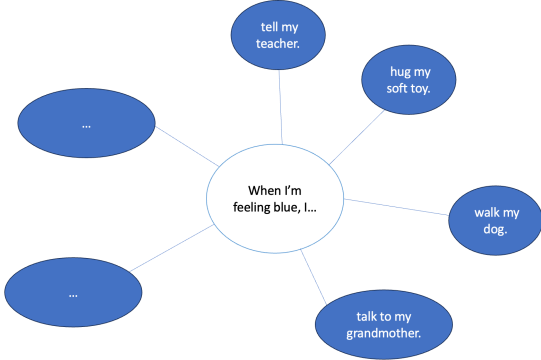


<p>“Blue” by Sarah Christou</p> <p>A complex EFL task for grade 3 students</p>
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Task:	Children create a class song about what they do when they are feeling blue.
Summary:	“Blue” is a book about a girl who feels blue and does not know how to deal with this feeling. One day, she mentions it to a friend and notices that when she is sharing feelings, she does not have to deal with them alone and gets help. She also notices that blue is just one feeling of many.
Level:	End of grade 3 when starting in grade 3 or beginning of grade 3 when starting in grade 1
Competences:	Speaking task: When I’m feeling blue, I ...; reading out the class book; singing the songs; talking about one’s feelings
Available materials:	Suno song; creative commons picture

Preparation: First lesson	<p>The teacher creates a blue monster and brings it to class. She shows the blue monster and asks the children to comment on the monster.</p> <p>Students utter words / sentences depending on their level (blue, monster, I can see a big monster. It is angry. etc.)</p> <p>In the next step, the teacher places the girl Sarah (the teacher has created beforehand) next to the monster. The girl is sad and little.</p> <p>Again, the teacher asks the students to comment on the girl and her feelings.</p> <p>Then, the teacher plays the song “<i>When I’m feeling blue</i>” and shows pictures illustrating the lyrics (creative commons: empty playground, empty bus, empty party room).</p> <p>Children go back to their tables and draw their own blue monster. The teacher says:</p> <p style="text-align: center;"><i>Draw your own monster. What does it look like? Draw it is a big as possible. Does it have eyes, teeth, etc. (Possibly revise body parts). (Worksheet 1)</i></p>
Task demand:	Vocabulary, become aware of the emotion “feeling blue”
Task support:	Song helps children to learn basic vocabulary (repetitive: lyrics) and they experience the feeling;
Preparation: Second lesson	<p>The children present their own blue monster in a gallery walk. The teacher plays the songs “<i>When I’m feeling blue</i>” in the background and children walk around quietly looking at the monsters of the others.</p> <p>Then, the teacher asks the children to form a semi-circle and starts telling or reading out the story “<i>Blue</i>”. The teacher stops at the picture when Sarah starts to try out different strategies to deal with feeling blue (<i>Sarah tries</i></p>

	<p><i>very hard to chase the monster away. What does Sarah do? She draws a picture. She listens to music. etc.)</i> The teacher shows the next picture (<i>How does Sarah feel at night? What will she dream about? etc.)</i> When the children cannot come up with anything. The teacher can point to the dark shadow.</p> <p>The teacher shows the next picture and finishes the sentences: <i>Sarah is too scared to slide down. Will Sarah slide down?</i> The teacher asks the class and children answer: <i>“Yes, she will. / No, she won’t.”</i></p> <p>The teacher asks children to speculate about what will happen next. Depending on the level of the children, they can answer the question in the school language.</p> <p>Afterwards, the teacher continues to read out the book up until <i>“I told my friend”</i> and asks the children: <i>“Will the blue monster go away? Yes, it will. / No, it won’t.”</i></p> <p>Then, the teacher plays the song one more time and children can sing along.</p>
Task demand:	The children need to overcome their own shyness to talk about difficult feelings.
Task support:	Picture book (visualisation), the song,
<p>Core:</p> <p>Third lesson</p>	<p>The teacher and the children summarize what has happened in the story so far. Then, the teacher continues with reading out the story up until the page (<i>Or at night when I feel most alone.</i>). The teacher asks the children:</p> <p style="text-align: center;"><i>What do you do when you feel blue to chase your blue monster away?</i></p> <p>The teacher and children create a mind map on the board together:</p> <div style="text-align: center;">  <pre> graph TD A((When I'm feeling blue, I...)) --- B(tell my teacher.) A --- C(hug my soft toy.) A --- D(walk my dog.) A --- E(talk to my grandmother.) A --- F(...) A --- G(...) </pre> </div> <p style="text-align: right; font-size: small;">Example mind map © Orelbe & Kohnen, 2014</p> <p>The children can utter sentences in the school language and the teacher helps them to translate it into English.</p> <p>The children write their sentence onto their worksheet (Worksheet 2) and draw their solution(s). The teacher walks around and helps children writing down their sentence(s).</p> <p>The teacher plays the song again and the children sing along.</p>
Task demand:	The children need to name or develop strategies to help overcome feeling blue.
Task support:	Book solution, song, mind map, teacher walks around, other children can help

<p>Core/ Follow up:</p> <p>Fourth lesson</p>	<p>The teacher plays the song again and the class sings along.</p> <p>The children finish drawing their solution(s).</p> <p>Fast children can practice presenting their own solution to each other at the meeting point or can create a riddle about their blue monster (<i>It is big. It has three eyes. It has big, scary teeth. etc.</i>). The monsters are pinned to the board and each child presents their riddle and the others guess which monster it is.</p> <p>In the end, when all children are finished, they present their solution to the class. The teacher asks the students to come together in a semi-circle and finishes reading out the last two pages of the book. This can then lead to a new project for bilingual science or English focusing on a different feeling.</p>
<p>Task demand:</p>	<p>Present their solution to class</p>
<p>Task support:</p>	<p>Picture solution, practicing the presentation in a small group</p>
<p>Follow up II:</p> <p>Outside of classroom</p>	<p>The teacher types in the solutions and creates a new Suno song. The teacher creates a class book with the all the blue monsters and the solutions and the children can take turns taking the book home and presenting it to their caregivers and listening to the new class song.</p> <p>The class can learn the new song and present it to another class.</p>
<p>Task demand:</p>	<p>Reading out the book, singing the new song</p>
<p>Task support:</p>	<p>Listening to the class song</p>

My blue monster

A large, empty rectangular box with a black border, intended for drawing a blue monster.

When I'm feeling blue, I

