Interdisciplinary project

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| **Topic/theme:** The bear |
| **Curricular areas:**<br><br>**Language and communication, Mathematics and Natural Sciences, Man and Society, Arts, Technologies, Physical Education, Sport and Health**<br><br>**Subjects: Hungarian, Science, Play and move/ Music and move, Arts** |

**The structure of the project:**

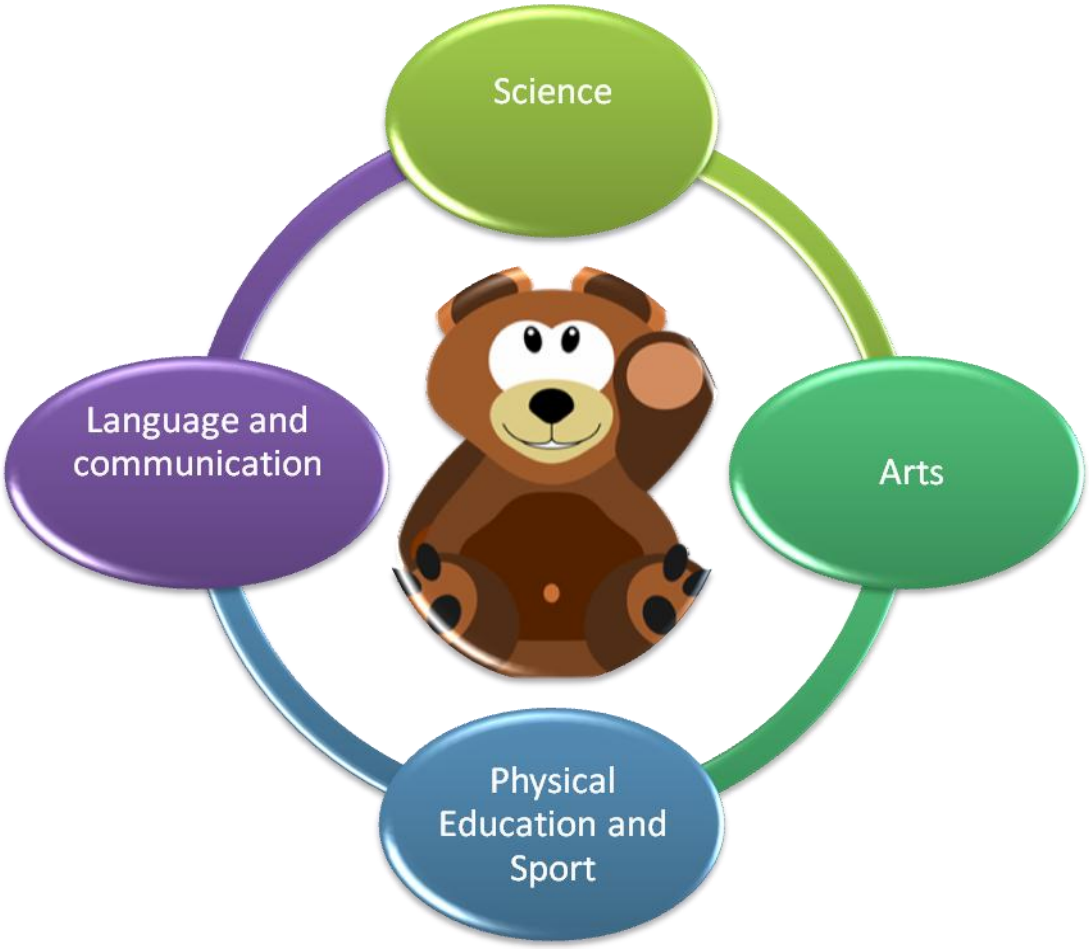
| | |
|---|---|
| | **Aims:**<br><br>**Through complex action and by playful activities to develop environmental awareness, knowing the importance of the nature and animal protection behaviour.** |
| **Objectives** | To help students to acquire as much knowledge as possible about the lifestyles and habitats of the bears, and their endangeredness. To give the opportunity to a comprehensive application of the educational content that appears in the activities |
| **Expected outcomes** | Positive changes in the students' behaviour and attitude towards environment and animals. |
| **Age group** | 9-11 years old |
| | |

Time/**Period**: 1 day

Resources:
Techniques**, methods**: lecturing, collaborative discussion, explanation, demonstrating, observing, research, constructivist teaching methods, evaluation- feed back.
Interactions **: CL (entire class),IW (individual work), PW (pair work), GW (grop work)**

**Evaluation: oral, self, awards**

**Project map**




## Lesson plan

**Curricular area**: Language and communication
**Subject**: Hungarian Language and Communication – integrated learning activity
**Related subjects**: Maths (code-writing and torpedo game), Natural Science
**Topic**: Mészöly Miklós – The Sad Bear

**Aims**: discovering the interaction between man and his environment, combining literary texts with everyday, realistic situations, emotions, motivations, developing nature-friendly behaviour

**Competencies:**

- Global comprehension of non-literary and literary texts in everyday speech situations
- Recalling expressions, phrases (proverbs, speeches, hostesses)
- Clear and expressive communication

**Objectives:**

- ✓ Developing imagination gaining literary experience by developing speech perception, speech comprehension, and speech production through native language games
- ✓ developing the necessary subcompetences for language and communication competence: eg. attention, problem-solving thinking, memory, speech comprehension, vocabulary development, reading, spelling
- ✓ developing creativity
- ✓ developing social relationships (co-operation) during group work.
- ✓ deepening their sense of responsibility, the protection of animals and respect for nature
- ✓ developing moral judgments by learning the moral lessons of the tale

**Type of the lesson**: mixed/ combined
**Teaching techniques and methods**:discussion, explanation, instructions, presentation, illustration, observation, constructivist teaching methods, evaluation
**Interactions**: GW, PW, CL
**Materials** : cards, pictures, colored pencils / pencils, torpedo table, prediction table, exit card, reward bookmark
**Evaluation**– recognition and prasing (awards)

| ***STAGES/ Timing*** | ***Activity (Educational content and procedure)*** | ***Techniques/Interactions*** |
|---|---|---|
| **Introduction Warm-up (3 min)** | Students take their places<br>I brought you a secret message. It's a code writing.<br>Dear children!<br>Today we are going to learn about...21 9 6 39 10 30 27 19...<br>More precisely ....3 2 22 1 33 24 31... .... 21 9 6 39 10 30 27 19...<br>The first five students who solve these and find the two | ***CL/IW***<br>***Code writing*** |

<table>
<tr>
<td>Raising attention (5 min)<br><br>Breathing exercises (5 min)<br><br>The announcement of the objectives and topic<br><br>Topic processing-while reading<br><br>(10 min)<br><br>Fixing the</td>
<td>words will be officially named cave guard.<br><br>(The digits stand for different letters:they indicate the letter’s place in the alphabet)<br>Decoding: about the bear, about the sad bear<br><br>What do you think, what can be the reason that a bear should be sad? (discussing various reasons)<br><br>I found a little poem, which author, Csukás István, reveals to you why may a bear be said.<br><br>Csukás István: Bear Tale<br>The bear is humming:<br>growling,<br>my pussy is dull,<br>That’s why I grow.<br><br>He was trudging to a tailor<br>But the tailor works for money.<br>The bear has no money<br>He spent it to honey.<br>Poor bear, what will happen to you<br>If the big cold comes?<br><br>Let’s read together the first verse (stanza) softly, then loudly, slowly, then quickly and vowelically<br>What do you think, in real life, people can be responsible for the bears ’sadness’?<br>Please, stand up if you can tell 3/2/1 reason.<br>Unfortunately, humans occupies their living space when they cut forests, pick forest fruits, build houses everywhere, or chase them from their place of residence with the loud noise of the chainsaws.<br>Mészöly Miklós has just written a tale for you. Its protagonist felt that his cave was tight.<br>Today we will learn about this tale and what we can do to avoid to make bears feeling sad in reality. See if his mood/ approach has changed, and if so, why.<br><br>Mészöly Miklós: The sad bear (annex no 1)<br><br>When the teacher comes to the part that the bear breaks the goat's horn, he stops and gives the students a prediction table:<br><br>
<table>
<tr><td>What do you think is going to happen?</td><td>What are the evidence for it?</td><td>What really happened...</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td>
<td>Problematization<br>What do you predict...?<br><br>Model reading<br><br>Interrupted reading<br><br>Guided conversation</td>
</tr>
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<tr>
<td>knowledge<br>(20 min)<br><br>Evaluation<br><br>Summarizing, reflection (5 min)<br><br>Follow-up</td>
<td>What was te bear really like?<br>Clap if you hear a proper attribution.<br>stupid, sad, rough, sorry, cheeky, sensitive, pessimistic, good-hearted,....<br><br>How has he changed his mood?<br>What can we do to prevent bears from entering our homes, and not to feel their home tight?<br>Could you formulate a simple call for this?<br>For example:<br>All the bears, big and small<br>Ask you: don’t disturb their home!<br><br>The bear is a very popular figure of the tales, cartoons and movies. I've brought you some of the famous teddy bear figures in puzzle pieces and your job is to find the missing parts. (Annex no2) This is how the groups are formed.(Baloo, Winnie the Pooh, stb). Depending on how many groups we want to form, the same number of pieces we cut the images<br>And now, let’s cheer up our sad bear. Let’s start to explore some cave’s miracles!<br>As you know, 7 is a magic number in the world of tales. Today, as in the tales, you have to find 7 miracles, that is, we have hidden the questions of seven different types of tasks on the board. Each cave is guarded by a guard. There are more teams than guards / caves. (for example: 5 guards/ 6 groups) So the teams should always watch out which guards are actually free and immediately run there.<br>You’re trying to shoot: for ex. 2-C . If you find a question there, try to answer it … if the guard finds it right, you get a pip ….if your answer is wrong, you get an X. You can go back to the same question in a next round and try again to find the right solution.If no hit, you pull a line. The goal: to solve 7 of the 30 given tasks correctly, but at least 1 correct solution for each type of task. Are you ready?<br>Each team is given a torpedo table (anex no 3)<br>Each guard is given a sheet with the tasks and the solutions/answers (anex no4)<br>After the first team has the 7 right answers, the game is over. We discuss the right answers and we announce the winner team. For award: bookmarks (anex no 5)<br>Exit card
<table>
<tr><td>What I’ve learned today</td><td></td></tr>
<tr><td>What surprised me today</td><td></td></tr>
<tr><td>What I’ve realized today</td><td></td></tr>
<tr><td>Today I.....</td><td></td></tr>
</table>
Or playing cube:there are unfinished sentences on the cube’s sides: I liked this class, because...<br>Today my team.....</td>
<td>Giving opinions, reasoning<br><br>Group forming<br><br>The game rules</td>
</tr>
</table>

| | | |
|---|---|---|
| | I would have been happier, if.....<br>**Homework**:<br>To finish the prediction table (what really happened)<br>A message from the bear with code writing (it can be a rhyming short poem). | |

1. **Annex (attachements)**

**Annex no**

**MÉSZÖLY MIKLÓS**

**The sad bear**

Once upon a time, there was a bear, never cheerful. He grumbled all the time, as if there was nothing more to be done than being sorrowful.

When he was licking honey, it was not sweet enough. If the sun came out, it was not bright enough. Even his cave was tight/ narrow, so he was sleeping in the bottom of a bush. He was sneezing in the morning , and then again he was grumbling.

One day, he became tired of being sorroful all the time. So he decided: he is going to find out what is the big world like.When he came out from the forest, he met a butterfly.

–Where are you going? – he fowned.

–Far away. The Sun is shining and the meadows get warm.That's where I go.Good bye! – said the butterfly.

The bear was amazed. He just got better.

–Going to mead can be a good thing. Let's go together.

Only the butterfly, without saying a word, flew away in a minute.

What could he do, the bear set off on his own. Well, as he walked, he reached a dim-hilly meadow. It was full of flowers.

„I will pick some flowers-he thoght- and make a beautiful bunch of it".

So he started immediately, not in a hurry, only in a bear mode.But suddenly– he sees something sharp in the grass. What could it be? –he is shocked.

Could it be a bush? I'll handle it. Nobody needs such an ugly thing...

So he try to pull out along with its roots.But...o, my God!...The bush starts to bleat...the bear broke his horn.

–O, what a stupid,  I’m not a bush. Can’t you see it? Or are you crazy?How am I supposed to walk with a single horn? Now I became the uggliest of the world... – he told him very angry.The bear just stood there-hey, he was very sorry.

–Poor of me...why was I born? – he sighed heavily.

It will always be a problem if I want to do something good.Here is your horn.  If I could, I would stick/glue it back. When I die, you can have my coat. He scratched his ears, rubbed his nose, and his tears ran out.The goat noticed this.

–Don’t you cry! –he bleated.He was terribly sorry for the sad bear. –It was quite a nice horn, indeed...not a crooked one.But if you keep crying, I’ll break the other one, too.  Let’s make peace instead...The bear was so happy–Thank you for you are not upset with me...and he pricked a poppy in the broken horn’s place.

Then they hug each other....When the bear arrived home, he just realized that there is no reason to be sad: honey is sweet, the sun is bright: and miracle of miracles– his home is not tight anymore!

**Annex no 2**

**Annex no 3**

| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| **1** | | | | | | | |
| **2** | | | | | | | |
| **3** | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **4** | | | | | | | |
| **5** | | | | | | | |
| **6** | | | | | | | |
| **7** | | | | | | | |

**Hits**

| | | |
|---|---|---|
| **Twins** | | |
| **Spelling** | | |
| **Cold-hot** | | |
| **Proverbs** | | |
| **True/false** | | |
| **A, B, C, D** | | |
| **Odd-one-out** | | |

Team: .....

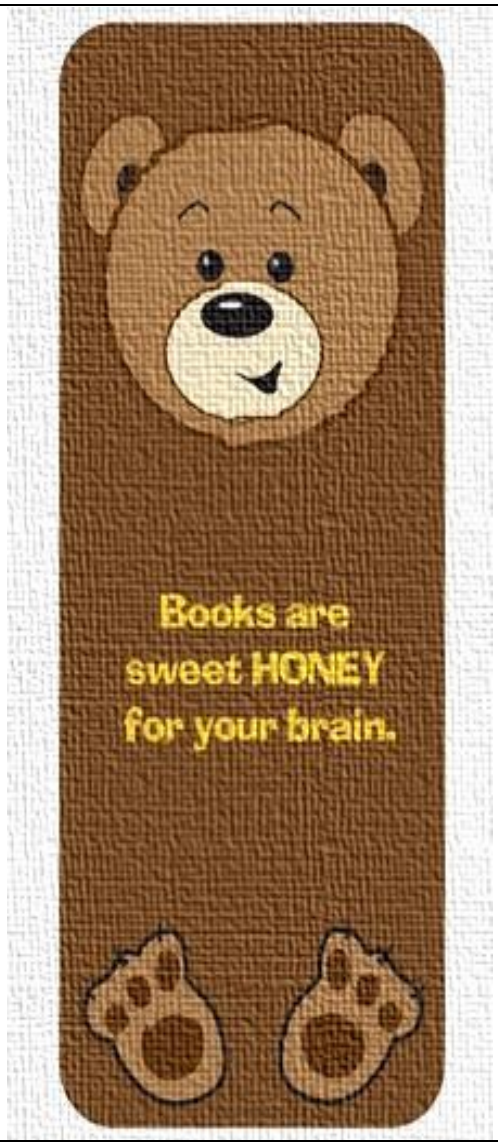
## Annex no 4
## Cave's miracles

| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 1 | **TWINS** | | **PROVERBS** | | **COLD-HOT** | | **SPELLING** |
| 2 | | **TRUE/FALSE** | **A, B, C,D** | **PROVERBS** | | **TRUE/FALSE** | |
| 3 | **SPELLING** | | **A, B, C, D** | | **PROVERBS** | | **COLD-HOT** |
| 4 | | **COLD-HOT** | **ODD-ONE-OUT** | **SPELLING** | | **COLD-HOT** | **A, B, C, D** |
| 5 | **COLD-HOT** | **TWINS** | | **TRUE/FALSE** | **A, B, C, D** | **PROVERBS** | |
| 6 | **PROVERBS** | | **ODD-ONE-OUT** | | **SPELLING** | | **ODD-ONE-OUT** |
| 7 | | **PROVERBS** | | **TWINS** | **ODD-ONE-OUT** | **SPELLING** | |

| | ***TYPE OF EXERCISE*** | *TASKS* | *ANSWERS* |
|---|---|---|---|
| 1 A | **TWINS** | DIRMEG- ……. | DÖRMÖG |
| 1 C | **PROVERBS** | SZERETI, MINT MEDVE A …….. | MÉZET |
| 1 E | **COLD-HOT** | Lompos medve brummogva ballag<br>Mászni **nehéz** ilyen fiatalnak. | KÖNNYŰ |
| 1 G | **SPELLING** | ODA CAMMOG- ODACAMOG- ODACAMMOG | ODACAMMOG |

| | | | |
|---|---|---|---|
| 2 B | **TRUE/FALSE** | Ha mézet nyalogatott, nem volt elég édes. | IGAZ |
| 2 C | **A, B, C, D** | Melyik leírás illik legjobban a medvére?<br>A) Mindig szomorú, fáradt, morgós állat.<br>B) Megpróbál vidám lenni, de mindig elrontja a dolgokat.<br>C) Nem szeret senkit és semmit.<br>D) Kezdetben szomorú, majd egy barát találása után vidám medve. | D |
| 2 D | **PROVERBS** | ……..KERGET ÉS MEDVÉRE TALÁL | NYULAT |
| 2 F | **TRUE/FALSE** | " HA MEGHALOK EGYSZER, NEKED ADOM AZ ODUM." | HAMIS |
| 3 A | **SPELLING** | TÜSSZÖGÖTT- TŰSZÖGÖTT- TÜSZŐGÖTT | TÜSSZÖGÖTT |
| 3 C | **A, B, C, D** | Miért indul el a medve felfedezőútra?<br>A) Azért, mert nem szeretett egyedül lenni.<br>B) Azért, mert megunta a saját szomorkodását.<br>C) Azért, mert találkozott egy lepkével és követni akarta.<br>D) Azért, mert már nem volt ennivalója télre. | B |
| 3 E | **PROVERBS** | NEM JÓ A KÖLYKES MEDVÉNEK A ……..FAGGATNI | FIÁT |
| 3 G | **COLD-HOT** | Kulloghatok **jóllakva** odumba. | ÉHESEN |
| 4 B | **COLD-HOT** | Tíz körömmel másztam a fára.<br>Megszökött a medve **reggelije.** | vacsorája |
| 4 C | **ODD-ONE-OUT** | búslakodik, szomorkodik, ugrál | UGRÁL |
| 4 D | **SPELLING** | NYÚJTSD- NYUJCSD- NYÚJCSD | NYÚJTSD |
| 4 F | **COLD-HOT** | Mennyi szégyen ér most **fiatal** -koromba | VÉN |
| 4 G | **A, B, C, D** | Miért akarja letörni a kecske a másik szarvát is?<br>A) Nem elég szép egy szarvval.<br>B) Azért mondja ezt, hogy a medve ne sírjon tovább.<br>C) Azért, hogy ezzel szerezze meg a medve barátságát.<br>D) Nem is akarja letörni a szarvát. | B |
| 5 A | **COLD-HOT** | **Benn** voltam a rengeteg erdőn.<br>Medvét láttam kúszni a lejtőn. | KINN |
| 5 B | **TWINS** | DIMBES- …… | DOMBOS |
| 5 D | **TRUE/FALSE** | A lepke a hó borította rétre röpült. | HAMIS |
| 5 E | **A, B, C, D** | Miért haragudott meg a kecske?<br>A) Azért, mert a medve őt is elszomorította.<br>B) Azért, mert a medve kórónak nézte az állatot.<br>C) Azért, mert a medve letörte a szarvát.<br>D) Azért, mert a medve nem akart a barátja lenni. | C |
| 5 F | **PROVERBS** | NYALJA, MINT MEDVE A …… | TALPÁT |
| 6 A | **PROVERBS** | NE IGYÁL A MEDVE …….. | BŐRÉRE |
| 6 C | **ODD-ONE-OUT** | CSOSZOG, MOSOLYOG, DERÜL | CSOSZOG |
| 6 E | **SPELLING** | BÚSLAKODÁS- BUSLAKÓDÁS- BÚSLAKÓDÁS | BÚSLAKODÁS |
| 6 G | **ODD-ONE-OUT** | MENDEGÉL, BALLAG, SZALAD | SZALAD |
| 7 B | **PROVERBS** | MEGSZOKTA, MINT MEDVE A …… | VACKORT |
| 7 D | **TWINS** | RIPPEM- …….. | RÖPPÖM |
| 7 E | **ODD-ONE-OUT** | IRIGYKEDIK, CSODÁLKOZIK, BÁMUL | IRIGYKEDIK |
| 7 F | **SPELLING** | ÖSSZEKOCOLODOTT- ÖSSZEKÓCOLÓDOTT- ÖSSZEKÓCÓLÓDOTT | ÖSSZEKÓCOLÓDOTT |

ANNEX NO 5




## What can human learn from bears

- Snooze one and stretch after you wake up
- Run, play and have fun every day.
- Don’t miss any possibility to go on a trip/walk.
- Forget to bite, when a growl is enough
- Don’t pretend something that you are not.
- Drink plenty of water on hot days and lay down under a shady tree
- If you are happy, dance around.