



Inland Norway  
University of  
Applied Sciences

DEKOMP Valdres, January 2020. Angela Fisher, HINN



09:30: Welcome!

09:45: Sharing intermediate work findings in groups

10:15: Break

10:30: Introduction of today's topic

Using authentic English texts to teach cross-curricular topics

Poetry

11:00: Individual task

11:30: Sharing results from the individual task

12:00: Lunch

12:30: Readers Theatre

13:00: Group task

13:45: Break

14:00: Sharing ideas from the group task

15:15: Presentation of the intermediate assignment for the last workshop in April (week 16)

15:30: Goodbye!

# Intermediate task

- **Collectively:**
  - You were to discuss chapter 8 in *Twinkle, twinkle* with your fellow English teachers at your school. Then lead a discussion about learning English in English lessons and in cross-curricular projects. Note what conclusions you draw.
- **Individually:**
  - Consider all the ideas for cross-curricular projects on the Google document.
  - Suggest a project you would do with 8-year-olds. Make a mind map of activities that can help pupils work towards competence aims in several subjects.
  - Be prepared to share your mind map at the next seminar.
- **Now:**
  - 1) Share your findings from your discussions (15 minutes)
  - 2) Share your project ideas on your mind map (15 minutes)

# Using poetry in the classroom

Why?

Theory vs.  
discovery

- Getting started!
- Rhymes
- Assonance: can be described as ‘vowel rhymes’ where similar vowel sounds are repeated: e.g. motor boat.
- Consonance: is the repetition of consonant sounds. It’s like alliteration, but doesn’t necessarily occur at the start of a word: e.g. the ‘T’ sounds in ‘pitter patter’.
- Onomatopoeia: is when a word makes the sound of the thing it is describing: e.g. drip.

# Jenny by Jan Dean

The blind dog on the pebble beach  
snuffles the grey-green savoury air  
cocks her **head** to the **salt splash** of the  
**sea**.

The boy in the **red** jacket chooses a  
**stone** marks it with a cross **throws** it in a  
high arc **black** against the sky hears it  
fall. **Clatter**.

The blind dog by the **sea** runs, **ungainly**  
all lop-sided listening left ear leaning to  
that last limestone chatter.

The **blind** dog on the **beach** finds the  
place – hovers her soft muzzle over  
the heap sniffs and sifts the scents  
searches finds the one she knows.



# Poems: individual task

- Explore, then choose a poem to present to the group.
- Poetry Foundation: [www.poetryfoundation.org](http://www.poetryfoundation.org)
- More than 40,000 poems by contemporary and classical poets
- Biographies of contemporary and classical poets
- Click on «poems», for children/teens etc.
- Children's Poetry Archive: <https://childrens.poetryarchive.org>
- Scroll down to find different themes and age groups.
- Poems are read aloud by the author and the text is underneath.





# READER'S THEATER



# Intermediate task

- ✓ Read the article about Readers Theatre by Drew and Pedersen *Readers Theatre: A different approach to English for struggling readers*.
- ✓ What does LK20 say, both explicitly and implicitly, about the importance of teaching reading skills? Consider how you could use Readers Theatre for this purpose with your pupils.
- ✓ Using a poem/nursery rhyme, and cross-curricular or not, try out this teaching method.
- ✓ Older pupils could choose their own poem, or indeed write their own poem to present.



# Great job!

