animal characters from the picturebook) - students successfully repeated longer phrases after a model (e.g., acquisition of the Gruffalo song leading to repeating sentences while reading the picturebook for the second time)
		A.2.4. Uses frequent words and very short sentences, imitating the English sound system.	- students named body parts of different animals and their colour with appropriate adjectives (long, short, big, small) - students named animals (fox, snake, owl, mouse) - students named forest features present in the picturebook (forest, rock, hole, tree)
		A.2.5. Talks to another person and exchanges acquired very short and simple sentences with him.	- students conversed with one another and the teacher during picturebook talks - students presented their work verbally (e.g., their Gruffalo drawings)
		A.2.6. Copies simple frequent words and short and simple sentences.	- students copied the correct word from the given options (e.g., naming Gruffalo's body parts on their handouts)
	Intercultural communication competence (Domain B)	B.2.1. Observes the connection between language and culture in a familiar context and states the basic facts and characteristics of the countries of the target language.	– students repeated appropriate types of literary texts (e.g., the Gruffalo song and fragments from The Gruffalo picturebook) - students reacted positively to different literary texts (e.g., The Gruffalo picturebook)
		B.2.2. Establishes contact using basic forms of polite behaviour in simulated and/or real intercultural encounters and responds to examples of intercultural experience in physical or digital environments.	- students recognised appropriate forms of address in communication in the foreign language and mother tongue (e.g., naturally responding to greetings during storytelling)
		B.2.3. Reacts openly and curiously to foreign and incomprehensible content.	- students showed interest and openness when they came into contact with very simple original content in a foreign language (students were eager to hear what the story is about and to rediscover new elements with every new reading; students shared their opinions and thoughts about the picturebook)
	Language learning autonomy (Domain C)	C.2.1. Connects and uses the most basic cognitive strategies of language	- students connected the content of very short frequent sentences with movement (TPR) (e.g., the

		learning.	Gruffalo song followed by hand gestures and appropriate movements)
		C.2.2. Connects and uses the most basic metacognitive strategies of language learning.	- students followed the instructions of the task, connected it with previous tasks and solved it (e.g., the task of naming body parts was done during the initial lesson, and the same task reappeared after reading the picturebook)
		C.2.3. Connects and uses the most basic socio-affective language learning strategies.	- students asked the teacher for help in pronunciation and intonation with forgotten or unknown words - students cooperated with their peers in solving simple problems (e.g., solving the post-reading handout with fourth-grade students)
		C.2.4. Chooses and applies the most basic techniques of creative expression.	- students creatively expressed themselves verbally and through art (e.g., drawing their own Gruffalo from imagination, creatively responding to questions during picturebook talks)
		C.2.5. Expresses his opinion in simple everyday communication situations and recognises the opinions of others.	- students observed and differentiated different opinions and expressed their own opinions during picturebook talks
4th	Communicative language competence (Domain A)	A.4.1. Understands a very short and simple text on a familiar topic when listening and reading.	– students showed understanding of the text by paraphrasing certain elements of the story and answering comprehension questions - students understood the main message and key information from the text
		A.4.2. Pronounces the letters of a known simple written word and writes down a known simple word by listening to the pronunciation of the letters that make up that word.	– students spelt words at the level of written words (e.g., reading task instructions and their sentences) - students wrote words letter by letter after listening to the pronunciation of the letters at the level of known words (e.g., writing the correct answer on their handouts by only listening to the answer)
		A.4.3. Reads aloud a well-known, very short and simple text on a well-known topic.	- students respected the phonological characteristics (voices, stress, rhythm, intonation) of the English language when reading the text

			aloud (e.g. when reading task instructions and their examples) - students recognised the beginning and end of the sentence while reading - students applied the rules of using basic spelling signs - students read aloud the task instructions, and their answers to the tasks
		A.4.4. Imitates the intonation of a simple sentence.	- students pronounced simple sentences with appropriate intonation, which was especially noticeable during the storytelling
		A.4.5. Speaks a very short and simple text.	– students recounted the sequence of events for the content of a familiar topic based on a template using very simple language structures (students spontaneously recounted the story events during picturebook talks and other parts of the lessons)
		A.4.6. Participates in a very short and simple conversation on a familiar topic.	- students conducted a conversation using very simple language structures during picturebook talks – students recognised the opportunity to take over the word and not interrupt other students during picturebook talks
	Intercultural communication competence (Domain B)	B.4.3. Uses the key conventions of polite behaviour in intercultural encounters and asks for clarification in a simple way in order to understand culturally conditioned contents.	- students applied the usual social conventions of behaviour in a school environment – students asked questions about the original contents that they did not understand, mostly regarding the translation of certain words
	Language learning autonomy (Domain C)	C.4.1. Adapts the most basic cognitive strategies of language learning to different tasks.	- students put new words and expressions in context for easier memorisation (e.g., cows have horns, elephants have tusks, a cactus has prickles) - students connected what has been learned with new content (e.g. while describing the physical appearance of animals, students used numbers, colours, and body parts vocabulary) - students overcame their own limitations in speaking and writing using movements and gestures (e.g. students often used

			movement to help remember and pronounce the words they were trying to memorise)
		C.4.3. Adapts the most basic socio-affective language learning strategies to different tasks.	- students asked key questions and asked for clarification on examples
		C.4.4. Observes and applies basic techniques of creative expression.	- students creatively expressed themselves verbally and through art (e.g., drawing their own Gruffalo from imagination, creatively responding to questions during picturebook talks)
		C.4.5. Expresses his opinion, attitudes and values and compares them with others in different everyday communication situations.	- students formulated their opinions, attitudes and values and found similarities and differences with the opinions, attitudes and values of others, especially during picturebook talks

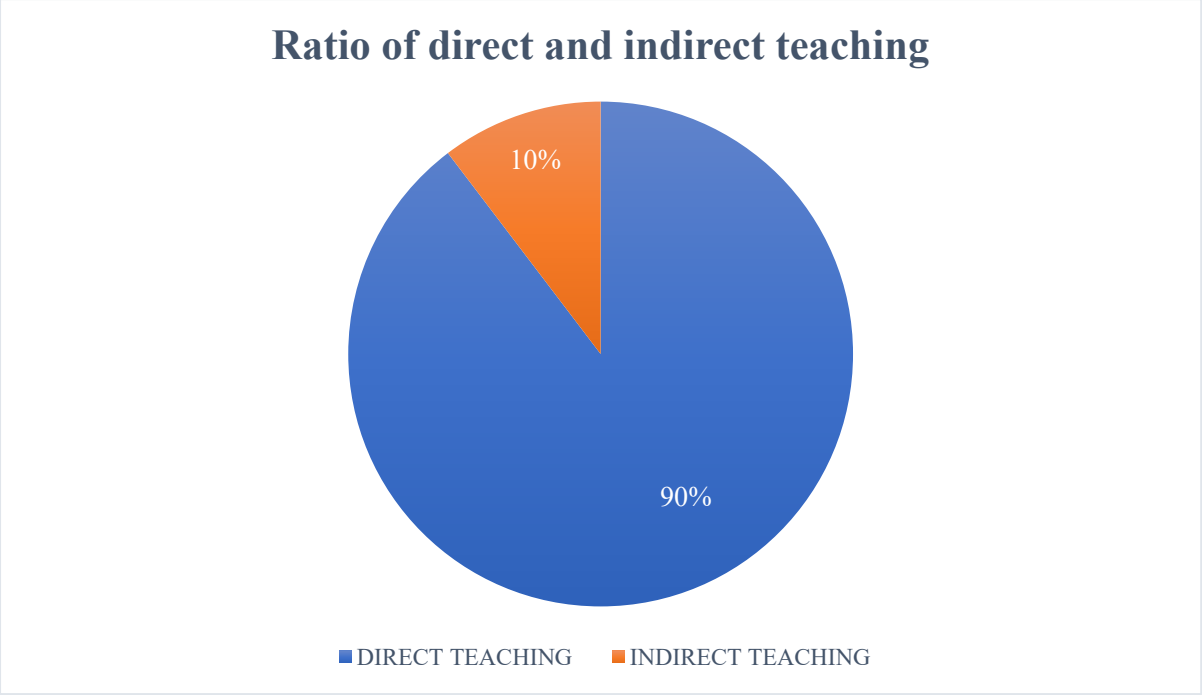
9.2. Ratio of direct and indirect teaching

One of the most distinctive and problematic teaching features in a combined grade level classroom is the exchange of direct and indirect teaching, especially in EFL teaching of lower primary grades, where direct student participation is the major component of all lessons. This is only made more difficult with the usage of separate teaching materials unadjusted to the needs of a combined grade level classroom. Using one mutual teaching material, i.e. *The Gruffalo* picturebook, drastically changed the ratio of direct and indirect teaching. As mentioned by Bognar (1982), the teacher should first organise indirect teaching and then proceed with directly teaching younger students or students who have a new material development type lesson. This was not necessary with the picturebook as primary teaching material. The picturebook served as a knowledge source for all students in the combination, making it easier to teach directly during all four lessons. With the incorporation of The Gruffalo, the lessons were designed as if teaching in a typical classroom environment. All activities, besides those involving individual work (handouts), were carried out with all students in the combination. There were no fundamental elements of indirect teaching, such as independent acquisition or revision of knowledge of contrary subjects, in the combination. As a result, students had more opportunities to engage directly in the learning process, practising and developing their primary foreign language skills.

The following circular diagram (Chart 1) depicts the ratio of indirect and direct teaching during the four English lessons with *The Gruffalo* picturebook as its main teaching

material. When considering the ratio of direct and indirect activities, out of the 29 activities in the combined grade level classroom, 27 were carried out directly, while only 3 were carried out indirectly. Direct teaching includes all activities the students executed together, while indirect teaching includes all activities students realised independently (handouts). As shown in Chart 1, 90% of the four lessons were conducted with direct teaching, while only 10% of the lessons were conducted with indirect teaching. The decrease in indirect teaching with the incorporation of a picturebook in English is quite evident.

Chart 1. Ratio of direct and indirect teaching using a picturebook as a primary teaching material in a combined grade level classroom



9.3. Students' language development and foreign language expression

The students' language development and foreign language expression have been notably evident in the four English picturebook-based lessons. The following table (Table 2) presents each lesson's most notable foreign language acquisition elements. Positive aspects are marked with a plus symbol (+), while negative aspects are marked with a minus symbol (-). Two plus symbols are added next to elements that made a remarkable impression. Students' language development is analysed by grade level and as a group. Observations of students' language development in Table 2 will further be described in more detail based on the development of the four foreign language skills: listening, speaking, reading, and writing.

Table 2. Students' language development during the picturebook-based lessons

Lesson	Grade	Observations
1st lesson	2nd grade	+ good knowledge of body parts and colours + distinguishing shapes (round, flat) + + participating in tasks using prepositions with older students + knowing the translation when not knowing the English word - difficulties with acquiring the word 'elephant'
	4th grade	+ describing when not knowing the right word ('*pikice' – 'spikes'*) + helping and explaining the vocabulary to students (prepositions, horns) + good pronunciation ('knobbly') - low vocabulary – adjectives (confusion) - confusion with adjectives (not knowing what is what) - adding *a* with plural forms
	All students	+ fast acquisition of new vocabulary (owl, tusks, elephant, horns, prickles, claws) + helping: 2nd grade – body parts 4th grade – vocabulary (elephant) - difficulties with pronunciation (owl, elephant, tusks, horns, prickles, claws) - adding 's when expressing possession (it's have…)
2nd lesson	2nd grade	+ self-correction for wrong colours + acquisition of difficult vocabulary (tusks, knobbles) + + helping older students (body parts) + describing when not knowing the right word (nails - claws) + correct grammatical sentence (*It has a long tail*.) + attempt at forming sentences (*Mouse is finding Gruffalo*.)
	4th grade	+ giving more attention to choosing adjectives + attempt at using difficult vocabulary – 'hair' for 'fur' + self-correction for wrong adjectives + + acquiring – OWL - uncertainty with choosing the right grammatical form (has or have) - confusion with adjectives (not knowing what is what) - adding *a* with plural forms
	All students	+ acquisition of difficult vocabulary (tusks, horns, prickles) + asking for vocabulary expansion and immediate use (ant, whiskers) + retrieving new vocabulary (bear) - difficulties with pronunciation and attainment of vocabulary (OWL) - using *a* before plural forms - not differentiating has and have - using It's have
3rd lesson	2nd grade	+ attempt at making a full sentence (*Because catch me*.) + using difficult vocabulary – tusks, knobbly + grammatically correct sentence (*Because it has big teeth.)* - missing articles (*He has small nose*.)
	4th grade	+ using full sentences (*Where do you live? – In a tree*.)

		+ correct usage of plural forms - It's has… sentences - article *a* before plural forms - shortening of he has (*He's tusks*.)
	All students	+ using non-predicted vocabulary (hole, forest, dark, light, bugs, tree, eyebrows, body, elephant, whiskers) + extracting previous English knowledge (rooms in a house) - acquisition (OWL – 80%)
4th lesson	2nd grade	+ extracting previous knowledge (rooms in a house) + using difficult vocabulary (tongue, knees, toes) + + making a complete sentence (*He has eyes*.) + showing knowledge by adding -s in plural forms (*He has 6 heads*.)
	4th grade	+ extracting previous knowledge (culture – capital cities)
	All students	+ acquisition of difficult vocabulary (OWL) + using difficult vocabulary (horns, prickles, claws) + extracting previous knowledge (numbers, animals) + answering with the teacher's guidance

9.3.1.1. Listening skills

Students displayed a great mastery of listening skills, which developed even more during the four English picturebook-based lessons. They developed their listening skills not only by listening to the teacher but also by listening and employing advice and answer-suggestions made by the other students in the combination (Example 4).

Example 4:
T: Orange. OK, what colour is his tongue?
S (2nd grade): Brown.
S (4th grade): No, black.

Repeating after a given model was also evident during the lessons. Students struggled with singular and plural forms, often incorrectly using the indefinite article *a* and the present simple form of have. Students repeated after the teacher's model during the lessons and quickly acquired correct sentence structures. By the end of the fourth lesson, the majority of students expressed singular and plural forms correctly, which was an indicator of the development of listening skills (Example 5).

Example 5:
T: So, let's see. OK, she chose her flashcard. Take a guess. Što misliš?
[What do you think?]
S (2nd grade): He has eyes.

…
T: How many? Koliko, recite nam? [How many, tell us?]
S (4th grade): 5 teeth.

9.3.1.2. Speaking skills

Students' speaking skills were at a satisfactory level from the first lesson. Most of the designed activities focused on the development of speaking skills. Students were not hesitant to speak even when they did not know the correct sentence structures. During the first lesson, students struggled with the pronunciation of the target vocabulary and with some grammatical aspects, such as adding the suffix *s* when expressing possession (e.g. it's have…). In the following lessons, the stated difficulties were overcome, and their speaking skills were expanded. In the second lesson, students already showed fast acquisition of difficult vocabulary with good pronunciation, such as tusks, horns, and prickles, and even used some non-predicted vocabulary (vocabulary that appeared during conversations and did not need to be acquired), such as *ants* and *whiskers* (Example 6).

Example 6:
T: Whiskers su brkovi. [Whiskers are whiskers.] Whiskers.
S (4th grade): Short whiskers.
S (2nd grade): Arms.
T: Short arms.
S (4th grade): Short, ne, [no], long whiskers.

When students encountered a linguistic barrier of not knowing the exact word, they used other familiar words to get their point across, such as describing fur as hair or nails as claws (Example 7). Students continued to assist others when needed.

Example 7:
S (2nd grade): It have.
T: It has...
S (2nd grade): It has big nails.
T: Big nails or claws, that's right. OK.
…
S (4th grade): It have a hair.
T: OK, fur.

By the third lesson, students developed their speaking skills more successfully and showcased it with the complete acquisition of the target vocabulary and sentence structure. The combination of the Gruffalo song and TPR, introduced at the end of the second lesson and practised during the third, contributed substantially to the positive results in students' speaking skills. The students used a considerable amount of non-predicted vocabulary, such as *a hole, forest, dark, light, bugs, tree, eyebrows, body, elephant,* and *whiskers*. Their usage

was most apparent in the game *Gruffalo has*, where students described their finger puppets with words acquired spontaneously (Example 8).

Example 8:
S (4th grade): Owl has a big…
T: Beak.
S (4th grade): Big beak.
T: Owl has a big beak.
S (4th grade): Owl has a…
T: We will help you. Huh. Wings.
S (4th grade): Owl has big wings.
T: Great job.
S (4th grade): Owl has claws.
T: Claws. OK. (inaudible)
S (4th grade): He has a tail.
…
S (2nd grade): He has whiskers.
S (4th grade): A ne igraš. [You are not playing.]
S (2nd grade): He has small eyebrows.
T: OK, he has small eyebrows.
S (2nd grade): He has a long tail.
S (4th grade): Hjoj.
T: OK, OK, listen, listen.
S (2nd grade): He has small body.

By the fourth lesson, students had entirely acquired the target vocabulary present in the picturebook and constructed grammatically correct sentences when expressing possession and describing physical appearance. Students' language development of speaking skills was the most pronounced during the last lesson in the following activities: Storytelling, Flashcards, Dice Drawing (Example 9), and Illustration Search. These activities were primarily focused on students' oral language expression, which the students did extremely well. Students predominantly used English when speaking, resorting to their mother tongue on rare occasions.

Example 9:
T: Describe your animal. We are listening to them.
Ss (4th grade): Yes.
T: OK, you can go.
S (2nd grade): He has 6 heads.

9.3.1.3. Reading skills

Students developed and practised their reading skills during all four lessons. Reading skills were mostly developed while analysing the accuracy of students' answers during

individual work. During the first lesson, students of both grades were asked to read the tasks and their given answers on the handouts (Example 10).

Example 10:
T: A picture. Who is in the picture?
Ss (4th grade): Lucky.
T: Lucky. That's right. Who would like to read the first sentence? This one. Would you like to read it? Can you read it? The first sentence.
S (4th grade): Lucky is brown.
T: Lucky is brown. That's right.
…
T: OK, next sentence. Bear.
S (2nd grade): A bear has long claws.
T: Claws. Let's repeat again. Claws.

During the second lesson, reading skills were developed through a Word Search game accompanied by a Gruffalo hammer paper. After reading the picturebook and revising key vocabulary through a post-reading handout, students were directly introduced to the written form of the target vocabulary. A hammer paper with a Gruffalo outline was displayed on the board. Word cards were presented to the students. After a certain word was shown, students read it and pointed to that body part on themselves (Example 11).

Example 11:
T: OK. Are you ready? OK. What does this say?
Ss: Ears.
T: Ears. Point to your ears. Point to your ears. Where are the ears? Point to your ears. Point to your ears. Možeš pokazati? [Can you show it?] OK, so they're ears. What does this say?
Ss: Arms.
T: Arms. Point to your arms. Arms.
Ss: Pa ruke. [Arms.]
T: Arms. OK, what does this say?
Ss: Eyes.
T: Eyes, OK. Point to your eyes. OK, what does this say?
Ss: Nose.

The students put the word cards around the classroom right side up. The teacher pointed to a certain body part on the Gruffalo hammer paper, and students searched for the right word card. Students developed their reading skills by quickly reading the word cards. When the right card was found, the students placed it on the correct body part of the Gruffalo hammer paper (Picture 4). The development of the students' reading skills was evident during this game since students read, recognised the written word and connected it with its visual representation.

Picture 4. The Gruffalo hammer paper with word cards

Reading skills were again practised and developed during the third lesson, with the analysis of the accuracy of students' answers during individual work on the handouts (Example 12).

Example 12:
T: In the forest. OK, who can read the first sentence? Can you start?
The first sentence.
S (4th grade): Gruffalo has terrible teeth.
T: Do you remember the song? He has terrible teeth…
S (4th grade): In.
T: In his terrible jaws.
…
T: Have you finished? Where is the owl?
S (2nd grade): The owl is in the tree.

During the fourth lesson, a game-like activity was designed to develop students' reading skills. Students played a Letters Hunt game, in which they used text scanning and reading to find bolded letters in their picturebook copies. Students successfully read the found letters and the words created from them (Example 13).

Example 13:

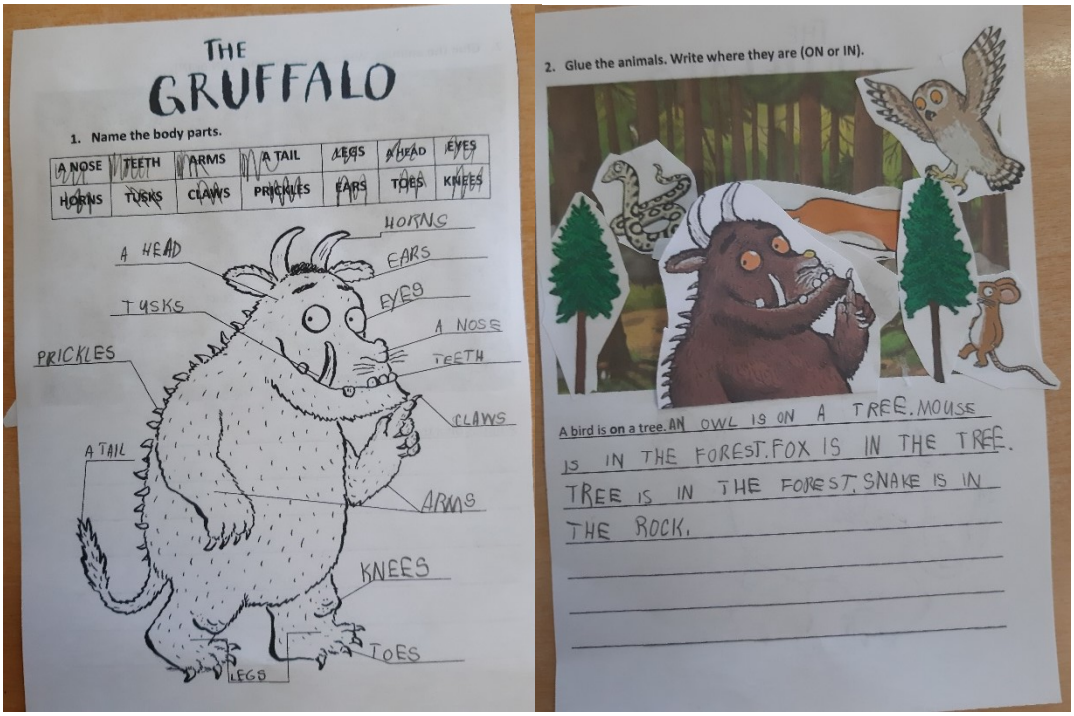
T: OK, we will check it. OK, please, turn your picturebooks on the first page. What is the first letter?
Ss: O.
T: O. Do you have it written, all?
Ss: Yes.
T: OK, go to the next page.
Ss: X.

Although it was not intended, students willingly took their picturebook copies and read a part of the dialogue they wanted to act out in the final activity, which they averagely achieved (Example 14).

Example 14:
T: OK, we will try it. Let's hear the girls first. We are listening first, yes.
S (2nd grade): A mouse…
T: Took a stroll.
S (2nd grade): Took a stroll through the deep dark wood. The fox…
T: Saw.
S (2nd grade): Saw the mouse, and the mouse looked good. Where are you going to, little brown mouse? Come and have…
T: Lunch.
S (2nd grade): Lunch.
T: In my underground house.

9.3.1.4. Writing skills

Students' writing skills were developed from the first lesson on different levels. Students developed their writing skills while individually solving handout tasks. The tasks upon which the second-grade students developed their writing skills were of a simpler kind, based on copying words in a correct line (body parts, animals), writing simple sentences based on the given example (using prepositions), and completing words with letters. There was a variation in accuracy among second-grade students. However, their writing skills improved by the last lesson. Students recognised the spelling of the target vocabulary and wrote it down correctly (Picture 5).



Picture 5. Second-grade student's writing tasks

As well as the second-graders, fourth-grade students improved their writing skills by the last lesson. The tasks upon which the fourth-grade students developed their writing skills were more demanding: making their own sentences based on the given example (describing physical appearance), copying words in a correct line (animals, prepositions), and completing words with letters. There also was a variation in accuracy among fourth-grade students, where most tasks were solved correctly after the teacher's direct involvement and sometimes with the help of younger students (Example 15).

Example 15:
T: OK. What else? Can you think of your own sentence?
Ss (4th grade): Lucky has a small eyes.
T: Lucky has small eyes. OK. Has, be careful. So, girls said Lucky has small legs. Is that right?
Ss (4th grade): Lucky has small legs.
T: What else?
S (4th grade): Lucky has big…
T: What are these? Can somebody help? Girls what are these?
Ss (2nd grade): Ears.
T: Ears.
Ss (4th grade): Lucky has big ears.

During the last lesson, the students successfully recognised the missing letters of the target vocabulary and completed the words correctly with the help of their picturebook copy (Example 16).

Example 16:
T: OK, what is the first word? Can you read the first word? Here.
S (2nd grade): Fox.
T: Fox. Did you write it like this?
Ss: Da.
T: Second word. This one.
S (2nd grade): Prickles.
T: Prickles. That's right. Like this?
Ss: Yes.
T: OK. So, the third one.
S (4th grade): Ears.
T: Ears. Like this?
Ss: Yes.

9.4. Students' responses to a picturebook in English

Besides the linguistic benefits of using a picturebook in English in an EFL combined grade level classroom, other advantages have been recognised. Students have shown creativity, spontaneity, knowledge sharing, narrative understanding, and interest. The following fragments will provide examples of the stated students' achievements.

9.4.1.1. Authentic response

During the lessons, a tranquil environment was established, which facilitated the emergence of creative, spontaneous, authentic, and individual responses. Initially, students were quite reserved in their expressions due to the formulation of questions. Questions were formed by following Sipe's (2008) example of forming non-evaluative questions based solely on students' opinions and creativity and Narančić Kovač's (2019) open-ended questions to which there are no correct or incorrect answers, where the answers depend on the interpretation of the meaningful aspects of the story. Due to this, students were not certain what the correct or expected answer might be, but they gradually expressed themselves more openly. These questions created an environment where students could express themselves freely and without hesitation. When expressing their thoughts, students were not burdened by not knowing the explanation in English. The students felt comfortable and confident enough to share their knowledge in their mother tongue, knowing their peers or the teacher would accept their answers and help translate if needed (Example 17).

Example 17:
T: What animal is this?
S (4th grade): Uh, crocodile.
T: Not a crocodile. Znate li na hrvatskom? [Do you know it in Croatian?]

S (2nd grade): Onaj kljun, nešto, kljunasti nešto kljunaš, nešto. [That beak, something, beaky, something, beaky, something.]
T: Good job. Čudnovati kljunaš. [Platypus.] In English, it is called a platypus. Can we say it together? A platypus.
Ss: A platypus.

Due to the nature of the conversations with the students, where their opinions and imagination were uplifted and accepted, their cross-curricular and literary knowledge came to light. During the semi-circle conversations, the answers to the teacher's questions were sought out in literature and other school subjects. Literature, more precisely fantasy and mythology, served as a great source for describing odd animals (Example 18).

Example 18:
PT: Ti si čitala i gledala Harry Pottera, sigurno znaš čudne životinje. [You read and watched Harry Potter, you know some weird animals for sure.]
S (2nd grade): E da. [Yes.]
T: Tell us.
S (2nd grade): Ono, kak se. Oni, voden ljudi. [These, how are. These water people,]
T: OK. Good job. Yes?
S (4th grade): Pas sa tri glave. [Dog with three heads.]
T: Really? A dog with 3 heads? That's pretty odd.

Other school subjects and real-life experiences facilitated the cross-curricular connection with the acquired target vocabulary. Even though the target vocabulary, such as prickles and knobbles, was taught with realia, i.e. from immediate reality, students also found other examples, extracting knowledge from their personal experiences and demonstrating understanding of the acquired vocabulary (Example 19).

Example 19:
T: Prickles, that's right. On the Gruffalo's back. What has prickles?
Ss: Bodlje. [Prickles.]
T: Prickles su bodlje. [Prickles are prickles.] What did we see yesterday? What has prickles?
S (4th grade): Jež. [Hedgehog.]

Besides free expression during picturebook talks, students expressed themselves during individual or group work. Even though most of the conversations during these activities were in their mother tongue, students also expressed themselves in English, constructing grammatically correct and activity-related sentences, which showcased the level of contentment and sentence structure acquisition (Example 20).

Example 20:
T: Hurry up.

S (4th grade): No. Daj ajde bojaj. Tak bojaj. [Come on, colour. Colour like this.] What colour are his eyes? Oči. [Eyes.]

9.4.1.2. Creative response

Students' creative expression, whether verbal, written or artistic, was greatly encouraged during the four English lessons, especially during picturebook readings and talks. The first indications of creative thinking surfaced during the Animal Circle game. After observing odd animals and their distinctive features, students were asked to describe a Gruffalo. Not knowing or hearing about this animal made way for individual creative interpretations. Supported by guided and suggestive questions, students rejected stereotypical physical animal attributes and verbally described Gruffalo's appearance in the following way (Example 21):

Example 21:
T: What is a Gruffalo? What colour...
S (4th grade): Brown.
T: OK.
S (4th grade): Grey.
T: You think it is grey, OK. Is it big, or is it small?
S (4th grade): Big.
T: What body parts does it have? What do you think?
S (4th grade): Legs.
S (2nd grade): Feet.
T: How many legs?
S (4th grade): 3.
T: 3 legs, good job. What other body parts does it have? What do you think?
S (4th grade): It has… um… big teeth.
T: Big teeth. Does it have tusks? What do you think? Does it have tusks?
S (2nd grade): Yes.
T: Yes, it has tusks. Does it have horns on his head? What do you think? A Gruffalo? What do you think? Does it have horns on his head? Yes or no?
Ss: Yes.
T: Yes, OK. What else? Is he scary?
S (4th grade): No.
T: No, is he nice?
Ss: Yes.

Creative thinking became more apparent in students' drawings, where they merged even more atypical features to create their own Gruffalo. There was a noticeable difference in the drawings of the two grades. The second graders were not so burdened by the realistic depiction of their Gruffalo, resulting in an animal drawing with wings, a long lumpy tail, three legs, tusks, horns, and blue and orange eyes, as seen in the first drawing in Picture 6. The fourth graders were leaning towards a realistic depiction of their Gruffalo, resulting in an

animal drawing with eyes, teeth, a long tail, a small nose, hair/mane, horns, and ears. However, with its blue eyes and four ears, students slightly deviated from the realistic depiction, as seen in the second drawing in Picture 6.

Picture 6. Students' Gruffalo drawings

Many more creative expressions emerged after establishing a more relaxed environment where not only one option was viewed as the correct one. This environment contributed to creative interpretations of the narrative, which was especially noticeable during the second picturebook talk. This picturebook talk was conducted using finger puppets, which served as mediators. Students answered questions as if they were the characters themselves. Again, with the help of guided and suggestive questions, students came up with creative responses to answer questions regarding characters' emotions, actions, thoughts, and characteristics (Example 22 & Example 23).

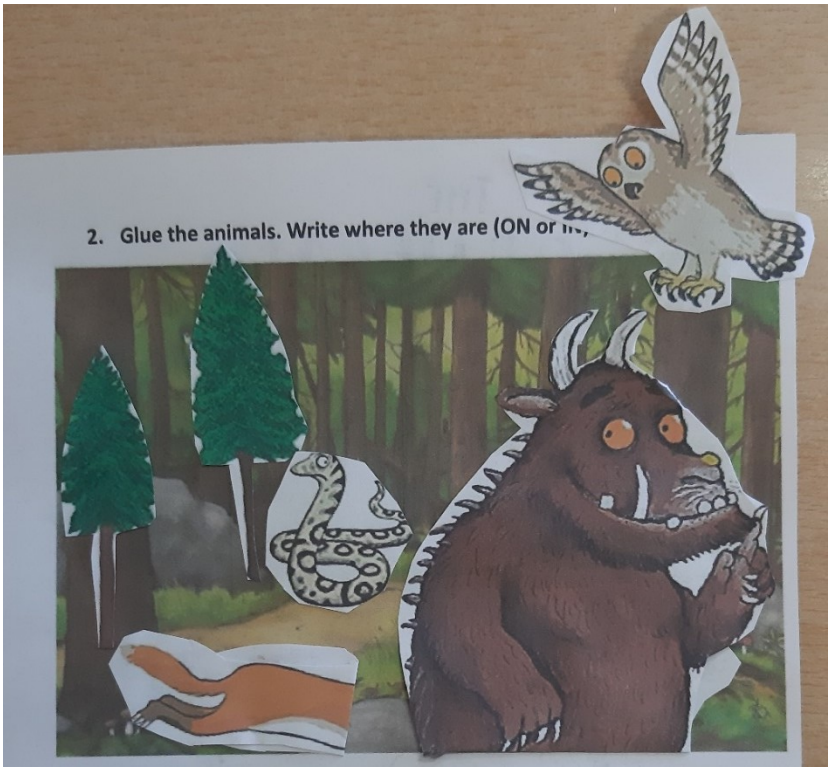
Example 22:
T: Dark, OK. What is your favourite food? Is it our poor little brown mouse? Je li naš jadni mali miš tvoja omiljena hrana? [Is our poor little mouse your favourite food?]
S (4th grade): Yes.
T: Svi ga želite pojesti, joj. [All of you want to eat him.] What else? Would you eat him? Maybe an owl or a fox?
S (4th grade): Yes.
T: A fox, OK. If it's a big snake...
S (4th grade): Elephant.
T: An elephant, are you sure? OK. Can you eat an elephant?
S (4th grade): No.
S (4th grade): Maybe.

T: Ako dovoljno široko otvoriš usta možda ga možeš pojesti. [If you open your mouth wide enough maybe you can eat it.]
S (4th grade): Onda se svaki dan neće morat' hranit'. [Then you wouldn't have to eat every day.]
T: Tako je, bit ćeš doživotno nahranjena. [Yes, you would be fed for life.]
S (2nd grade): Ako je dovoljno veliki. [If he is big enough.]
T: OK.
S (2nd grade): Ja bi' pojela slona. [I would eat an elephant.]
T: You would eat an elephant. OK. What does an elephant have?
S (2nd grade): Tusks.
T: Good job. Very long tusks. OK. What does your feast look like? Feast je gozba. Kako izgleda tvoja gozba? Što sve na tvojem stolu ima, to jest na podu, nemamo stola. [Feast is feast. What does your feast look like? What do you have on your table, that is on the floor, we don't have a table.] We would have a mouse. What else? Do we have pizzas?
S (4th grade): No.
T: No, OK.
S (2nd grade): Pizza sa salamom od miševa. [Pizza with salami made out of mice.]
T: Mouse salami. OK.
S (4th grade): Salata od miševa. [Mouse salad.]
T: OK, a mouse salad.
S (2nd grade): Juha od miševa. [Mouse soup.]
T: What about a mouse tea?
S (2nd grade): Pizza mouse.

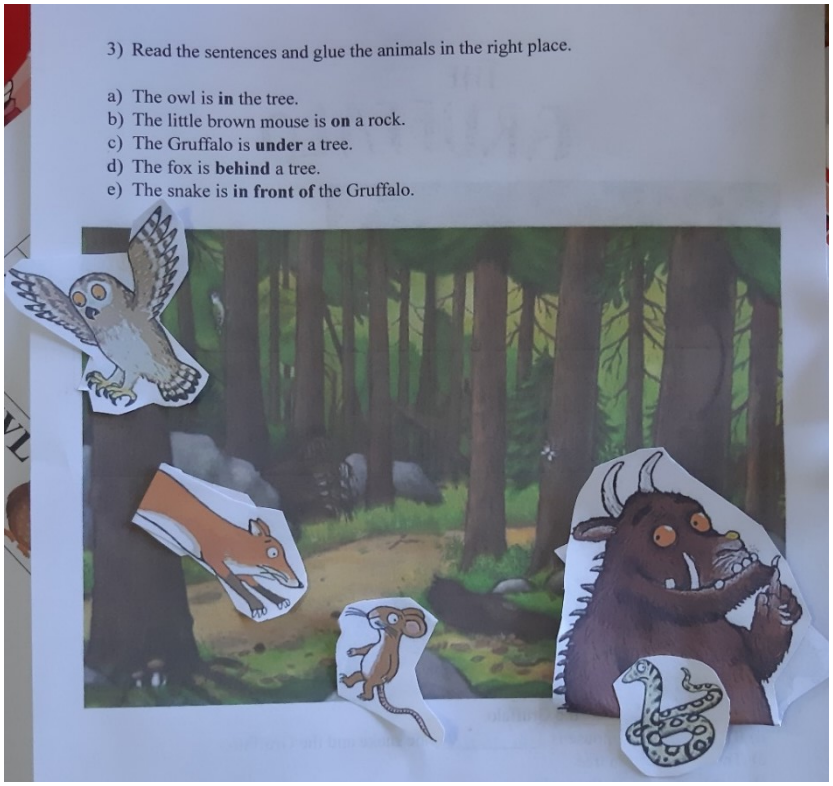
Example 23:
T: Fox. What would you do if you were a fox and met a Gruffalo? Što bi napravila da si ti lisica i da si ga srela? [What would you do if you were a fox that met him?]
S (2nd grade): Pozdravila ga. Možda bi pobjegla. Malo bi ga više promatrala da vidim jel' dobar ili zao. I onda bi, ako je dobar se sprijateljila s njim, a ako je zao ne bi se sprijateljila. [I would say hello. Maybe I would run away. I would watch him more, and if he is good, then I would make friends with him, and if he is evil, I would not make friends with him.]

The positive influence of grades in a combination has also been noticed in their creative expression. In the third lesson, students solved handouts with tasks based on Gruffalo characters. One second-grade task required students to glue Gruffalo characters in a forest setting and to use proper prepositions to describe their position, while fourth-grade students had a similar task of glueing Gruffalo characters according to already written sentences. A second-grade student showed a great understanding of the narrative and, according to the plot, folded a fox cutout and glued it on a rock, explaining how the fox got scared of the Gruffalo and hid inside a rock (Picture 7). After praising the student for the creative solution, other students searched for more creative approaches to solving their tasks, which resulted in

one fourth-grade student folding the Gruffalo cutout to place him under the tree and the fox cutout in order to show it being behind a tree (Picture 8).



Picture 7. Handout of a second-grader



Picture 8. Handout of a fourth-grader

Students also displayed their artistic creativity while decorating the Gruffalo hammer paper. Students chose specific objects from the provided materials to visually depict Gruffalo's physical characteristics, like putting rocks on his knees to make them knobbly, a pinecone for his bushy tail, or wood pieces for his tusks and teeth (Picture 9). The hammer paper was later used to revise Gruffalo's body parts and was displayed on the classroom wall. According to the displayed creative expressions, it can be seen how creative and accommodating teaching, accompanied by non-evaluative student-orientated questions, promoted and stimulated students' creativity (cf., Petrović, 2010).

Picture 9. Decorated Gruffalo hammer paper

9.4.1.3. Narrative response

As previously discussed, narrative understanding and meaning in picturebooks derive from the recipient's circular interaction and the combination of the two sign systems. In other words, meaning derives from the hermeneutic circle process described by Sipe (1998), and Nikojaleva and Scott (2001). Students read the picturebook twice, which fostered the

discovery of new narrative elements and deepened their understanding of the narrative. *The Gruffalo* is a lengthy picturebook with around 700 words, some of which are quite abstract for lower primary students (e.g. log pile house, feast, astounding); however, after the first reading, the level of narrative understanding was notable. Besides the students' well-thought-out predictions about the reason for the mouse's departure into the forest (to look for animals/food, investigate, look at the forest, or take a walk), they also displayed their understanding of the narrative (Example 24).

Example 24:
T: Uh-huh. He went to find the Gruffalo.
S (4th grade): Da pronađe druge životinje. [To find other animals.]
T: To find other animals.
S (4th grade): Da ih upozori. [To warn them.]
T: To warn them. About what?
S (4th grade): The Gruffalo.
T: About a Gruffalo.
S (2nd grade): Plašio je životinje s Gruffalom. [He scared other animals with the Gruffalo.]

Afterwards, meaning extraction from both visual and verbal sign systems was apparent. Students recognised emotions in the visual representation of characters and made an assumption that they connected with the verbal story (Example 25). This proves how the unity of both verbal and visual sign systems and the gaps between them contribute to meaning-making during picturebook readings. Nowhere in the picturebook was the emotional state of the mouse accentuated, but students still recognised and filled in the necessary gaps to derive a conclusion based on personal interpretation (Sipe, 2008).

Example 25:
T: OK, was the mouse scared? Je li se miš bojao? Kada je išao kroz šumu? [Was the mouse scared? When he went through the forest?]
Ss: No, yes.
T: Why yes? Why do you think so?
Ss: No.
T: OK, no.
S (2nd grade): Prvo se nije bojao i onda dok je sreo Gruffala onda se bojao. (inaudible) Splašio se. [First, he was scared, and then when he met the Gruffalo, he was scared. He was scared.]
T: OK, one at a time. Was he scared?
S (2nd grade): Pa kao prvo se nije bojao onda kad je vidio Gruffaloa onda se bojao i onda dok se upoznao s njim onda se opet prestao bojati. [Well, like at first he wasn't scared, then when he saw the Gruffalo, he was scared, and then he got to know him, and then he wasn't scared.]
T: Great job. What do you think? Was he scared? Look at him. Does he look scared?
S (4th grade): No.
T: No. OK.

S (2nd grade): (inaudible) Miš je plašio životinje, kao da postoji. Onda ga je sreo pa se splašio. [Mouse scared other animals, like he exists. Then he met him and got scared.]

The narrative understanding was highly visualised and verbalised in the last lesson during the Rearrange the Story activity. Students were asked to correctly arrange the story illustrations using a copy of their picturebook. Students did not only arrange it correctly but also verbalised the story sequence in doing so. A student also instructed other students to use their own picturebooks to find answers to the questions, which was extremely pleasant to hear and see (Example 26).

Example 26:
T: Uh-huh. Nakon što je sreo Gruffaloa, krenuo je s njim na put. [After he met the Gruffalo, he went on a journey with him.]
S (4th grade): Onda je sreo zmiju. [Then he met the snake.]
S (4th grade): Zmiju. [Snake.]
S (4th grade): Pa je sovu. Ne, sovu, lisicu. I onda se je miš splašio i onda je miš… Onda ide ova sova. [Then he met the owl, No, owl, fox. And then the mouse got scared and then the mouse… Then it's the owl.]
S (4th grade): Učiteljice, znači ide ova zmija i onda ide šta? [Teacher, so snake and then what?]
S (4th grade): Imaš u knjizi. [You have it in the (picture)book.]

The final activity, Act Out a Part of the Story, greatly consolidated narrative understanding. Students chose a scene in the picturebook and acted it out. The other students quickly identified the selected scene and accompanied it with a detailed description of the narrative sequence (Example 27).

Example 27:
S (4th grade): Ono kad su hodali Gruffalo i miš. [When the Gruffalo and the mouse walked.]
T: Is that true? Je li to istina? [Is that true?]
S (2nd grade): Ne, ali blizu, dok se miš splašio i počeo hodat'. [No, but close, when the mouse got scared and started walking.]
S (4th grade): Pa to je to. [That's it.]
T: OK. Dobro. [Fine.] That's it.
S (4th grade): Ja sam miš. Ja sam… [I'm a mouse. I'm a…]
T: Don't tell us. Ako si sova znaš što moraš raditi. [If you are an owl, you know what to do.] OK. And then who came? And who ran away? OK.
S (2nd grade): Miš i sova su se sreli, ali onda je Gruffalo došao i, pa je splašio sovu. [Mouse and the owl met, but then the Gruffalo came and he scared the owl.]
T: Great job. Is that it?
S (4th grade): Yes.
T: Great job, clap for yourselves.

9.4.1.4. Interest-response

One of the possible solutions to maintaining children's attention and interest in class lies in picturebooks (Narančić Kovač, 2016). In this research, interest in the picturebook and its related activities became evident at an early stage. Interest and creative tasks fostered enjoyment. The interest in the picturebook was initiated even before the picturebook reading with the drawing of the Gruffalo. Students anticipated creating and seeing other Gruffalo drawings before seeing the original. Peer cooperation (Example 28) and mutual helping across grades (Example 29) were primary traits of many group activities.

Example 28:
T: Draw his body.
S (2nd grade): Ona radi tijelo i noge, a ja radim glavu i oči. [She is doing the body and legs, and I am doing the head and eyes.]
T: Yes. So, a body, it has to have a body.
S (4th grade): Ovo izgleda k'o neko čudovište. Čekaj. Neki... [This looks like some monster. Wait, some…]
S (4th grade): Točkice napravi. [Make spots.]
S (4th grade): Kaj će točkice, pa nije pjegav. [Why spots, he isn't spotted.]
T: Maybe he is. You can colour it as well. Možete ga i obojati. [You can colour it as well.]

Example 29:
S (4th grade): Um...
T: Girls, help them. What are these?
S (2nd grade): Ears.
T: Ears, yes, what about this? What is this?
S (4th grade): Ears.
T: So, it has 4 ears.
S (4th grade): Yes.
…
S (4th grade): Kak' se zove? [What's it called?]
T: We can help you.
S (4th grade): Kandže. [Claws.]
T: Kako su kandže? [How do we say claws?]
Ss: Claws.

Students' interest was not only showed during the lessons but expanded beyond the classroom environment. In their spare time, students researched The Gruffalo, shared their findings on the Gruffalo cartoon, and listened to the song during their leisure time. This showcased the impact of the picturebook on the students' anticipation for the lessons to come (Example 30).

Example 30:
T: Bravo. [Well done.] Great job. OK, stand up. We will sing it along.

S (2nd grade): Ja sam to doma puštala, ima Gruffalo crtić. [I played it at home, there's a Gruffalo cartoon.]
…
T: Great job, everyone. Great job. OK.
S (2nd grade): Ja sam to doma puštala 4 puta. [I played that 4 times at home.]

The rhyme and rhythm in the picturebook and the Gruffalo song contributed much to the classroom enjoyment and maintained students' interests. Students were found singing the Gruffalo song and repeating phrases while individually working on various tasks (Example 31). With every succeeding lesson, the classroom environment became more pleasant and homely, which encouraged students' language acquisition and expression.

Example 31:
S (4th grade): Kako je velik' Gruffalo. [The Gruffalo is so big.] He has terrible tusks. Sad mi je ta pjesma u glavi. [Now the song is stuck in my head.]
T: Do you want me to play the song?
Ss: Yes.
(students sing along and cut out Gruffalo characters)

The lexical features of the picturebook, accompanied by its musical version, assisted students in their target language acquisition. Students displayed remarkable memorisation and acquisition skills, which were mostly fostered by the already-stated lexical features. The students impressively acquired most of the picturebook phrases, which they successfully utilised during the second picturebook reading and storytelling. During storytelling, it was astounding to see the students' accuracy with which they performed the task (listening and repeating simplified sentences without much assistance) and even added their own sentences that differed from the given example. A fourth-grade student reproduced a sentence from the picturebook, demonstrating the benefit of acquiring sentence structure fostered by The Gruffalo (Example 32).

Example 32:
T: And then the owl ran away. The mouse took a walk through the deep, dark wood. The mouse saw a snake, and the snake saw the mouse.
S (4th grade): Where are you going to, little brown mouse?

However, the most remarkable example is the one of a second-grade student formulating a grammatically correct sentence with difficult vocabulary after the second picturebook reading with finger puppets, as seen in Example 33.

Example 33:
T: Then our Gruffalo got…

Ss: Scared.
T: Why?
S (2nd grade): Because mouse said his favourite food is Gruffalo crumble.

10. Conclusion

During the four English lessons in a combined grade level classroom based on picturebook *The Gruffalo* by Julia Donaldson, students were actively engaged and gladly participated in all prepared activities. Students of distant grades whose subject contents are extremely incongruent naturally complemented each other's knowledge gaps, which showed to be beneficial for each student's language development in the combination. Students acquired much more vocabulary than initially designated and overcame some grammatical difficulties. As a result of the increased emphasis on direct teaching, all students had an equal opportunity to enhance and apply their foreign language proficiency, resulting in a successful outcome of developing all four foreign language skills. Students in a combined grade level classroom also achieved numerous educational outcomes across all three domains, concluding that picturebooks and picturebook-inspired activities can serve as an alternative source for efficiently and successfully achieving set educational outcomes besides the standard teaching material. Students of both grades reacted to the picturebook in Croatian and English and were encouraged with each lesson to express themselves in any way they liked. However, their usage of English progressively increased, and students naturally chose English as their language of expression. Through the use of open-ended questions, students were able to engage in personal expression, develop narrative comprehension, and cultivate creativity and interest.

Numerous anticipated and impromptu benefits were observed in the context of EFL teaching and learning when *The Gruffalo* picturebook was utilised. Based on the presented results, authentic materials, especially picturebooks, could be recommended as primary teaching materials in a combined grade level classroom or at least be a frequent occurrence in EFL teaching.

Further investigation should be conducted into the benefits, usage, and lesson planning of picturebooks as primary teaching materials in combined grade level classrooms.

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Appendix A: Lesson plans

LESSON PLAN

General information	**Student:** Lara Ščuric
	Academic year: 2023/2024
	Primary school: District School
	Mentor: Ivana Milković, PhD
	Grade: 2nd and 4th grade (combined grade level classroom)
	Date: 22nd January, 2024

Grade:	**2nd grade**	**4th grade**
	Topic & lesson type: Body parts, prepositions, adjectives, colours – combined lesson type **Aims:** **A) Linguistic** – Revising/expanding vocabulary (body parts, colours) – Improving listening, speaking, reading and writing skills – Revising prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns), colours (green, blue, white, black, brown, red, orange, yellow, pink) – Using prepositions (in, on), adjectives (big, small, long, short, tall, skinny…)	**Topic & lesson type:** Body parts, descriptions of physical appearance, prepositions, adjectives, colours – combined lesson type **Aims:** **A) Linguistic** – Revising/expanding vocabulary (body parts, colours) – Improving listening, speaking, reading and writing skills – Revising prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns), colours (green, blue, white, black, brown, red, orange, yellow, pink)

1

	– Expressing possession by using "it has…" **C) Educational** – Developing learner autonomy and confidence – Promoting positive attitudes towards language learning in general **Outcomes:** Students will be able to recognize and use target vocabulary regarding body parts and colours by looking at pictures, describing and naming animals in verbal and written form. Students will be able to talk about position of objects in real life and place pictures according to given prepositions. Students will be able to use adjectives to describe animals in verbal and written form. **Interaction patterns:** T-Ss, T-S, individual work, lockstep **Teaching aids and media:** Computer **Teaching material:** PPT presentation, handouts, objects for classroom search (stuffed elephant, toy cow/bear/cactus, ball), cardboard box, Lucky hand puppet	– Using prepositions (in on, under, in front of, between, behind, opposite), adjectives (big, small, long, short, tall, skinny…) – Expressing possession by using "it has…" **C) Educational** – Developing learner autonomy and confidence – Promoting positive attitudes towards language learning in general **Outcomes:** Students will be able to recognize and use target vocabulary regarding body parts and colours by looking at pictures, describing and naming animals in verbal and written form. Students will be able to talk about position of objects in real life and place pictures according to given prepositions. Students will be able to use adjectives to describe animals in verbal and written form. **Interaction patterns:** T-Ss, T-S, individual work, lockstep **Teaching aids and media:** Computer **Teaching material:** PPT presentation, handouts, objects for classroom search (stuffed elephant, toy cow/bear/cactus, ball), cardboard box, Lucky hand puppet

2

LESSON STRUCTURE – 2nd grade	LESSON STRUCTURE – 4th grade
Activity 1: What am I? Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about body parts, colours and numbers, practising listening comprehension Interaction pattern: T-Ss, T-S, lockstep Teaching methods / techniques: looking at pictures on a PPT presentation, Q&A, describing objects, playing a game Estimated time: 15 minutes Description / TT: The student teacher shows a PPT slide of different animals and objects of various colours (owl, rock, elephant, cow, fox, football, snake, flowers, cactus, bear, wood (log), mouse, orange, ball, butterfly). The teacher describes the objects by colour, shape, size (characteristics) until the students guess correctly. After they guess, the students run around the classroom to find this specific object hidden somewhere. After the students find it, they say its colour, number of something, name some body parts and what shape the object is. T: Hello class, my name is Lara. I will be your teacher today. How are you? S: Good. T: I am glad to hear that. Let's begin today's lesson with a game. Look at the board. What is this (the student teacher points to one object at a time)? S: An owl, a rock and an elephant. T: Great. Let's repeat together. An owl (the student teacher points to the correct picture). S: An owl. T: A rock (the student teacher points to the correct picture). S: A rock.	**Activity 1: What am I?** Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about body parts, colours and numbers, practising listening comprehension Interaction pattern: T-Ss, T-S, lockstep Teaching methods / techniques: looking at pictures on a PPT presentation, Q&A, describing objects, playing a game Estimated time: 15 minutes Description / TT: The student teacher shows a PPT slide of different animals and objects of various colours (owl, rock, elephant, cow, fox, football, snake, flowers, cactus, bear, wood (log), mouse, orange, ball, butterfly). The teacher describes the objects by colour, shape, size (characteristics) until the students guess correctly. After they guess, the students run around the classroom to find this specific object hidden somewhere. After the students find it, they describe its look/name the object and where they found it with the use of prepositions (in, on, under, between, in front of…). T: Hello class, my name is Lara. I will be your teacher today. How are you? S: Good. T: I am glad to hear that. Let's begin today's lesson with a game. Look at the board. What is this (the student teacher points to one object at a time)? S: An owl, a rock and an elephant. T: Great. Let's repeat together. An owl (the student teacher points to the correct picture). S: An owl. T: A rock (the student teacher points to the correct picture).

T: An elephant (the student teacher points to the correct picture). S: An elephant. T: Great job class! Now, listen carefully. It is grey, it is big and it has tusks. What is it? S: An elephant. T: Correct. It is an elephant. Now stand up and look for an elephant in the classroom. S: (the students look for a stuffed elephant) T: Great job, you found an elephant. What colour is the elephant? S: The elephant is grey. T: That is correct. Is it big or small? S: Big. T: Great. What body parts does it have? S: Ears, eyes, legs, a tail, a nose… T: Great job everyone. These are tusks (the student teacher shows the tusks on the elephant). Let's repeat. Tusks. S: Tusks. T: Excellent. Point to the tusks. S: (students point to the tusks one at a time) T: Excellent. How many tusks does the elephant have? S: 2. T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: A cow, a fox and a football. T: Great. Let's repeat together. A cow (the student teacher points to the correct picture). S: A cow. T: A fox (the student teacher points to the correct picture). S: A fox. T: A football (the student teacher points to the correct picture). S: A football.	S: A rock. T: An elephant (the student teacher points to the correct picture). S: An elephant. T: Great job class! Now, listen carefully. It is grey, it is big and it has tusks. What is it? S: An elephant. T: Correct. It is an elephant. Now stand up and look for an elephant in the classroom. S: (the students look for a stuffed elephant) T: Great job. What animal is this? S: An elephant. T: That's right. Describe the elephant. S: (student describe briefly) T: What are these (the student teacher points to the tusks)? S: Tusks. T: Yes, these are tusks. Where was the elephant? S: (students say where the elephant was using a correct preposition) T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: A cow, a fox and a football. T: Great. Let's repeat together. A cow (the student teacher points to the correct picture). S: A cow. T: A fox (the student teacher points to the correct picture). S: A fox. T: A football (the student teacher points to the correct picture). S: A football. T: Great job class! Now, listen carefully. It is black and white, it is big and it has horns. What is it? S: A cow. T: Correct. It is a cow. Now stand up and look for a cow in the classroom.

T: Great job class! Now, listen carefully. It is black and white, it is big and it has horns. What is it? S: A cow. T: Correct. It is a cow. Now stand up and look for a cow in the classroom. S: (the students look for a toy ow) T: Great job, you found a cow. What colour is the cow? S: The elephant is black and white. T: That is correct. Is it big or small? S: Big. T: Great. What body parts does it have? S: Ears, eyes, legs, a tail, a nose… T: Great job everyone. These are horn (the student teacher shows the horns on the cow). Let's repeat. Horns. S: Horns. T: Excellent. Point to the horns. S: (students grades point to the horns one at a time) T: Excellent. How many horns does the cow have? S: 2. T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: A snake, flowers and a cactus. T: Great. Let's repeat together. A snake (the student teacher points to the correct picture). S: A snake. T: Flowers (the student teacher points to the correct picture). S: Flowers. T: A cactus (the student teacher points to the correct picture). S: A cactus. T: Great job class! Now, listen carefully. It is green, it is small and it has prickles. What is it? S: A cactus.	S: (the students look for a toy ow) T: Great job. What animal is this? S: A cow. T: That's right. Describe the cow. S: (student describe briefly) T: What are these (the student teacher points to the horns)? S: Horns. T: Yes, these are horns. Where was the cow? S: (students say where the cow was using a correct preposition) T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: A snake, flowers and a cactus. T: Great. Let's repeat together. A snake (the student teacher points to the correct picture). S: A snake. T: Flowers (the student teacher points to the correct picture). S: Flowers. T: A cactus (the student teacher points to the correct picture). S: A cactus. T: Great job class! Now, listen carefully. It is green, it is small and it has prickles. What is it? S: A cactus. T: Correct. It is a cactus. Now stand up and look for a toy cactus in the classroom. S: (the students look for a toy cactus) T: Great job. What is this? S: A cactus. T: That's right. Describe the cactus. S: (student describe briefly) T: What are these (the student teacher points to the prickles)? S: Prickles. T: Yes, these are prickles. Where was the cactus?

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T: Correct. It is a cactus. Now stand up and look for a toy cactus in the classroom. S: (the students look for a toy cactus) T: Great job, you found a cactus. What colour is the cactus? S: The cactus is green. T: That is correct. Is it big or small? S: Small. T: Great. These are prickles (the student teacher shows the prickles on the cactus). Let's repeat. Prickles. S: Prickles. T: Excellent. Point to the prickles. S: (students point to the prickles one at a time) T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: A bear, a piece of wood and a mouse. T: Great. Let's repeat together. A bear (the student teacher points to the correct picture). S: A bear. T: A piece of wood (the student teacher points to the correct picture). S: A piece of wood. T: A mouse (the student teacher points to the correct picture). S: A mouse. T: Great job class! Now, listen carefully. It is brown, it is big and it has claws. What is it? S: A bear. T: Correct. It is a bear. Now stand up and look for a bear in the classroom. S: (the students look for a bear toy) T: Great job, you found a bear. What colour is the bear? S: The bear is brown. T: That is correct. Is it big or small? S: Big.	S: (students say where the cactus was using a correct preposition) T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: A bear, a piece of wood and a mouse. T: Great. Let's repeat together. A bear (the student teacher points to the correct picture). S: A bear. T: A piece of wood (the student teacher points to the correct picture). S: A piece of wood. T: A mouse (the student teacher points to the correct picture). S: A mouse. T: Great job class! Now, listen carefully. It is brown, it is big and it has claws. What is it? S: A bear. T: Correct. It is a bear. Now stand up and look for a bear in the classroom. S: (the students look for a bear toy) T: Great job. What animal is this? S: A bear. T: That's right. Describe the bear. S: (student describe briefly) T: What are these (the student teacher points to the claws)? S: Claws. T: Yes, these are claws. Where was the bear? S: (students say where the bear was using a correct preposition) T: Great job everyone. Look again. What is this (the teacher points to one object at a time)? S: An orange, a ball and a butterfly. T: Great. Let's repeat together. An orange (the student teacher points to the correct picture). S: An orange. T: A ball (the student teacher points to the correct picture).

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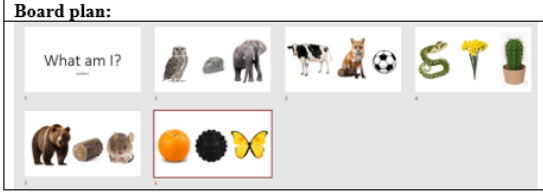
T: Great. What body parts does it have? S: Ears, eyes, legs, a tail, a nose… T: Great job everyone. These are claws (the student teacher shows the tusks on the elephant). Let's repeat. Claws. S: Claws. T: Excellent. Point to the claws. S: (students of point to the claws one at a time) T: Excellent. How many claws does the bear have (one paw is shown)? S: 4. T: Great job everyone. Look again. What is this (the student teacher points to one object at a time)? S: An orange, a ball and a butterfly. T: Great. Let's repeat together. An orange (the student teacher points to the correct picture). S: An orange. T: A ball (the student teacher points to the correct picture). S: A ball. T: A butterfly (the student teacher points to the correct picture). S: A butterfly. T: Great job class! Now, listen carefully. It is round, it is black and it has knobbles. What is it? S: A ball. T: Correct. It is a ball. Now stand up and look for a ball in the classroom. S: (the students look for a ball) T: Great job, you found a ball. What colour is the ball? S: The ball is black. T: That is correct. Is it big or small? S: Small. T: Great. These are knobbles (the teacher shows the knobbles on the ball). Let's repeat. Knobbles. S: Knobbles.	S: A ball. T: A butterfly (the student teacher points to the correct picture). S: A butterfly. T: Great job class! Now, listen carefully. It is round, it is black and it has knobbles. What is it? S: A ball. T: Correct. It is a ball. Now stand up and look for a ball in the classroom. S: (the students look for a ball) T: Excellent. What is this? S: A ball. T: That's right. Describe the ball. S: (student describe briefly) T: What are these (the student teacher points to the knobbles)? S: Knobbles. T: Yes, these are knobbles. Where was the ball? S: (students say where the ball was using a correct preposition) T: Great job everyone. Let's repeat. What are these? S: Tusks/horns/prickles/claws/knobbles. **Activity 2: Revision handouts** Activity objective: revising and practising new vocabulary, practising reading and writing skills Interaction pattern: T-Ss, T-S, individual work Teaching methods / techniques: describing physical appearance, naming animals, glueing cutouts according to sentences Estimated time: 25 minutes Description / TT: The teacher gives out handouts. The students solve tasks related to describing physical appearance, prepositions, adjectives and phrases such as it has/doesn't have, it is in/on/under…

T: Excellent. Point to the knobbles. S: (students of both grades point to the knobbles one at a time) T: Great job everyone. Let's repeat. What are these? S: Tusks/horns/prickles/claws/knobbles. **Activity 2: Revision handouts** Activity objective: revising and practising new vocabulary, practising reading and writing skills Interaction pattern: T-Ss, T-S, individual work Teaching methods / techniques: writing and naming body parts/ animals, colouring, glueing cutouts according to sentences Estimated time: 25 minutes Description / TT: The teacher gives out handouts. The students solve tasks related to body parts, colours, prepositions and the phrases I have/don't have. T: Let's take a look at these handouts. Take a look at task one. What animal can you see in task one? S: An elephant. T: That's right. Point to the head. S: (students point to the head) T: Great job. Point to the tusks. S: (students point to the tusks) T: Great job, write it down. Now name other body parts on the elephant. S: (students solve the tasks and the answers are checked with a game Listen and point) T: Look at task two everyone. What animal is this? S: A cat. T: A cat. Read the first sentence. S: Red ears. T: Colour the ears red. Read the rest and colour the cat.	T: Let's take a look at these handouts. Take a look at task one. Who can you see? S: Lucky. T: That's right. Who can read the first sentence? S: Lucky is brown. T: Lucky is brown. Describe Lucky. S: (students solve the tasks and the answers are checked orally) T: Look at task two everyone. Read the first sentence. S: Lucky is in the garden. T: Is Lucky in the garden? S: Yes. T: That's right, so we will tick that sentence. Read the second sentence. S: An owl is in front of the tree. T: Is an owl in front of the tree? S: No. T: The owl is not in front of the tree. Put a cross. Solve the rest. S: (students solve the tasks and the answers are checked orally) T: 2nd and 4th graders, look at task 3. 4th graders, read task three. S: Write and circle the correct answer. T: 2nd graders, read the first sentence. S: A mouse has a small nose. T: Is that true? S: Yes. T: Which animal will you circle? S: A mouse. T: That's right. Let's look at the second sentence. What animals can you see? S: A cat, a dog and an elephant. T: Great job, who would like to read the second sentence? S: An _____ has long tusks. T: Which animal has long tusks?

S: (students solve the tasks and the answers are checked with a game Listen and point) T: 2nd and 4th graders, look at task 3. 4th graders, read task three. S: Write and circle the correct answer. T: 2nd graders, read the first sentence. S: A mouse has a small nose. T: Is that true? S: Yes. T: Which animal will you circle? S: A mouse. T: That's right. Let's look at the second sentence. What animals can you see? S: A cat, a dog and an elephant. T: Great job, who would like to read the second sentence? S: An _____ has long tusks. T: Which animal has long tusks? S: An elephant. T: Correct, write it down and circle the correct animal. Solve the rest. S: (students solve the tasks and the answers are checked orally) T: Look at task 4 everyone. Read the task. S: Where is Lucky? Glue. T: Correct. Read the first sentence. S: Lucky is in the box. T: Yes. Is Lucky in the box (the student teacher brings a box and puts the Lucky hand puppet in front of the box)? S: No. T: Is Lucky in the box now (the student teacher brings a box and puts the Lucky hand puppet in the box)? S: Yes. T: Great. Glue the picture of Lucky in the box. Solve the other tasks. S: (students solve the tasks and the answers are checked orally) T: Great job everyone.	S: An elephant. T: Correct, write it down and circle the correct animal. Solve the rest. S: (students solve the tasks and the answers are checked orally) T: Look at task 4 everyone. Read the task. S: Where is Lucky? Glue. T: Correct. Here are some pictures of Lucky. Read the first sentence. S: Lucky is in the box. T: Yes. Is Lucky in the box (the student teacher brings a box and puts the Lucky hand puppet in front of the box)? S: No. T: Is Lucky in the box now (the student teacher brings a box and puts the Lucky hand puppet in the box)? S: Yes. T: Great. Glue the picture of Lucky in the box. Solve the other tasks. S: (students solve the tasks and the answers are checked orally) T: Great job everyone. **Activity 3: Colour touch** Activity objective: practising listening skills, practical application of vocabulary Interaction pattern: T-Ss, T-S Teaching methods / techniques: looking for certain objects in the classroom, matching colours with the right objects, naming objects, playing a game Estimated time: 5 minutes Description / TT: The students stand in a circle. The student teacher puts papers with a certain colour on the ground in the circle. Students walk in a circle. When the student teacher says stop, the students pick up one paper, find an object in the classroom that matches their colour and touch it in 5

Activity 3: Colour touch Activity objective: practising listening skills, practical application of vocabulary Interaction pattern: T-Ss, T-S Teaching methods / techniques: looking for certain objects in the classroom, matching colours with the right objects, naming objects, playing a game Estimated time: 5 minutes Description / TT: The students stand in a circle. The student teacher puts papers with a certain colour on the ground in the circle. Students walk in a circle. When the student teacher says stop, the students pick up one paper, find an object in the classroom that matches their colour and touch it in 5 seconds. The students say the colour, an appropriate preposition with the object they've touched (in/on). T: Let's play a game. Name the colours you see (the teacher shows papers with a specific colour). S: Grey, green, orange, brown, red, white, black and purple. T: Great. Name one object in the classroom that is green. S: A board. T: Great job. Now stand in a circle. Listen to the song. When the song stops, pick up one colour and touch something in the classroom that is in that colour. Are you ready? S: Yes T: Let's start. S: (students play the game until the end of the lesson) T: Great job class.	seconds. The students say the prepositions, its colour and try to name the objects. T: Let's play a game. Name the colours you see (the teacher shows papers with a specific colour). S: Grey, green, orange, brown, red, white, black and purple. T: Great. Name one object in the classroom that is green. S: A board. T: Great job. Now stand in a circle. Listen to the song. When the song stops, pick up one colour and touch something in the classroom that is in that colour. Are you ready? S: Yes T: Let's start. S: (students play the game until the end of the lesson) T: Great job class.

Additional activities:	Additional activities:
Activity 4: Draw your animal and describe it Activity objective: practising speaking skills Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: drawing, describing an imaginary animal Estimated time: 5 minutes Description / TT: Students draw their imaginary animal and describe it to the class. T: Draw an imaginary animal. It can have anything you like. When you draw it, describe it to your friends. S: (students draw their imaginary animal)	**Activity 4: Draw your animal and describe it** Activity objective: practising speaking skills Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: drawing, describing an imaginary animal Estimated time: 5 minutes Description / TT: Students draw their imaginary animal and describe it to the class. T: Draw an imaginary animal. It can have anything you like. When you draw it, describe it to your friends. S: (students draw their imaginary animal)

Board plan:	
	

Handouts, etc.:	
PPT presentation (What am I?)	PPT presentation (What am I?)

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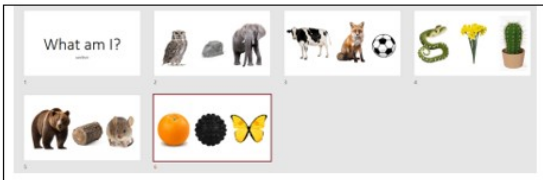
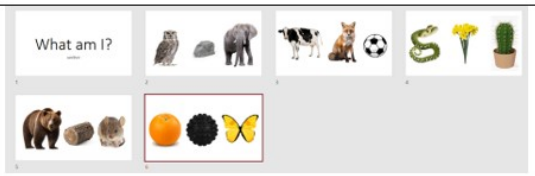


Objects for classroom search (What am I?)



Objects for classroom search (What am I?)

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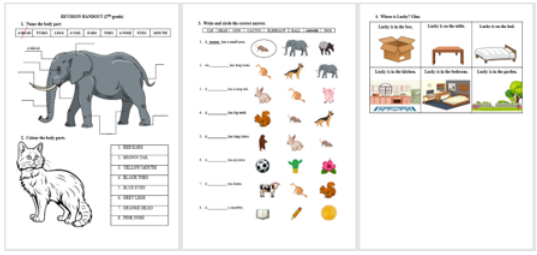
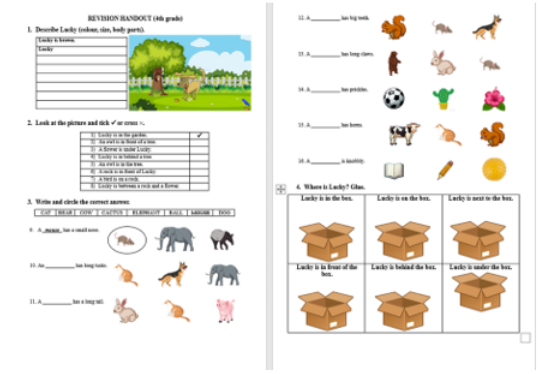
Handout



Lucky cutouts

Colour touch papers

Handout



Lucky cutouts

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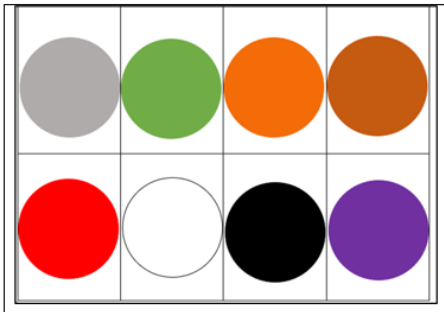
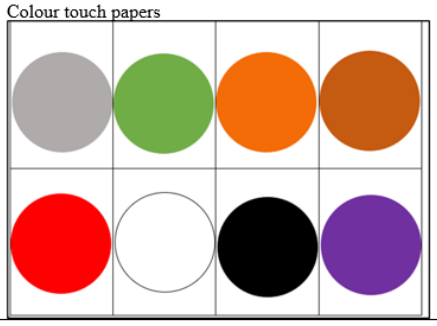


Colour touch papers



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LESSON PLAN

General information	**Student:** Lara Ščuric
	Academic year: 2023/2024
	Primary school: District School
	Mentor: Ivana Milković, PhD
	Grade: 2nd and 4th grade (combined grade level classroom)
	Date: 23rd January, 2024

Grade:	**2nd grade**	**4th grade**
	Topic & lesson type: The Gruffalo (Donaldson, J.) - body parts, prepositions, adjectives, colours (revision) **Aims:** **A) Linguistic** – Revising vocabulary (body parts, colours, animals) – Improving listening and speaking skills – Revising prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns, toes), – colours (green, blue, white, black, brown, red, orange, yellow, pink), animals (fox, elephant, mouse, owl, snake) – Using prepositions (in, on), adjectives (big, small) – Expressing possession by using "it has…"	**Topic & lesson type:** The Gruffalo (Donaldson, J.) - body parts, physical appearance, prepositions, adjectives, colours (revision) **Aims:** **A) Linguistic** – Revising vocabulary (body parts, colours, animals, animal features, numbers) – Improving listening and speaking skills – Revising prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns, toes), – colours (green, blue, white, black, brown, red, orange, yellow, pink), animals (fox, elephant, mouse, owl, snake) – Describing animals (physical appearance)

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LESSON STRUCTURE – 2nd grade	**LESSON STRUCTURE – 4th grade**
Activity 1: Animal circle Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about animal names, practising listening comprehension Interaction pattern: T-Ss, T-S, S-Ss Teaching methods / techniques: describing animals, looking at pictures, playing a game, Q&A Estimated time: 10 minutes Description / TT: The student teacher sits in a semi-circle with the students. The student teacher presents each animal flashcard to the students so that they can name the animal (owl, fox, mouse, snake, elephant). After recognising and naming the animals, the student teacher instructs the students to turn the picture face down and to pass the flashcard to the next student. When the student teacher says stop, the students stop passing the cards around. Each student, one at a time, turns their picture towards the other students. Other students describe the animal, and the student holding the flashcard guesses the animal. After all students guess their animals, the student teacher presents pictures of weird-looking animal (Platypus, Tufted Deer, Flying Fish, Saiga Antelope) while sitting in the circle and asks students to describe them and give opinion about the animals. T: Hello everyone, how are you? S: Good. T: That's nice to hear. Let's sit on the floor in a circle. What animal is this? S: Owl/ mouse/fox/snake/elephant.	**Activity 1: Animal circle** Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about animal names, practising listening comprehension Interaction pattern: T-Ss, T-S, S-Ss Teaching methods / techniques: describing animals, looking at pictures, playing a game, Q&A Estimated time: 10 minutes Description / TT: The student teacher sits in a semi-circle with the students. The student teacher presents each animal flashcard to the students so that they can name the animal (owl, fox, mouse, snake, elephant). After recognising and naming the animals, the student teacher instructs the students to turn the picture face down and to pass the flashcard to the next student. When the student teacher says stop, the students stop passing the cards around. Each student, one at a time, turns their picture towards the other students. Other students describe the animal, and the student holding the flashcard guesses the animal. After all students guess their animals, the student teacher presents pictures of weird-looking animal (Platypus, Tufted Deer, Flying Fish, Saiga Antelope) while sitting in the circle and asks students to describe them and give opinion about the animals. T: Hello everyone, how are you? S: Good. T: That's nice to hear. Let's sit on the floor in a circle. What animal is this? S: Owl/ mouse/fox/snake/elephant.

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T: That' right. Now turn your papers like this (face down). Pass it around the circle. Don't look at the pictures. S: (students pass the card to each other) T: Stop. Turn your paper to others (the student teacher asks one student at a time). Describe this animal to the student. S: (students describe each animal and the student holding the picture guesses the animal, all animals are described in such a way) T: Great job everyone. Now look at this animal (a picture of an odd-looking animal is shown). What animal is this? S: A platypus/deer/fish/antelope. T: That's right, a platypus/deer/fish/antelope. Is it real? Can you describe it? Have you seen it? What is odd about this animal? Have you seen some odd animals? Why were they odd? (the same questions are asked for each picture) S: (students' individual answers and descriptions) T: Great job everyone.	T: That' right. Now turn your papers like this (face down). Pass it around the circle. Don't look at the pictures. S: (students pass the card to each other) T: Stop. Turn your paper to others (the student teacher asks one student at a time). Describe this animal to the student. S: (students describe each animal and the student holding the picture guesses the animal, all animals are described in such a way) T: Great job everyone. Now look at this animal (a picture of an odd-looking animal is shown). What animal is this? S: A platypus/deer/fish/antelope. T: That's right, a platypus/deer/fish/antelope. Is it real? Can you describe it? Have you seen it? What is odd about this animal? Have you seen some odd animals? Why were they odd? (the same questions are asked for each picture) S: (students' individual answers and descriptions) T: Great job everyone.
Activity 2: What is a Gruffalo? Activity objective: encouraging creative thinking, practising speaking skills, revising vocabulary Interaction pattern: T-Ss, T-S, pair work, Ss-Ss Teaching methods / techniques: describing, expressing opinion, Q&A, drawing Estimated time: 6 minutes	**Activity 2: What is a Gruffalo?** Activity objective: encouraging creative thinking, practising speaking skills, revising vocabulary Interaction pattern: T-Ss, T-S, pair work, Ss-Ss Teaching methods / techniques: describing, expressing opinion, Q&A, drawing Estimated time: 6 minutes
Description / TT: The student teacher encourages students' creativity by asking a question frequently asked in the mentioned picturebook: "What's a Gruffalo?". The student teacher encourages students to orally present some ideas of what the Gruffalo might look like. This conversation is conducted by the usage of guided, suggestive, and open questions (e.g.: "What colour is he? Does it have wings/arms/legs?). The students give	Description / TT: The student teacher encourages students' creativity by asking a question frequently asked in the mentioned picturebook: "What's a Gruffalo?". The student teacher encourages students to orally present some ideas of what the Gruffalo might look like. This conversation is conducted by the usage of guided, suggestive, and open questions (e.g.: "Does it have horns on his head/back?). The students give their opinion

their opinion by using the known vocabulary (body parts and shapes, colours, numbers, adjectives (big, small, long, short…)). Students express their opinions about the creatures hight/size, colour, features and body parts sitting in a semi-circle. After the conversation, the students draw their Gruffalo. Revised vocabulary is presented on the PPT slide accompanied with pictures and words. The students present their Gruffalo and describe what the Gruffalo looks like using the already acquired vocabulary (colours, body parts, characteristics; they can use the PPT while presenting). Students' work is displayed on the board. T: What is a platypus/deer/fish/antelope? Show me. S: (students briefly describe) T: What is a Gruffalo? What colour is the Gruffalo? Does it have wings/arms/legs? How many? S: (students give individual answers) T: Great ideas everyone. Now return to your desks. You will draw your Gruffalo in pairs. Work together and draw what you think a Gruffalo looks like. This presentation can help you (the student teacher shows the slide with body parts). S: (students draw their Gruffalo) T: Okay everyone. Describe your Gruffalo. S: (students describe) T: Great job everyone.	by using the known vocabulary (prepositions, physical appearance, colours, numbers, adjectives (big, small, long, short…)). Students express their opinions about the creatures hight/size, colour, features and body parts sitting in a semi-circle. After the conversation, the students draw their Gruffalo. Revised vocabulary is presented on the PPT slide accompanied with pictures and words. The students present their Gruffalo and describe what the Gruffalo looks like using the already acquired vocabulary (colours, body parts, characteristics; they can use the PPT while presenting). Students' work is displayed on the board. T: What is a platypus/deer/fish/antelope? Show me. S: (students briefly describe) T: What is a Gruffalo? Does it have horns on his back/head? Where does it live? S: (students give individual answers) T: Great ideas everyone. Now return to your desks. You will draw your Gruffalo in pairs. Work together and draw what you think a Gruffalo looks like. This presentation can help you (the student teacher shows the slide with body parts). S: (students draw their Gruffalo) T: Okay everyone. Describe your Gruffalo. S: (students describe) T: Great job everyone.
Activity 3: Cover page analysis Activity objective: practising speaking skills, revising vocabulary Interaction pattern: T-Ss, T-S Teaching methods / techniques: predicting, describing, Q&A Estimated time: 2 minutes	**Activity 3: Cover page analysis** Activity objective: practising speaking skills, revising vocabulary Interaction pattern: T-Ss, T-S Teaching methods / techniques: predicting, describing, Q&A Estimated time: 2 minutes
Description / TT:	Description / TT:

The student teacher presents the cover page of the picturebook The Gruffalo to the students. The student teacher hides the illustration of a Gruffalo with a piece of paper. The students make predictions about the narrative. The student teacher guides the students with questions. The students try to predict what the picturebook is about and what/who appears in it. T: Let's sit on the floor in a circle. Look at the illustration. – Is this the Gruffalo (pointing at the mouse)? – Where is the Gruffalo (due to the paper taped on the cover page)? – What animals can you see? – Where is the mouse? – Why is he there? – What is his favourite food? – What body parts can you see? – What is the story about? – What animals are in the story? – Do you think the Gruffalo is similar to your drawings? S: (students give individual answers) T: Excellent. **Activity 4: First reading and picturebook talk** Activity objective: practising listening and speaking skills, eliciting creative thinking Interaction pattern: T-Ss, T-S Teaching methods / techniques: active listening, looking at the picturebook Estimated time: 10 minutes Description / TT:	The student teacher presents the cover page of the picturebook The Gruffalo to the students. The student teacher hides the illustration of a Gruffalo with a piece of paper. The students make predictions about the narrative. The student teacher guides the students with questions. The students try to predict what the picturebook is about and what/who appears in it. T: Let's sit on the floor in a circle. Look at the illustration. – Is this the Gruffalo (pointing at the mouse)? – Where is the Gruffalo (due to the paper taped on the cover page)? – What animals can you see? – Where is the mouse? – Why is he there? – What is his favourite food? – What body parts can you see? – What is the story about? – What animals are in the story? – Do you think the Gruffalo is similar to your drawings? S: (students give individual answers) T: Excellent. **Activity 4: First reading and picturebook talk** Activity objective: practising listening and speaking skills, eliciting creative thinking Interaction pattern: T-Ss, T-S Teaching methods / techniques: active listening, looking at the picturebook Estimated time: 10 minutes Description / TT:

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The students are asked to listen carefully to the story and to make a roar sound when they see the Gruffalo (while-listening task). After the reading, they answer questions regarding the picturebook. T: Now we will see what a Gruffalo is. When you see the Gruffalo, make a big and loud roar. Like this (the student teacher demonstrates). Now you. S: (students demonstrate) T: Great job. When you see the Gruffalo, roar. (the student teacher reads the picturebook) S: (students roar when they see the Gruffalo) T: (the student teacher asks general questions about the picturebook, more questions are asked during the talk) – What is a Gruffalo? – What kind of a monster/animal is he? – Where does he live? – What does he look like? – Did you see any other animals? – What other animals did you see? – Do you know any other animal that lives in a forest? – Why did the mouse go for a walk? – Where did he go? – Who did he meet first/second/third/last? – Was the mouse scared? Why? S: (students answer individually sharing their thoughts and experiences) T: Great job. **Activity 5: Post-reading handouts** Activity objective: revising vocabulary, practising reading and speaking skills	The students are asked to listen carefully to the story and to make a roar sound when they see the Gruffalo (while-listening task). After the reading, they answer questions regarding the picturebook. T: Now we will see what a Gruffalo is. When you see the Gruffalo, make a big and loud roar. Like this (the student teacher demonstrates). Now you. S: (students demonstrate) T: Great job. When you see the Gruffalo, roar. (the student teacher reads the picturebook) S: (students roar when they see the Gruffalo) T: (the student teacher asks general questions about the picturebook, more questions are asked during the talk) – What is a Gruffalo? – What kind of a monster/animal is he? – Where does he live? – What does he look like? – Did you see any other animals? – What other animals did you see? – Do you know any other animal that lives in a forest? – Why did the mouse go for a walk? – Where did he go? – Who did he meet first/second/third/last? – Was the mouse scared? Why? S: (students answer individually sharing their thoughts and experiences) T: Great job. **Activity 5: Post-reading handouts** Activity objective: revising vocabulary, practising reading and speaking skills

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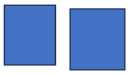
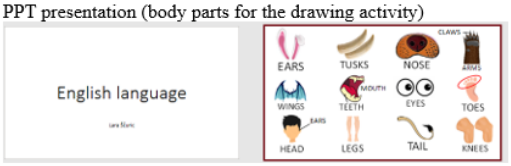
Interaction pattern: T-Ss, T-S, pair work, group work Teaching methods / techniques: looking at pictures, choosing the correct answer Estimated time: 2 minutes Description / TT: The student teacher gives out handouts on which the students circle the correct answer about Gruffalo's appearance together. Students describe the Gruffalo by recalling the words used in the picturebook and shown illustrations on their handouts. The handouts are filled with the help of the picturebook. T: Let's see what the Gruffalo looks like (the student teacher gives out handouts). Work in pairs. Look at task one. He has terrible? (if the students don't know, the student teacher shows the correct page in the picturebook) S: Tusks. T: Correct, circle it. Who would like to read the second sentence? (all tasks are solved in the same manner) S: (students read the sentences) T: Great job everyone. **Activity 6: Drawings analysis** Activity objective: practising speaking skills, observing differences and similarities Interaction pattern: T-Ss, T-S, Ss-Ss, S-Ss Teaching methods / techniques: describing, peer assessment Estimated time: 2 minutes Description / TT: The student teacher puts the drawing in a circle and the students analyse the drawings of other students.	Interaction pattern: T-Ss, T-S, pair work, group work Teaching methods / techniques: looking at pictures, choosing the correct answer Estimated time: 2 minutes Description / TT: The student teacher gives out handouts on which the students circle the correct answer about Gruffalo's appearance together. Students describe the Gruffalo by recalling the words used in the picturebook and shown illustrations on their handouts. The handouts are filled with the help of the picturebook. T: Let's see what the Gruffalo looks like (the student teacher gives out handouts). Work in pairs. Look at task one. He has terrible? (if the students don't know, the student teacher shows the correct page in the picturebook) S: Tusks. T: Correct, circle it. Who would like to read the second sentence? (all tasks are solved in the same manner) S: (students read the sentences) T: Great job everyone. **Activity 6: Drawings analysis** Activity objective: practising speaking skills, observing differences and similarities Interaction pattern: T-Ss, T-S, Ss-Ss, S-Ss Teaching methods / techniques: describing, peer assessment Estimated time: 2 minutes Description / TT: The student teacher puts the drawing in a circle and the students analyse the drawings of other students.

T: Look at your drawings (the student teacher puts the drawing in a circle next to the picturebook). Second graders, is their drawing similar to the real Gruffalo? S: (noticing differences and similarities, peer assessment) T: Great job everyone. **Activity 7: Word search** Activity objective: practising (global) reading, practising reading skills Interaction pattern: T-Ss, T-S Teaching methods / techniques: looking at word cards, placing them correctly, recognising words and connecting it with the visual representative Estimated time: 3 minutes Description / TT: A hammer paper with a Gruffalo outline is displayed on the board. Word cards are presented to the students. After a certain word is shown, students point to that certain body part on themselves. The student teacher puts the word cards around the classroom right side up. The student teacher points to a certain body part and students look for the right word card. When the right card is found, the students place it on a correct place on the Gruffalo hammer. T: Look at these word cards. What does it say here? S: (students read a word card) T: Correct. Point to your nose. S: (students point) T: Great job (the students put word cards around the classroom). What is this (the student teacher points to a certain body part)? S: A nose. T: That's right. Stand up and look for a correct word card.	T: Look at your drawings (the teacher puts the drawing in a circle next to the picturebook). Fourth graders, is their drawing similar to the real Gruffalo? S: (noticing differences and similarities, peer assessment) T: Great job everyone. **Activity 7: Word search** Activity objective: practising (global) reading, practising reading skills Interaction pattern: T-Ss, T-S Teaching methods / techniques: looking at word cards, placing them correctly, recognising words and connecting it with the visual representative Estimated time: 3 minutes Description / TT: A hammer paper with a Gruffalo outline is displayed on the board. Word cards are presented to the students. After a certain word is shown, students point to that certain body part on themselves. The student teacher puts the word cards around the classroom right side up. The teacher points to a certain body part and students look for the right word card. When the right card is found, the students place it on a correct place on the Gruffalo hammer. T: Look at these word cards. What does it say here? S: (students read a word card) T: Correct. Point to your nose. S: (students point) T: Great job (the students put word cards around the classroom). What is this (the student teacher points to a certain body part)? S: A nose. T: That's right. Stand up and look for a correct word card.

S: (students look for a word card) T: Great job. Put the card in the right place. S: (a student place the word card on the Gruffalo hammer) T: Great job everyone. **Activity 8: Gruffalo song** Activity objective: practising speaking skills Interaction pattern: T-Ss Teaching methods / techniques: TPR, singing a song Estimated time: 3 minutes Description / TT: The student teacher plays the Gruffalo song and accompanies it with movements (TPR). The students repeat the song twice. T: Listen to the song. Repeat after me. He has terrible tusks (tusks are accompanied by movement) S: (students repeat) T: (teacher uses TPR with the entire song and students repeat). Great job everyone.	S: (students look for a word card) T: Great job. Put the card in the right place. S: (a student place the word card on the Gruffalo hammer) T: Great job everyone. **Activity 8: Gruffalo song** Activity objective: practising speaking skills Interaction pattern: T-Ss Teaching methods / techniques: TPR, singing a song Estimated time: 3 minutes Description / TT: The student teacher plays the Gruffalo song and accompanies it with movements (TPR). The students repeat the song twice. T: Listen to the song. Repeat after me. He has terrible tusks (tusks are accompanied by movement) S: (students repeat) T: (teacher uses TPR with the entire song and students repeat). Great job everyone.
Additional activities:	**Additional activities:**
Activity 9: Gruffalo hammer - decorating Activity objective: recognising and creating body parts Interaction pattern: T-Ss, group work Teaching methods / techniques: decorating, using different objects as body parts, describing what object they used for what body part Estimated time: 6 minutes Description / TT: The student teacher gives students material for decorating the Gruffalo hammer paper.	**Activity 9: Gruffalo hammer - decorating** Activity objective: recognising and creating body parts Interaction pattern: T-Ss, group work Teaching methods / techniques: decorating, using different objects as body parts, describing what object they used for what body part Estimated time: 6 minutes Description / TT: The student teacher gives students material for decorating the Gruffalo hammer paper.

T: Let's decorate the Gruffalo. S: (students decorate the Gruffalo) T: Great job everyone.	T: Let's decorate the Gruffalo. S: (students decorate the Gruffalo) T: Great job everyone.

Board plan:	
 Students' work The Gruffalo hammer paper	 Students' work The Gruffalo hammer paper

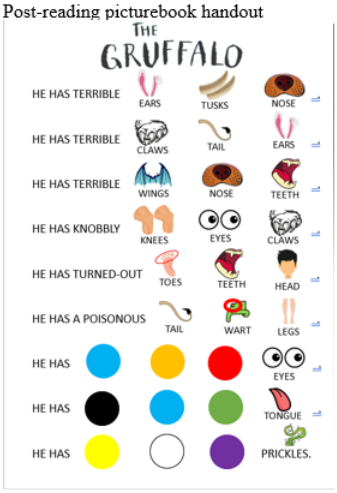
Handouts, etc.:	
PPT presentation (body parts for the drawing activity)  Drawing handout	PPT presentation (body parts for the drawing activity) Drawing handout

THE GRUFFALO

Post-reading picturebook handout

THE GRUFFALO

Post-reading picturebook handout



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Word cards

A HEAD	A TAIL	EYES	EARS	HORNS
TEETH	LEGS	TUSKS	TOES	
ARMS	A NOSE	CLAWS	PRICKLES	

The Gruffalo hammer paper and decorating materials

Word cards

A HEAD	A TAIL	EYES	EARS	HORNS
TEETH	LEGS	TUSKS	TOES	
ARMS	A NOSE	CLAWS	PRICKLES	

The Gruffalo hammer paper and decorating materials

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LESSON PLAN

General information	**Student:** Lara Ščuric
	Academic year: 2023/2024
	Primary school: District School
	Mentor: Ivana Milković, PhD
	Grade: 2nd and 4th grade (combined grade level classroom)
	Date: 29th January, 2024

Grade:	2nd grade	4th grade
	Topic & lesson type: The Gruffalo (Donaldson, J.) - body parts, prepositions, adjectives, colours (consolidation) **Aims:** **A) Linguistic** – Consolidating vocabulary (body parts, colours, animals) – Improving listening and speaking skills – Consolidating prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns, toes), colours (green, blue, white, black, brown, red, orange, yellow, pink), animals (fox, elephant, mouse, owl, snake) – Using prepositions (in, on), adjectives (big, small)	**Topic & lesson type:** The Gruffalo (Donaldson, J.) - body parts, physical appearance, prepositions, adjectives, colours (consolidation) **Aims:** **A) Linguistic** – Consolidating vocabulary (body parts, colours, animals, animal features, numbers) – Improving listening and speaking skills – Consolidating prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns, toes), colours (green, blue, white, black, brown, red, orange, yellow, pink), animals (fox, elephant, mouse, owl, snake) – Describing animals (physical appearance)

	– Expressing possession by using "it has…" and describing animals by using "it is/has…" **C) Educational** – Developing learner autonomy and confidence – Promoting positive attitudes towards language learning in general **Outcomes:** Students will be able to recognize and use target vocabulary regarding body parts and colours by looking at pictures, describing and naming animals in verbal form. Students will be able to talk about position of body parts based on pictures. Students will be able to use adjectives to describe animals in verbal form. Students will be able to describe positions of animals in a picture in written form by using correct prepositions. **Interaction patterns:** T-Ss, T-S, individual work, S-Ss **Teaching aids and media:** Computer, speakers **Teaching material:** PPT presentation, handouts, picturebook *The Gruffalo* (Julia Donaldson), finger puppets	– Using prepositions (in, on, under, in front of, between, behind, opposite), adjectives (big, small, long, short, tall…) – Expressing possession by using "it has…" and describing animals by using "it is/has…" **C) Educational** – Developing learner autonomy and confidence – Promoting positive attitudes towards language learning in general **Outcomes:** Students will be able to recognize and use target vocabulary regarding body parts and colours by looking at pictures, describing and naming animals in verbal form. Students will be able to talk about position of body parts based on pictures. Students will be able to use adjectives to describe animals in verbal form. Students will be able to use correct prepositions by looking at pictures in written form. **Interaction patterns:** T-Ss, T-S, individual work, S-Ss **Teaching aids and media:** Computer, speakers **Teaching material:** PPT presentation, handouts, picturebook *The Gruffalo* (Julia Donaldson), finger puppets

LESSON STRUCTURE – 2nd grade	LESSON STRUCTURE – 4th grade
Activity 1: The Gruffalo song Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about Gruffalo body parts, practising listening comprehension and speaking skills Interaction pattern: T-Ss Teaching methods / techniques: TPR, listening to a song, singing a song Estimated time: 5 minutes Description / TT: The student teacher plays the Gruffalo song and accompanies it with movements (TPR). The students repeat the song twice. T: Good morning students. S: Good morning. T: How are you? S: Good. T: That's great. Let's start our morning with a song. Stand up please. S: (students stand up) T: Listen to the song and follow what I do (the student teacher plays the song and accompanies it with movements). S: (students repeat the movements) T: Great job. Now, repeat after me. He has terrible tusks (the student teacher shows a movement accompanying the word tusks). S: He has terrible tusks (students repeat the sentence and the movement). T: Great He has… (the student teacher accompanies the whole song with movements and the students repeat then the song is repeated twice).	**Activity 1: The Gruffalo song** Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about Gruffalo body parts, practising listening comprehension and speaking skills Interaction pattern: T-Ss Teaching methods / techniques: TPR, listening to a song, singing a song Estimated time: 5 minutes Description / TT: The student teacher plays the Gruffalo song and accompanies it with movements (TPR). The students repeat the song twice. T: Good morning students. S: Good morning. T: How are you? S: Good. T: That's great. Let's start our morning with a song. Stand up please. S: (students stand up) T: Listen to the song and follow what I do (the student teacher plays the song and accompanies it with movements). S: (students repeat the movements) T: Great job. Now, repeat after me. He has terrible tusks (the student teacher shows a movement accompanying the word tusks). S: He has terrible tusks (students repeat the sentence and the movement). T: Great He has… (the student teacher accompanies the whole song with movements and the students repeat then the song is repeated twice).

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S: (students repeat after the student teacher) Great job everyone. **Activity 2: Second reading of the picturebook with finger puppets and picturebook talk** Activity objective: practising listening and speaking skills, eliciting creative thinking Interaction pattern: T-S, T-Ss Teaching methods / techniques: active listening, looking at the picturebook, finishing sentences, Q&A, discussion Estimated time: 16 minutes Description / TT: The student teacher reads the picturebook with finger puppets. Every time a character appears in the story the teacher puts a different finger puppet on her fingers. When one character finishes with their dialogue, the student teacher puts the finger puppet on a student's finger. When the character appears again, the student teacher motivates the students to move the puppet and finish a sentence. Afterwards, a picturebook talk is conducted in a way where the student teacher asks students questions as if they were the characters. Finger puppet use is encouraged. T: Let's sit on the floor in a circle. What is this (the student teacher shows the tree bag where the finger puppets are)? S: A tree. T: That's right. What animal lives here? S: (students' answer individually) T: Yes. We will see who lives here. Let's read our picturebook (the student teacher puts puppets on her fingers as they appear). ""Silly old Fox/Owl/Snake! Doesn't he know, There's no such thing as a ?""	S: (students repeat after the student teacher) T: Great job everyone. **Activity 2: Second reading of the picturebook with finger puppets and picturebook talk** Activity objective: practising listening and speaking skills, eliciting creative thinking Interaction pattern: T-S, T-Ss Teaching methods / techniques: active listening, looking at the picturebook, finishing sentences, Q&A, discussion Estimated time: 16 minutes Description / TT: The student teacher reads the picturebook with finger puppets. Every time a character appears in the story the teacher puts a different finger puppet on her fingers. When one character finishes with their dialogue, the student teacher puts the finger puppet on a student's finger. When the character appears again, the student teacher motivates the students to move the puppet and finish a sentence. Afterwards, a picturebook talk is conducted in a way where the student teacher asks students questions as if they were the characters. Finger puppet use is encouraged. T: Let's sit on the floor in a circle. What is this (the student teacher shows the tree bag where the finger puppets are)? S: A tree. T: That's right. What animal lives here? S: (students' answer individually) T: Yes. We will see who lives here. Let's read our picturebook (the student teacher puts puppets on her fingers as they appear). ""Silly old Fox/Owl/Snake! Doesn't he know, There's no such thing as a ?""

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S: Gruffalo. T: (the student teacher gives puppets to the students after these sentences) “I hear a hiss in the leaves ahead.” (the student teacher gives the Gruffalo and mouse finger puppet) "It's _____," said the mouse. "Why, Snake, _____!” S: Snake/Owl/Fox, Hello. (student with the mouse finger puppet) T: "Goodbye, little _____!" S: Mouse (students with a certain puppet). T: "Amazing!" (the student teacher encourages the students with the Gruffalo puppet to repeat) said the Gruffalo. S: Amazing (the student repeats). T: Great job everyone. (the second picturebook talk is conducted with open-ended question targeted at each picturebook character and students’ personal interpretations) QUESTIONS FOR A FOX/AN OWL/A SNAKE: – Who are you? – Where do you live? – How does your underground/treetop/log pile house look like? – What do you have for lunch? – Do you drink tea? What tea is your favourite? – What does your feast look like? – Who did you meet in the forest? QUESTIONS FOR THE MOUSE: – Where you scared of the fox/owl/snake? Why? – What would you do if you were a mouse? – What did you do (referring to the character in the picturebook)? QUESTIONS FOR A FOX/AN OWL/A SNAKE:	S: Gruffalo. T: (the student teacher gives puppets to the students after these sentences) “I hear a hiss in the leaves ahead.” (the student teacher gives the Gruffalo and mouse finger puppet) "It's _____," said the mouse. "Why, Snake, _____!” S: Snake/Owl/Fox, Hello. (student with the mouse finger puppet) T: "Goodbye, little _____!" S: Mouse (students with a certain puppet). T: "Amazing!" (the student teacher encourages the students with the Gruffalo puppet to repeat) said the Gruffalo. S: Amazing (the student repeats). T: Great job everyone. (the second picturebook talk is conducted with open-ended question targeted at each picturebook character and students’ personal interpretations) QUESTIONS FOR A FOX/AN OWL/A SNAKE: – Who are you? – Where do you live? – How does your underground/treetop/log pile house look like? – What do you have for lunch? – Do you drink tea? What tea is your favourite? – What does your feast look like? – Who did you meet in the forest? QUESTIONS FOR THE MOUSE: – Where you scared of the fox/owl/snake? Why? – What would you do if you were a mouse? – What did you do (referring to the character in the picturebook)? QUESTIONS FOR A FOX/AN OWL/A SNAKE:

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– What would you do if you were a fox/owl/snake? QUESTIONS FOR THE MOUSE: – Who did you meet then? – Where you scared of the Gruffalo? Why? QUESTIONS FOR THE GRUFFALO: – Who are you? – Where do you live? – How does your house look like? – What is your favourite food? – What would you do if you were the Gruffalo? S: (students answer individually) T: Great job everyone. **Activity 3: Gruffalo has with finger puppets** Activity objective: practising listening and speaking skills, expressing possession Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: describing animals, playing a game Estimated time: 7 minutes Description / TT: The student teacher introduces a game called Gruffalo has similar to the game Simon says. The student teacher demonstrates the language structure Gruffalo has (orange eyes). The students point to the correct body part. If the student teacher say He has orange eyes, the students should stay still. After the student teacher demonstrates, the students use their finger puppets and play the game. T: Let’s play a game. Do you know the game Simon says?	– What would you do if you were a fox/owl/snake? QUESTIONS FOR THE MOUSE: – Who did you meet then? – Where you scared of the Gruffalo? Why? QUESTIONS FOR THE GRUFFALO: – Who are you? – Where do you live? – How does your house look like? – What is your favourite food? – What would you do if you were the Gruffalo? S: (students answer individually) T: Great job everyone. **Activity 3: Gruffalo has with finger puppets** Activity objective: practising listening and speaking skills, expressing possession Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: describing animals, playing a game Estimated time: 7 minutes Description / TT: The student teacher introduces a game called Gruffalo has similar to the game Simon says. The student teacher demonstrates the language structure Gruffalo has (orange eyes). The students point to the correct body part. If the student teacher say He has orange eyes, the students should stay still. After the student teacher demonstrates, the students use their finger puppets and play the game. T: Let’s play a game. Do you know the game Simon says?

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S: Yes. T: Great. We will play this game with the Gruffalo; it is called Gruffalo has. Stand up please. S: (students stand up) T: Let's try. Gruffalo has orange eyes. Point to your eyes. S: (students point to their eyes) T: Great job. He has small ears. S: (students stand still) T: Great job. I am describing the Gruffalo. You point to a body part only when I say Gruffalo says. Let's try again. Gruffalo has a small tail. S: (students show what and where a tail would be) T: Great job. He has orange eyes. S: (students stand still) T: Great job. Now you will describe your animal to others and play this game. S: (each student come in front of the class and describes his/her finger puppet animal) T: Very good everyone. **Activity 4: Picturebook handouts** Activity objective: practising writing skills Interaction pattern: individual work, T-Ss Teaching methods / techniques: naming body parts, describing the position of animals, looking at pictures, choosing a correct preposition Estimated time: 12 minutes Description / TT: The student teacher gives out handouts. The students name each body part with the help of the word list above the Gruffalo and glueing animals and using prepositions to describe their position based on the example sentence. A word list is provided for easier sentence making.	S: Yes. T: Great. We will play this game with the Gruffalo; it is called Gruffalo has. Stand up please. S: (students stand up) T: Let's try. Gruffalo has orange eyes. Point to your eyes. S: (students point to their eyes) T: Great job. He has small ears. S: (students stand still) T: Great job. I am describing the Gruffalo. You point to a body part only when I say Gruffalo says. Let's try again. Gruffalo has a small tail. S: (students show what and where a tail would be) T: Great job. He has orange eyes. S: (students stand still) T: Great job. Now you will describe your animal to others and play this game. S: (each student come in front of the class and describes his/her finger puppet animal) T: Very good everyone. **Activity 4: Picturebook handouts** Activity objective: practising writing skills Interaction pattern: individual work, T-Ss Teaching methods / techniques: naming body parts, describing the position of animals, looking at pictures, choosing a correct preposition Estimated time: 12 minutes Description / TT: The student teacher gives out different handouts to each class. The students have multiple tasks related with looking at an illustration: describing the characters (has/doesn't have + body part + adjectives) and using prepositions. The students glue Gruffalo characters

T: Let's solve some Gruffalo tasks. Who can you see in task one? S: Gruffalo. T: Correct. Read the first word. S: A nose. T: Where is his nose? S: (students point) T: Great job. Write a nose on the line. Name all body parts. S: (students name body parts and the answers are checked with a game called Listen and point, e.g. point to the nose) T: Look at task two. What can you see? S: A forest. T: Correct. Who would like to read the first sentence? S: A bird is on a tree. T: Correct. Here are some animals. Glue them and write where they are. Use on or in. Do you understand? S: Yes. T: Great, here is a word list (the student teacher gives a word list with unfamiliar words). S: (students glue the Gruffalo characters and describe where they are, the answers are checked orally) T: Great job everyone. **Activity 5: The Gruffalo song** Activity objective: practising speaking and listening skills Interaction pattern: T-Ss Teaching methods / techniques: singing a song, TPR Estimated time: 5 minutes Description / TT: The student teacher sings the song with the students. T: Let's sing the song one more time.	according to the sentences containing prepositions. A word list is provided for easier task completion. T: Let's solve some Gruffalo tasks. Look at task one. What can you see? S: (students describe the illustration) T: Great job. Listen to the first task. Look at the illustration and write the missing words. Who would like to read the first sentence? S: Gruffalo has terrible teeth _____ his terrible jaws. T: Great. What would be the correct answer? S: In. T: Great job. Solve the rest on your own. S: (students answer, the answers are checked orally) T: Great job. Look at task two. Read the first sentence. S: The Gruffalo has blue eyes. T: Does the Gruffalo have blue eyes? S: No. T: Correct. That is incorrect so we will cross it. Who would like to read the second sentence? S: The little brown mouse has a long tail. T: Does he have a long tail? S: Yes. T: Great, tick the sentence as true. Solve the rest on your own. S: (students solve the task and the answers are checked orally) T: Excellent. Look at task 3. Read the sentences and glue the animals in the right place. Read the first sentence. S: An owl is in the tree. T: Here is a picture. Where would you put it? S: Here. T: Great. Do the rest on your own. Put them first, and you will glue them when we check the answers. S: (students' answers are checked orally)

S: (students sing the song accompanied by TPR) T: Great job everyone.	T: Great job everyone. **Activity 5: The Gruffalo song** Activity objective: practising speaking and listening skills Interaction pattern: T-Ss Teaching methods / techniques: singing a song, TPR Estimated time: 5 minutes Description / TT: The student teacher sings the song with the students. T: Let's sing the song one more time. S: (students sing the song accompanied with TPR) T: Great job everyone.
Additional activities:	**Additional activities:**
Activity 6: Day - Night Activity objective: practising listening skills Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: describing, playing a game Estimated time: 2 minutes Description / TT: The student teacher describes an animal. If it is true, they stand up, if not they squat down. T: Let's play a game. I will describe an animal. If what I say is true stand up, if not squat down. Let's try. A mouse has wings. S: (students squat down) T: Great. A mouse has big ears. S: (students stand up) T: Great let's play.	**Activity 6: Day - Night** Activity objective: practising listening skills Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: describing, playing a game Estimated time: 2 minutes Description / TT: The student teacher describes an animal. If it is true, they stand up, if not they squat down. T: Let's play a game. I will describe an animal. If what I say is true stand up, if not squat down. Let's try. A mouse has wings. S: (students squat down) T: Great. A mouse has big ears. S: (students stand up) T: Great let's play.

Board plan:	
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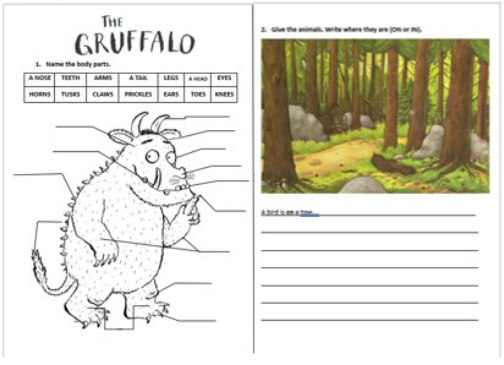
Handouts, etc.:	
Handouts  Word list	Handouts Word list

WORD LIST

A PATH	A TREE
A ROCK	A FOREST
A MUSHROOM	A PIECE OF WOOD
A FOX	A MOUSE
A SNAKE	A BUTTERFLY
AN OWL	A FROG

PPT presentation

The Gruffalo finger puppets

WORD LIST

A PATH	A TREE
A ROCK	A FOREST
A MUSHROOM	A PIECE OF WOOD
A FOX	A MOUSE
A SNAKE	A BUTTERFLY
AN OWL	A FROG

PPT presentation

The Gruffalo finger puppets

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LESSON PLAN

General information	**Student:** Lara Ščuric
	Academic year: 2023/2024
	Primary school: District School
	Mentor: Ivana Milković, PhD
	Grade: 2nd and 4th grade (combined grade level classroom)
	Date: 30th January, 2024

Grade:	2nd grade	4th grade
	Topic & lesson type: The Gruffalo (Donaldson, J.) - body parts, prepositions, adjectives, colours (consolidation) **Aims:** **A) Linguistic** – Consolidating vocabulary (body parts, colours, animals) – Improving listening, speaking, reading and writing skills – Consolidating prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns, toes), colours (green, blue, white, black, brown, red, orange, yellow, pink), animals (fox, elephant, mouse, owl, snake) – Using prepositions (in, on), adjectives (big, small)	**Topic & lesson type:** The Gruffalo (Donaldson, J.) - body parts, physical appearance, prepositions, adjectives, colours (consolidation) **Aims:** **A) Linguistic** – Consolidating vocabulary (body parts, colours, animals, animal features, numbers) – Improving listening and speaking skills – Consolidating prepositions, adjectives and present simple **B) Functional (communicative)** – Naming body parts (eyes, mouth, nose, ears, head, arms, legs, a tail, tusks, horns, toes), colours (green, blue, white, black, brown, red, orange, yellow, pink), animals (fox, elephant, mouse, owl, snake) – Describing animals (physical appearance)

	– Expressing possession by using "it has…" and describing animals by using "it is/has…" **C) Educational** – Developing learner autonomy and confidence – Promoting positive attitudes towards language learning in general **Outcomes:** Students will be able to recognize and use target vocabulary regarding body parts and colours by looking at pictures, describing and naming animals in verbal and written form. Students will be able to talk about position of body parts based on pictures. Students will be able to use adjectives to describe animals in verbal form. Students will be able to describe positions of animals in a picture in written form by using correct prepositions. **Interaction patterns:** T-Ss, T-S, individual work, lockstep, pair work, S-Ss **Teaching aids and media:** Computer, speakers **Teaching material:** finger puppets, flashcards, dice and dice drawing handouts, picturebook copies, handouts, picturebook cutouts, PPT presentation	– Using prepositions (in, on, under, in front of, between, behind, opposite), adjectives (big, small, long, short, tall…) – Expressing possession by using "it has…" and describing animals by using "it is/has…" **C) Educational** – Developing learner autonomy and confidence – Promoting positive attitudes towards language learning in general **Outcomes:** Students will be able to recognize and use target vocabulary regarding body parts and colours by looking at pictures, describing and naming animals in verbal and written form. Students will be able to talk about position of body parts based on pictures. Students will be able to use adjectives to describe animals in verbal form. Students will be able to use correct prepositions by looking at pictures in written form. **Interaction patterns:** T-Ss, T-S, individual work, lockstep, pair work, S-Ss **Teaching aids and media:** Computer, speakers **Teaching material:**

		finger puppets, flashcards, dice and dice drawing handouts, picturebook copies, handouts, picturebook cutouts, PPT presentation

LESSON STRUCTURE – 2nd grade	LESSON STRUCTURE – 4th grade
Activity 1: Gruffalo is missing Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about rooms in the schools/places in the world, practising listening comprehension and speaking skills Interaction pattern: T-S, T-Ss Teaching methods / techniques: Q&A, discussing Estimated time: 2 minutes Description / TT: The student teacher greets the students and points out that the Gruffalo (finger puppet) is missing from the classroom. The student teacher asks question where he could have gone (focusing on rooms in the school and cities they learned). T: Hello everyone! S: Hello. T: Do you remember who lives in this tree? S: Yes. T: Let's see. S: A mouse, a fox, an owl, a snake… T: Where is the Gruffalo? S: We don't know. T: Did he hide somewhere in the school? What rooms are there in a school? S: Bathroom, hall, classroom…	**Activity 1: Gruffalo is missing** Activity objective: sparking interest in the topic and eliciting students' pre-knowledge about rooms in the schools/places in the world, practising listening comprehension and speaking skills Interaction pattern: T-S, T-Ss Teaching methods / techniques: Q&A, discussing Estimated time: 2 minutes Description / TT: The student teacher greets the students and points out that the Gruffalo (finger puppet) is missing from the classroom. The student teacher asks question where he could have gone (focusing on rooms in the school and cities they learned). T: Hello everyone! S: Hello. T: Do you remember who lives in this tree? S: Yes. T: Let's see. S: A mouse, a fox, an owl, a snake… T: Where is the Gruffalo? S: We don't know. T: Did he hide somewhere in the school? What rooms are there in a school? S: Bathroom, hall, classroom…

T: That's right. Where do you think he is? S: (students answer) T: Could be. Did he ran away? Where to? S: (students answer) T: Is he in the capital of Croatia/Sweden/France? What is the capital of Croatia/ Sweden/France? S: Zagreb, Stockholm, Paris. T: He could be in Paris. Great job everyone. **Activity 2: The Gruffalo - Storytelling** Activity objective: practising speaking skills Interaction pattern: T-Ss, T-S Teaching methods / techniques: storytelling, finishing and repeating sentences Estimated time: 5 minutes Description / TT: The student teacher revises the narrative by storytelling. The student teacher plays the role of the narrator while picking students, one at a time, to play the characters. The student teacher encourages the students to repeat sentences from the picturebook. The student teacher walks around the classroom and picks students who then follow her and tell the story. T: Let's tell the Gruffalo story together. One morning, a little brown mouse went on a walk into the deep dark wood (the student teacher picks a student). In the deep dark wood, there was a fox (the student teacher picks a student). The fox walked over to the mouse. Where are you going? S: Where are you going? T: Come and have lunch in my house. S: Come and have lunch in my house.	T: That's right. Where do you think he is? S: (students answer) T: Could be. Did he ran away? Where to? S: (students answer) T: Is he in the capital of Croatia/Sweden/France? What is the capital of Croatia/ Sweden/France? S: Zagreb, Stockholm, Paris. T: He could be in Paris. Great job everyone. **Activity 2: The Gruffalo - Storytelling** Activity objective: practising speaking skills Interaction pattern: T-Ss, T-S Teaching methods / techniques: storytelling, finishing and repeating sentences Estimated time: 5 minutes Description / TT: The student teacher revises the narrative by storytelling. The student teacher plays the role of the narrator while picking students, one at a time, to play the characters. The student teacher encourages the students to repeat sentences from the picturebook. The student teacher walks around the classroom and picks students who then follow her and tell the story. T: Let's tell the Gruffalo story together. One morning, a little brown mouse went on a walk into the deep dark wood (the student teacher picks a student). In the deep dark wood, there was a fox (the student teacher picks a student). The fox walked over to the mouse. Where are you going? S: Where are you going? T: Come and have lunch in my house. S: Come and have lunch in my house.

T: No, thanks. I'm going to have lunch with a Gruffalo. S: No, thanks. I'm going to have lunch with a Gruffalo. T: What's a Gruffalo? S: What's a Gruffalo? T: He has… Ss: Terrible tusks, and terrible claws, and terrible teeth in his terrible jaws. T: Oh, goodbye! S: Oh, goodbye! (fox student sits back down) T: Silly old Fox! Doesn't he know. There's no such thing as a Gruffalo? S: Silly old Fox! Doesn't he know. There's no such thing as a Gruffalo? T: Off went the little mouse into the deep dark wood. In the deep dark wood, there was an owl (the student teacher picks a student). The owl flew over to the mouse. Where are you going… S: Where are you going? T: Come and have lunch… S: In my house. T: No, thank you… S: I'm going to have lunch with a Gruffalo. T: What's…. S: What's a Gruffalo? T: He has… Ss: Knobbly knees, and turned-out toes, and a terrible wart at the end of his nose. T: Oh help… S: Oh help (owl student sits back down). T: Silly old Owl, doesn't he know? S: There is no such thing as a Gruffalo. T: Off went the little mouse into the deep dark wood. In the deep dark wood, there was a snake (the student teacher picks a student). The snake crawled over to the mouse. Where are you… S: Going?	T: No, thanks. I'm going to have lunch with a Gruffalo. S: No, thanks. I'm going to have lunch with a Gruffalo. T: What's a Gruffalo? S: What's a Gruffalo? T: He has… Ss: Terrible tusks, and terrible claws, and terrible teeth in his terrible jaws. T: Oh, goodbye! S: Oh, goodbye! (fox student sits back down) T: Silly old Fox! Doesn't he know. There's no such thing as a Gruffalo? S: Silly old Fox! Doesn't he know. There's no such thing as a Gruffalo? T: Off went the little mouse into the deep dark wood. In the deep dark wood, there was an owl (the student teacher picks a student). The owl flew over to the mouse. Where are you going… S: Where are you going? T: Come and have lunch… S: In my house. T: No, thank you… S: I'm going to have lunch with a Gruffalo. T: What's…. S: What's a Gruffalo? T: He has… Ss: Knobbly knees, and turned-out toes, and a terrible wart at the end of his nose. T: Oh help… S: Oh help (owl student sits back down). T: Silly old Owl, doesn't he know? S: There is no such thing as a Gruffalo. T: Off went the little mouse into the deep dark wood. In the deep dark wood, there was a snake (the student teacher picks a student). The snake crawled over to the mouse. Where are you… S: Going?

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T: Come and have… S: Lunch in my house. T: No… S: Thanks. I'm going to have lunch with a Gruffalo. T: What… S: What's a Gruffalo? T: His (points to eyes) Ss: Eyes are orange, his tongue is black, he has purple prickles all over his back. T: Oh… S: Goodbye (snake student sits back down). T: Silly… S: Old snake, doesn't he know? There is no such thing as a Gruffalo? T: There, in the deep dark wood was a Gruffalo (the student teacher picks a student). He had terrible… (the student teacher encourages all students to finish the description). S: Tusks, and terrible claws, terrible teeth in his terrible jaws. He has knobbly knees, and turned-out toes, a poisonous wart at the end of his nose. His eyes are orange, his tongue is black, he has purple prickles all over his back. T: Oh help, oh no. It's a… S: Gruffalo! T: My favourite food, you look very very good. S: My favourite food, you look very very good. T: I'm the scariest creature in this wood. S: I'm the scariest creature in this wood. T: They walked and walked in the deep dark wood until they got where the snake stood (snake students comes closer). The mouse said hi (mouse student waves and repeats) and the snake said goodbye (students repeats and leaves). Scared old snake crawled away. The mouse looked at the Gruffalo and said – you see everyone in this deep dark wood is afraid of me (students repeats).	T: Come and have… S: Lunch in my house. T: No… S: Thanks. I'm going to have lunch with a Gruffalo. T: What… S: What's a Gruffalo? T: His (points to eyes) Ss: Eyes are orange, his tongue is black, he has purple prickles all over his back. T: Oh… S: Goodbye (snake student sits back down). T: Silly… S: Old snake, doesn't he know? There is no such thing as a Gruffalo? T: There, in the deep dark wood was a Gruffalo (the student teacher picks a student). He had terrible… (the student teacher encourages all students to finish the description). S: Tusks, and terrible claws, terrible teeth in his terrible jaws. He has knobbly knees, and turned-out toes, a poisonous wart at the end of his nose. His eyes are orange, his tongue is black, he has purple prickles all over his back. T: Oh help, oh no. It's a… S: Gruffalo! T: My favourite food, you look very very good. S: My favourite food, you look very very good. T: I'm the scariest creature in this wood. S: I'm the scariest creature in this wood. T: They walked and walked in the deep dark wood until they got where the snake stood (snake students comes closer). The mouse said hi (mouse student waves and repeats) and the snake said goodbye (students repeats and leaves). Scared old snake crawled away. The mouse looked at the Gruffalo and said – you see everyone in this deep dark wood is afraid of me (students repeats).

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They walked and walked in the deep dark wood until they got where the owl stood (owl students comes closer). The mouse said hi (mouse student waves and repeats) and the owl said goodbye (students repeats and leaves). Scared old owl flew away. The mouse looked at the Gruffalo and said – you see everyone in this deep dark wood is afraid of me (students repeats). They walked and walked in the deep dark wood until they got where the fox stood (fox students comes closer). The mouse said hi (mouse student waves and repeats) and the fox said goodbye (students repeats and leaves). Scared old fox ran away. The mouse looked at the Gruffalo and said – you see everyone in this deep dark wood is afraid of me (students repeats). Then the Gruffalo said, oh help… S: Goodbye little brown mouse. T: All was quiet in the deep dark wood. The mouse found a nut, and the nut was good. Great job everyone. **Activity 3: Footprint hunt (flashcards)** Activity objective: practising speaking skills, repeating body parts Interaction pattern: T-S, T-Ss, S-Ss Teaching methods / techniques: playing a game, looking at flashcards, naming body parts, guessing, lockstep Estimated time: 5 minutes Description / TT: The student teacher shows the students the Gruffalo footprints around the classroom. The students look for footprints with correct numbers on the back on the classroom floor (1-8). Each footprint discovers a task. After a task is solved correctly, a letter is discovered. After solving all tasks, the location of the Gruffalo (hammer paper) is written on the	They walked and walked in the deep dark wood until they got where the owl stood (owl students comes closer). The mouse said hi (mouse student waves and repeats) and the owl said goodbye (students repeats and leaves). Scared old owl flew away. The mouse looked at the Gruffalo and said – you see everyone in this deep dark wood is afraid of me (students repeats). They walked and walked in the deep dark wood until they got where the fox stood (fox students comes closer). The mouse said hi (mouse student waves and repeats) and the fox said goodbye (students repeats and leaves). Scared old fox ran away. The mouse looked at the Gruffalo and said – you see everyone in this deep dark wood is afraid of me (students repeats). Then the Gruffalo said, oh help… S: Goodbye little brown mouse. T: All was quiet in the deep dark wood. The mouse found a nut, and the nut was good. Great job everyone. **Activity 3: Footprint hunt (Flashcards)** Activity objective: practising speaking skills, repeating body parts Interaction pattern: T-S, T-Ss, S-Ss Teaching methods / techniques: playing a game, looking at flashcards, naming body parts, guessing, lockstep Estimated time: 5 minutes Description / TT: The student teacher shows the students the Gruffalo footprints around the classroom. The students look for footprints with correct numbers on the back on the classroom floor (1-8). Each footprint discovers a task. After a task is solved correctly, a letter is discovered. After solving all tasks, the location of the Gruffalo (hammer paper) is written on the

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board (CUPBOARD). At the end of the lesson the students look for the Gruffalo finger puppet in their school cupboards. First footprint discovers a flashcard tasks. The student teacher presents all flashcards to the students, calls one in front. The student chooses a flashcard and others guess which flashcard is chosen. T: Look around the classroom. What can you see? S: Footprints. T: That's right. Gruffalo has been here. Stand up and look for a footprint that has number one written under it. S: (students look for a correct footprint) T: Great job, you found it. Our first task are these flashcards. What is this? S: Tusks/teeth/nose/legs/eyes/knees/toes/horns/prickles/claws/ears/ head/arm/tongue/ tail. T: Great job. Let's play a guessing game. Come in front of the class. Tell me when to stop. Now you guess the body part the student chose. S: (students guess) T: Great job everyone. Look here, there is a letter. It is a letter C. Let's write it on the board. **Activity 4: Footprint hunt (Dice Drawing)** Activity objective: practising reading skills Interaction pattern: T-Ss, pair work Teaching methods / techniques: playing a game, drawing, describing Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 2 under the footprint. The teacher presents a game called Dice Drawing. The students role dices in pairs, write down the number of body parts	board (CUPBOARD). At the end of the lesson the students look for the Gruffalo finger puppet in their school cupboards. First footprint discovers a flashcard tasks. The student teacher presents all flashcards to the students, calls one in front. The student chooses a flashcard and others guess which flashcard is chosen. T: Look around the classroom. What can you see? S: Footprints. T: That's right. Gruffalo has been here. Stand up and look for a footprint that has number one written under it. S: (students look for a correct footprint) T: Great job, you found it. Our first task are these flashcards. What is this? S: Tusks/teeth/nose/legs/eyes/knees/toes/horns/prickles/claws/ears/ head/arm/tongue/ tail. T: Great job. Let's play a guessing game. Come in front of the class. Tell me when to stop. Now you guess the body part the student chose. S: (students guess) T: Great job everyone. Look here, there is a letter. It is a letter C. Let's write it on the board. **Activity 4: Footprint hunt (Dice Drawing)** Activity objective: practising reading skills Interaction pattern: T-Ss, pair work Teaching methods / techniques: playing a game, drawing, describing Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 2 under the footprint. The teacher presents a game called Dice Drawing. The students role dices in pairs, write down the number of body parts

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and draw the animal. The finished product is presented in front of the class. T: Look for a footprint with number two under the footprint. S: (students look for the correct footprint) T: Great job you found it. We have a task called Dice Drawing. What is written on this dice? S: Body parts. T: That's right. What can you see on this dice? S: Numbers. T: Correct. In pairs, you will role the dices and write how many body parts your animal has. Then draw your animal. S: (students play the game) T: Let's see your animals. Show us and describe it. S: (students describe their animals) T: Great job everyone. Look here. There is a letter U here. We will write it on the board. **Activity 5: Footprint hunt (Letters Hunt)** Activity objective: practising reading and writing skills Interaction pattern: T-Ss, pair work Teaching methods / techniques: looking for letters in a picturebook, filling in the missing letters Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 3 under the footprint. The student teacher presents the game Letters Hunt. Each student gets a copy of the picturebook with 14 bolded letters. The students work together on their own handouts. They write down letters they find and make words with them.	and draw the animal. The finished product is presented in front of the class. T: Look for a footprint with number two under the footprint. S: (students look for the correct footprint) T: Great job you found it. We have a task called Dice Drawing. What is written on this dice? S: Body parts. T: That's right. What can you see on this dice? S: Numbers. T: Correct. In pairs, you will role the dices and write how many body parts your animal has. Then draw your animal. S: (students play the game) T: Let's see your animals. Show us and describe it. S: (students describe their animals) T: Great job everyone. Look here. There is a letter U here. We will write it on the board. **Activity 5: Footprint hunt (Letters Hunt)** Activity objective: practising reading and writing skills Interaction pattern: T-Ss, pair work Teaching methods / techniques: looking for letters in a picturebook, filling in the missing letters Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 3 under the footprint. The student teacher presents the game Letters Hunt. Each student gets a copy of the picturebook with 14 bolded letters. The students work together on their own handouts. They write down letters they find and make words with them.

T: Look for a footprint with number 3 under it. S: (students look) T: Great job. Our next task is called Letters hunt (the student teacher gives out handouts). Look at this page in a picturebook. What letter is bigger than others? S: Letter O. T: Correct. Write down letter O. Look for other bigger letters in the picturebook (the student teacher gives out copies of the picturebook). S: (students look for bolded letters) T: Great job, now work together and make words with the letters. S: (students solve the task) T: Let's check. What is number 1/2/3/4/5/6/7/8/9/10? S: Fox/prickles/ears/snake/owl/horns/toes/tusks/mouse/Gruffalo. T: Great job everyone. Look here, there is another letter. Letter P. Let's write it down. What does it say? S: Cup. T: Cup, that's right. Great job. **Activity 6: Footprint hunt (Illustration Search)** Activity objective: practising listening skills Interaction pattern: T-Ss, T-S, individual work Teaching methods / techniques: looking and searching for illustrations Estimated time: 2 minutes Description / TT: The student teacher tells the students to find a footprint with number 4 under the footprint. The student teacher presents the game Illustration Search. Each student looks for a picture that, in their opinion, is the answer to the question. They scroll through the picturebook and point to the "correct" picture. T: Look for a footprint with number 4 under it.	T: Look for a footprint with number 3 under it. S: (students look) T: Great job. Our next task is called Letters hunt (the student teacher gives out handouts). Look at this page in a picturebook. What letter is bigger than others? S: Letter O. T: Correct. Write down letter O. Look for other bigger letters in the picturebook (the student teacher gives out copies of the picturebook). S: (students look for bolded letters) T: Great job, now work together and make words with the letters. S: (students solve the task) T: Let's check. What is number 1/2/3/4/5/6/7/8/9/10? S: Fox/prickles/ears/snake/owl/horns/toes/tusks/mouse/Gruffalo. T: Great job everyone. Look here, there is another letter. Letter P. Let's write it down. What does it say? S: Cup. T: Cup, that's right. Great job. **Activity 6: Footprint hunt (Illustration Search)** Activity objective: practising listening skills Interaction pattern: T-Ss, T-S, individual work Teaching methods / techniques: looking and searching for illustrations Estimated time: 2 minutes Description / TT: The student teacher tells the students to find a footprint with number 4 under the footprint. The student teacher presents the game Illustration Search. Each student looks for a picture that, in their opinion, is the answer to the question. They scroll through the picturebook and point to the "correct" picture. T: Look for a footprint with number 4 under it.

S: (students look for the correct footprint) T: Great job. Our next task is called Illustration search. Listen and find it in your picturebook. – Where is the Gruffalo the scariest? – Where is the mouse the scariest? – Where is the Gruffalo most dangerous? – Where is the mouse the bravest? – Where is the mouse the happiest? S: (students look for an illustration) T: Show us your illustrations (the choice of illustrations is discussed if needed). Great job. S: (students show their answers) T: Great job everyone. Look here. What letter is this? S: B. T: Great job. We will write it on the board. **Activity 7: Footprint hunt (Spot the Difference)** Activity objective: practising observations skills Interaction pattern: T-Ss, individual work Teaching methods / techniques: looking at illustrations, comparing Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 5 under the footprint. The student teacher presents the game Spot the Difference. Students get an altered picturebook spread. By looking in their copy of the picturebook, they spot the differences and develop their visual literacy. T: Look for a footprint with number 5 under it. S: (students look for the correct footprint)	S: (students look for the correct footprint) T: Great job. Our next task is called Illustration search. Listen and find it in your picturebook. Where is the Gruffalo the scariest? Where is the mouse the scariest? Where is the Gruffalo most dangerous? Where is the mouse the bravest? Where is the mouse the happiest? S: (students look for an illustration) T: Show us your illustrations (the choice of illustrations is discussed if needed). Great job. S: (students show their answers) T: Great job everyone. Look here. What letter is this? S: B. T: Great job. We will write it on the board. **Activity 7: Footprint hunt (Spot the Difference)** Activity objective: practising observations skills Interaction pattern: T-Ss, individual work Teaching methods / techniques: looking at illustrations, comparing Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 5 under the footprint. The student teacher presents the game Spot the Difference. Students get an altered picturebook spread. By looking in their copy of the picturebook, they spot the differences and develop their visual literacy. T: Look for a footprint with number 5 under it. S: (students look for the correct footprint)

T: Great job. Look at this picture. There is something different. Find 10 differences in this illustration. Use your picturebooks. S: (students find the differences) T: Let's check. What differences did you find? S: Snake, claw, rock, frog, bird, tree, butterflies, tooth, mushrooms, bug. T: Great job. Look here. What letter is this? S: O. T: Great job. Let's write it down. **Activity 8: Footprint hunt (I Spy with My Little Eye)** Activity objective: practising listening skills Interaction pattern: T-Ss Teaching methods / techniques: looking for objects, playing a game Estimated time: 3 minutes Description / TT: The student teacher tells the students to find a footprint with number 6 under the footprint. The teacher presents the game I Spy with My Little Eye. The student teacher says 10 sentences and students find objects in the classroom that match that description. T: Find a footprint with number 6 under it. S: (students look for the correct footprint) T: Great job. Listen carefully: 1. I spy with my little eye something orange as a fox. Touch it. 2. I spy with my little eye something small as a mouse. Touch it. 3. I spy with my little eye something prickly as the Gruffalo's prickles. Touch it. 4. I spy with my little eye something long as a snake. Touch it. 5. I spy with my little eye a hole for a mouse to hide in. Touch it. 6. I spy with my little eye something big as a Gruffalo. Touch it.	T: Great job. Look at this picture. There is something different. Find 10 differences in this illustration. Use your picturebooks. S: (students find the differences) T: Let's check. What differences did you find? S: Snake, claw, rock, frog, bird, tree, butterflies, tooth, mushrooms, bug. T: Great job. Look here. What letter is this? S: O. T: Great job. Let's write it down. **Activity 8: Footprint hunt (I Spy with My Little Eye)** Activity objective: practising listening skills Interaction pattern: T-Ss Teaching methods / techniques: looking for objects, playing a game Estimated time: 3 minutes Description / TT: The student teacher tells the students to find a footprint with number 6 under the footprint. The teacher presents the game I Spy with My Little Eye. The student teacher says 10 sentences and students find objects in the classroom that match that description. T: Find a footprint with number 6 under it. S: (students look for the correct footprint) T: Great job. Listen carefully: 1. I spy with my little eye something orange as a fox. Touch it. 2. I spy with my little eye something small as a mouse. Touch it. 3. I spy with my little eye something prickly as the Gruffalo's prickles. Touch it. 4. I spy with my little eye something long as a snake. Touch it. 5. I spy with my little eye a hole for a mouse to hide in. Touch it. 6. I spy with my little eye something big as a Gruffalo. Touch it.

7. I spy with my little eye something brown as a mouse. Touch it. 8. I spy with my little eye something tall as a tree. Touch it. 9. I spy with my little eye something black as Gruffalo's tongue. Touch it. 10. I spy with my little eye something knobbly as Gruffalo's knees. Touch it. S: (students look for and touch specific objects in the classroom) T: Great job everyone. Look here. What letter is this? S: A. T: Correct. Let's write it on the board. What is written on the board' S: Cupboa. T: Is that a word? S: No. T: No, that's right. We need to solve more tasks. **Activity 9: Footprint hunt (Rearrange the Story)** Activity objective: practising speaking and storytelling skills Interaction pattern: T-Ss, T-S, individual work Teaching methods / techniques: looking at illustrations, putting illustrations in order Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 7 under the footprint. The student teacher presents the game Rearrange the Story. The students put the illustrations in the right order and each student describes one illustration and tells the story. T: Look for a footprint with a number 7 under it. S: (students look for the correct footprint) T: Great job. Here are some illustrations (the student teacher hands out illustrations). Put them in the right order and glue them on this paper.	7. I spy with my little eye something brown as a mouse. Touch it. 8. I spy with my little eye something tall as a tree. Touch it. 9. I spy with my little eye something black as Gruffalo's tongue. Touch it. 10. I spy with my little eye something knobbly as Gruffalo's knees. Touch it. S: (students look for and touch specific objects in the classroom) T: Great job everyone. Look here. What letter is this? S: A. T: Correct. Let's write it on the board. What is written on the board' S: Cupboa. T: Is that a word? S: No. T: No, that's right. We need to solve more tasks. **Activity 9: Footprint hunt (Rearrange the Story)** Activity objective: practising speaking and storytelling skills Interaction pattern: T-Ss, T-S, individual work Teaching methods / techniques: looking at illustrations, putting illustrations in order Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 7 under the footprint. The student teacher presents the game Rearrange the Story. The students put the illustrations in the right order and each student describes one illustration and tells the story. T: Look for a footprint with a number 7 under it. S: (students look for the correct footprint) T: Great job. Here are some illustrations (the student teacher hands out illustrations). Put them in the right order and glue them on this paper.

S: (students put the illustrations in the right order) T: Great job everyone. What letter is this? S: R. T: That's right. Let's write it down. What word is this? S: Cupboar(d). T: Maybe it is cupboard. Let's see. We have one more task to solve. **Activity 10: Footprint hunt (Act Out a Part of the Story)** Activity objective: practising speaking skills Interaction pattern: T-Ss, T-S, S-Ss, pair work Teaching methods / techniques: acting, retelling a part of the story Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 8 under the footprint. The student teacher presents the game Act Out a Part of the Story. Students work in pairs, choose a part in the picturebook and act it out to other students. T: Look for a footprint with number 8 under it. S: (students look for the correct footprint) T: Great job. Our last task is to act out a part of the story. Do it in pairs/threes. Choose what you would like to act out. I will help you. S: (students act out a part of the story) T: Great job everyone. Look, our last letter. What is it? S: D. T: Correct. Let's write it down. What word is this? S: Cupboard. T: Great job. Gruffalo is hiding in a cupboard. Look around the classroom. S: (students look for a Gruffalo finger puppet) T: Great job, you found him and some cookies!	S: (students put the illustrations in the right order) T: Great job everyone. What letter is this? S: R. T: That's right. Let's write it down. What word is this? S: Cupboar(d). T: Maybe it is cupboard. Let's see. We have one more task to solve. **Activity 10: Footprint hunt (Act Out a Part of the Story)** Activity objective: practising speaking skills Interaction pattern: T-Ss, T-S, S-Ss, pair work Teaching methods / techniques: acting, retelling a part of the story Estimated time: 5 minutes Description / TT: The student teacher tells the students to find a footprint with number 8 under the footprint. The student teacher presents the game Act Out a Part of the Story. Students work in pairs, choose a part in the picturebook and act it out to other students. T: Look for a footprint with number 8 under it. S: (students look for the correct footprint) T: Great job. Our last task is to act out a part of the story. Do it in pairs/threes. Choose what you would like to act out. I will help you. S: (students act out a part of the story) T: Great job everyone. Look, our last letter. What is it? S: D. T: Correct. Let's write it down. What word is this? S: Cupboard. T: Great job. Gruffalo is hiding in a cupboard. Look around the classroom. S: (students look for a Gruffalo finger puppet) T: Great job, you found him and some cookies!

Activity 11: The Gruffalo song Activity objective: practising speaking and listening skills Interaction pattern: T-Ss Teaching methods / techniques: singing a song, TPR Estimated time: 5 minutes Description / TT: The student teacher sings the song with the students. T: Let's sing the song one more time. S: (students sing the song) T: Great job everyone.	**Activity 11: The Gruffalo song** Activity objective: practising speaking and listening skills Interaction pattern: T-Ss Teaching methods / techniques: singing a song, TPR Estimated time: 5 minutes Description / TT: The student teacher sings the song with the students. T: Let's sing the song one more time. S: (students sing the song) T: Great job everyone.
Additional activities:	**Additional activities:**
Activity 12: Day - Night Activity objective: practising listening skills Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: describing, playing a game Estimated time: 2 minutes Description / TT: The teacher describes an animal. If it is true, they stand up, if not they squat down. T: Let's play a game. I will describe an animal. If what I say is true stand up, if not squat down. Let's try. A mouse has wings. S: (students squat down) T: Great. A mouse has big ears. S: (students stand up) T: Great let's play.	**Activity 12: Day - Night** Activity objective: practising listening skills Interaction pattern: T-Ss, S-Ss Teaching methods / techniques: describing, playing a game Estimated time: 2 minutes Description / TT: The teacher describes an animal. If it is true, they stand up, if not they squat down. T: Let's play a game. I will describe an animal. If what I say is true stand up, if not squat down. Let's try. A mouse has wings. S: (students squat down) T: Great. A mouse has big ears. S: (students stand up) T: Great let's play.

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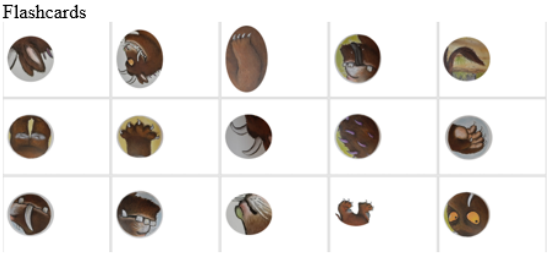
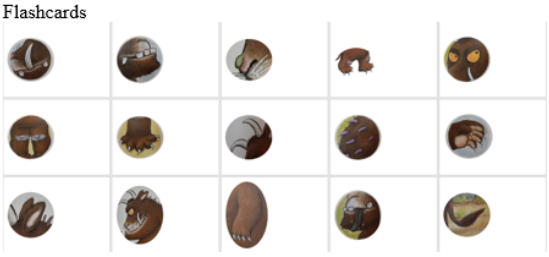
Board plan:	
CUPBOARD	**CUPBOARD**

Handouts, etc.:	
Flashcards  Dice Drawing handouts	Flashcards  Dice Drawing handouts

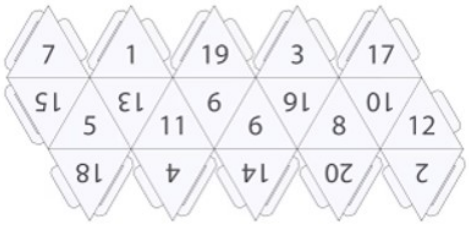
16

DICE DRAWING

DICE DRAWING

1	ARMS	11	CLAWS
2	LEGS	12	PRICKLES
3	EYES	13	KNEES
4	NOSE	14	HORNS
5	EARS	15	ARMS
6	TOES	16	LEGS
7	HEAD	17	EYES
8	TEETH	18	NOSE
9	TAIL	19	EARS
10	TUSKS	20	TOES

Our animal has: _____



Letters Hunt handouts

DICE DRAWING

DICE DRAWING

1	ARMS	11	CLAWS
2	LEGS	12	PRICKLES
3	EYES	13	KNEES
4	NOSE	14	HORNS
5	EARS	15	ARMS
6	TOES	16	LEGS
7	HEAD	17	EYES
8	TEETH	18	NOSE
9	TAIL	19	EARS
10	TUSKS	20	TOES

Our animal has: _____

Letters Hunt handouts

17

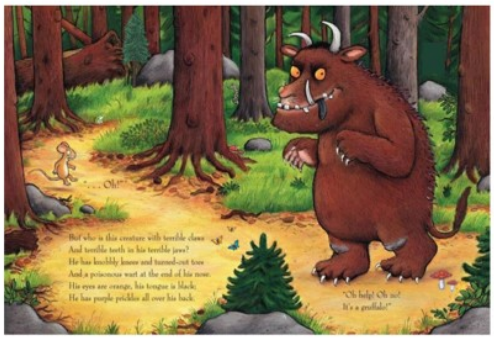
LETTERS HUNT

Write down the letters:

Make words:

1) F __ __	2) P __ __ __ __ __ E __
3) E __ R __	4) S __ A __ __
5) O __ __	6) H __ __ N __
7) T __ __ S	8) T __ __ __ S
9) M __ __ __ __	10) G __ __ __ F __ __ __

Spot the Difference handout



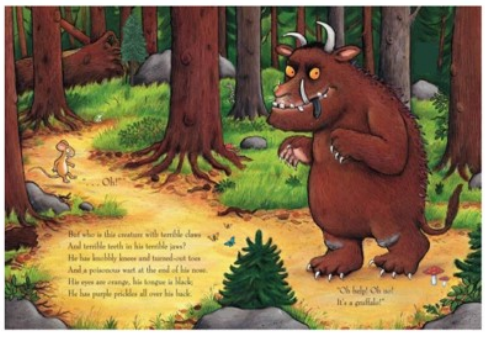
LETTERS HUNT

Write down the letters:

Make words:

1) F __ __	2) P __ __ __ __ __ E __
3) E __ R __	4) S __ A __ __
5) O __ __	6) H __ __ N __
7) T __ __ S	8) T __ __ __ S
9) M __ __ __ __	10) G __ __ __ F __ __ __

Spot the Difference handout



18

Rearrange the Story

THE GRUFFALO

The Gruffalo footprint

19

Rearrange the Story

THE GRUFFALO

20

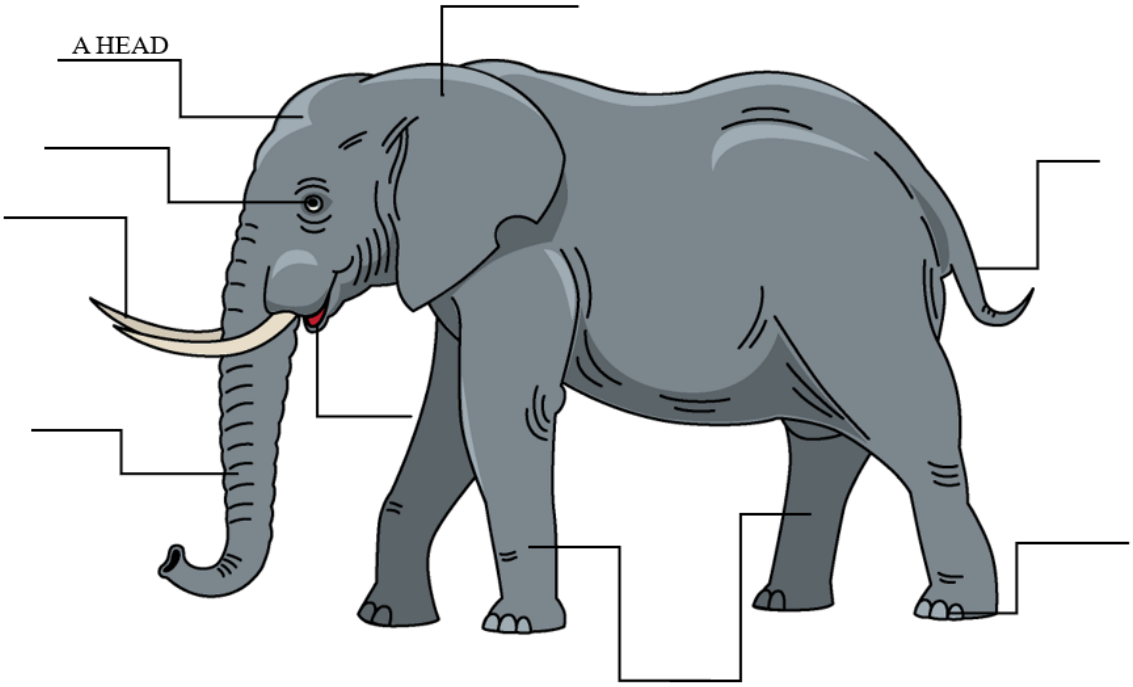
The Gruffalo footprint

Appendix B: Tasks

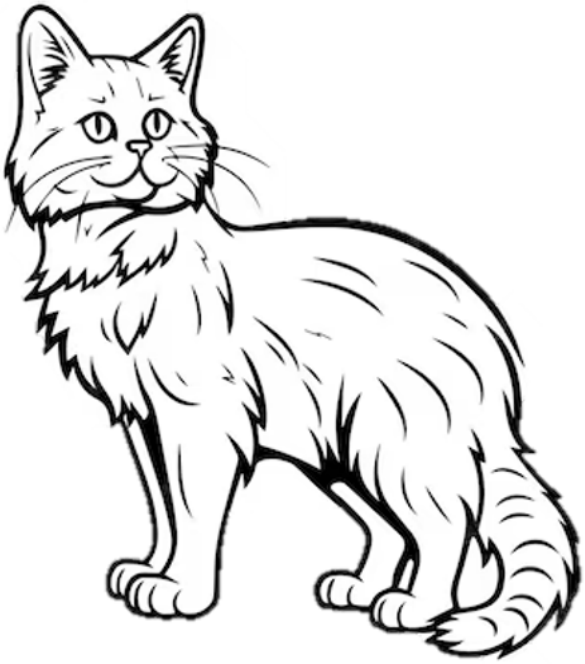
REVISION HANDOUT (2nd grade)

1. Name the body part

A HEAD	TUSKS	LEGS	A TAIL	EARS	TOES	A NOSE	EYES	MOUTH



2. Colour the body parts.

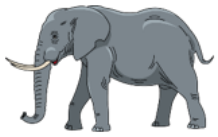


1. RED EARS
2. BROWN TAIL
3. YELLOW MOUTH
4. BLACK TOES
5. BLUE EYES
6. GREY LEGS
7. ORANGE HEAD
8. PINK NOSE

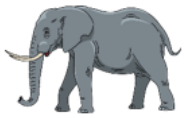
3. Write and circle the correct answer.

CAT	BEAR	COW	CACTUS	ELEPHANT	BALL	~~MOUSE~~	DOG

1. A ***mouse*** has a small nose.



2. An _____ has long tusks.



3. A _____ has a long tail.

4. A _____ has big teeth.

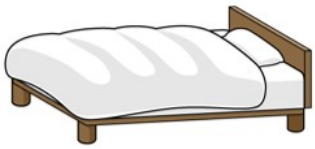
5. A _____ has long claws.

6. A _____ has prickles.

7. A _____ has horns.

8. A _____ is knobbly.

4. Where is Lucky? Glue.

Lucky is in the box.	**Lucky is on the table.**	**Lucky is on the bed.** 
Lucky is in the kitchen.	**Lucky is in the bedroom.**	**Lucky is in the garden.**

REVISION HANDOUT (4th grade)

1. Describe Lucky (colour, size, body parts).

Lucky is brown.
Lucky

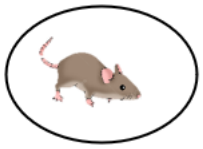
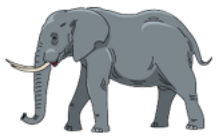
2. Look at the picture and tick ✓ or cross ×.

1) Lucky is in the garden.	✓
2) An owl is in front of a tree.	
3) A flower is under Lucky.	
4) Lucky is in behind a tree.	
5) An owl is in the tree.	
6) A rock is in front of Lucky.	
7) A bird is on a rock.	
8) Lucky is between a rock and a flower.	

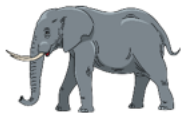
3. Write and circle the correct answer.

CAT	BEAR	COW	CACTUS	ELEPHANT	BALL	~~MOUSE~~	DOG

9. A ***mouse*** has a small nose.

10. An _____ has long tusks.



11. A _____ has a long tail.

12. A _____ has big teeth.

13. A _____ has long claws.

14. A _____ has prickles.

15. A _____ has horns.

16. A _____ is knobbly.

4. Where is Lucky? Glue.

Lucky is in the box.	**Lucky is on the box.**	**Lucky is next to the box.**
Lucky is in front of the box.	**Lucky is behind the box.**	**Lucky is under the box.**

THE GRUFFALO

HE HAS TERRIBLE EARS TUSKS NOSE =

HE HAS TERRIBLE CLAWS TAIL EARS =

HE HAS TERRIBLE WINGS NOSE TEETH =

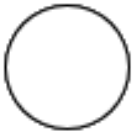
HE HAS KNOBBLY KNEES EYES CLAWS =

HE HAS TURNED-OUT TOES TEETH HEAD =

HE HAS A POISONOUS TAIL WART LEGS =

HE HAS EYES =

HE HAS A TONGUE =

HE HAS  PRICKLES.

THE GRUFFALO

1. **Name the body parts.**

A NOSE	TEETH	ARMS	A TAIL	LEGS	A HEAD	EYES
HORNS	TUSKS	CLAWS	PRICKLES	EARS	TOES	KNEES

2. Glue the animals. Write where they are (ON or IN).

A bird is **on** a tree.

4th grade

THE GRUFFALO

Look at the picture and solve the tasks!

1) Look at the picture and write the missing words.

IN	ON	UNDER	BEHIND	IN FRONT OF	BETWEEN

a) Gruffalo has terrible teeth ____ his terrible jaws.
b) The snake is _____ the fox.
c) The owl is _____ the Gruffalo.
d) The little brown mouse is _____ the snake and the Gruffalo.
e) The owl is ____ a tree.
f) A rock is _____ the snake.

2) Look at the picture and tick or cross.

a) The Gruffalo has blue eyes.	×
b) The little brown mouse has a long tail.	
c) The owl is on a rock.	
d) The snake is on a rock.	
e) The fox is yellow.	
f) The Gruffalo has 2 tusks.	

3) Read the sentences and glue the animals in the right place.

a) The owl is **in** the tree.
b) The little brown mouse is **on** a rock.
c) The Gruffalo is **under** a tree.
d) The fox is **behind** a tree.
e) The snake is **in front of** the Gruffalo.

LETTERS HUNT

Write down the letters:

Make words:

1) F __ __	**2) P __ __ __ __ __ E __**
3) E __ R __	**4) S __ A __ __**
5) O __ __	**6) H __ __ N __**
7) T __ __ S	**8) T __ __ __ S**
9) M __ __ __ __	**10) G __ __ __ F __ __ __**

DICE DRAWING

1	ARMS	**11**	CLAWS
2	LEGS	**12**	PRICKLES
3	EYES	**13**	KNEES
4	NOSE	**14**	HORNS
5	EARS	**15**	ARMS
6	TOES	**16**	LEGS
7	HEAD	**17**	EYES
8	TEETH	**18**	NOSE
9	TAIL	**19**	EARS
10	TUSKS	**20**	TOES

Our animal has: _____

_____

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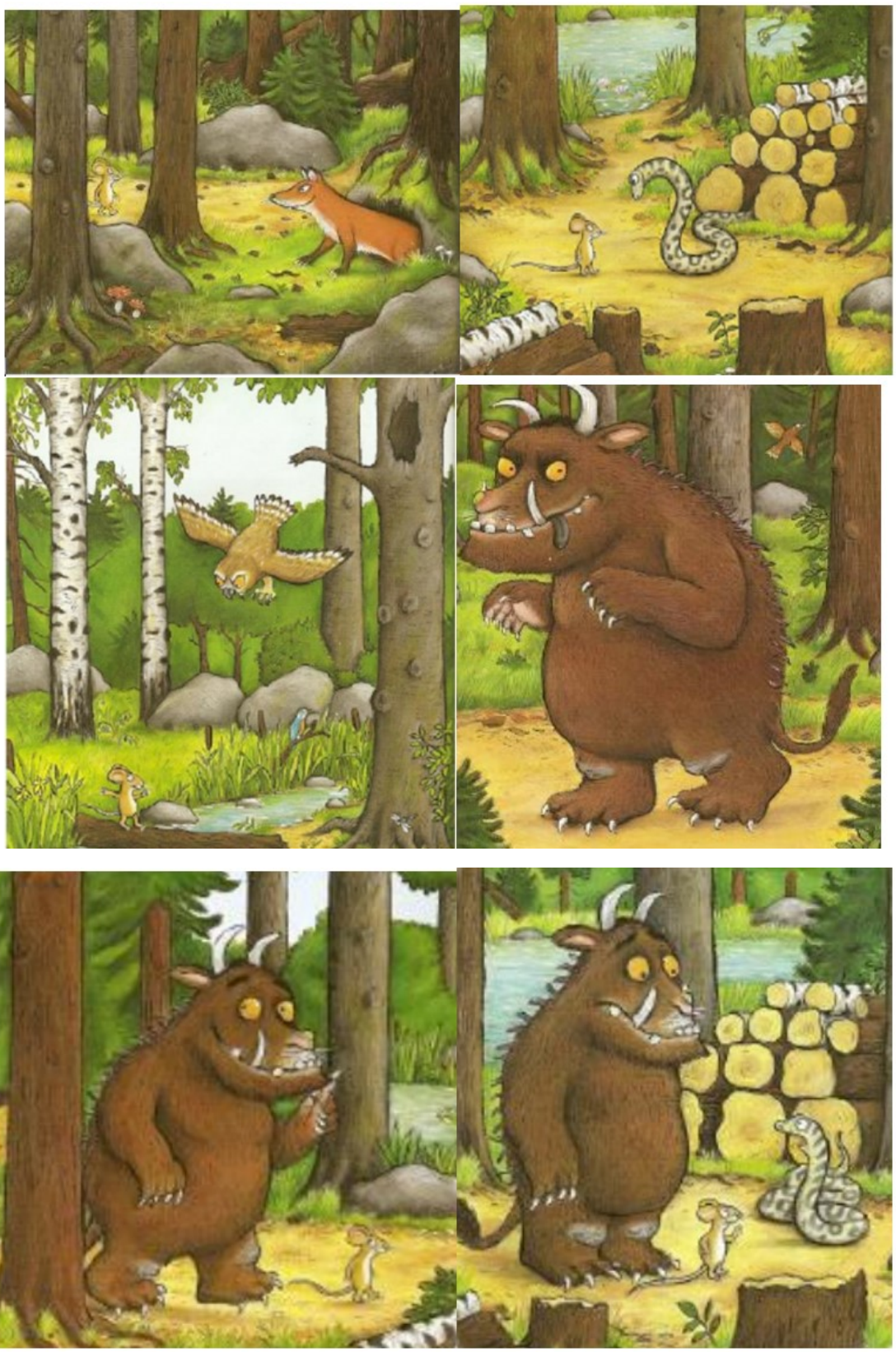

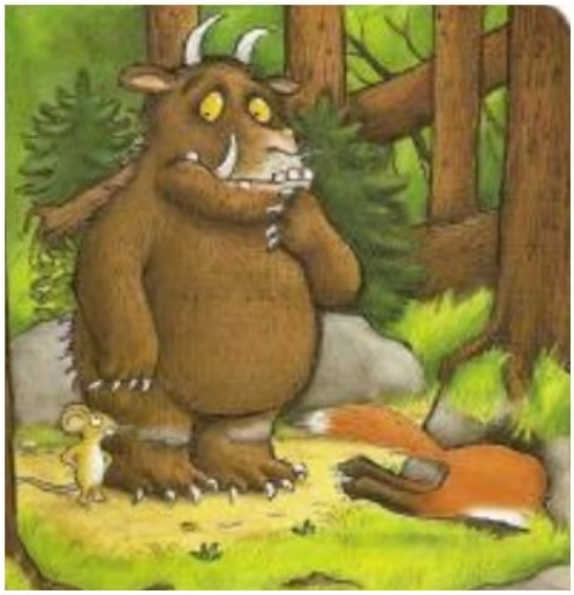

"... Oh!"
But who is this creature with terrible claws
And terrible teeth in his terrible jaws?
He has knobbly knees and turned-out toes
And a poisonous wart at the end of his nose.
His eyes are orange, his tongue is black;
He has purple prickles all over his back.
"Oh help! Oh no!
It's a gruffalo!"

Izjava o izvornosti diplomskog rada

Izjavljujem da je moj diplomski rad izvorni rezultat mojeg rada te da se u izradi istoga nisam koristila drugim izvorima osim onih koji su u njemu navedeni.

_____

(vlastoručni potpis studenta)