

Lesson plan  
English  
4th – 6th grade

WebQuest – Charlie and the chocolate factory

Area of competences	Competence goals
Oral communication	The student can participate in shorter conversations and give short, coherent presentations of common situations and topics in English.
Written communication	The student can understand and write shorter texts in different genres in English.
Culture and society	The student can compare other children's everyday life in English-speaking countries with their own everyday life.

**Total of lessons: 14**

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Module/Time	Content focus	Teaching activity	Learning objectives	Skills and knowledge goals	
15 min	Introduction WebQuest  In plenum	Show the main page (Welcome) of the home page to the students and introduce them to what we are going to do <b>Keywords:</b> WebQuest Magical Tasty Presentation  Homepage: The students must imagine they are Charlie during the movie  <b>Keywords:</b> imagine Adventures Innovative tasks	I can listen and understand the given instructions  I can ask clarifying questions if there is something, I don't understand	<b>Listening:</b> The student can understand short instructions, questions and descriptions  The student can understand the main content in short stories  The student can understand purpose of and essential details in tales of specific, known topics	<b>Listening:</b> The student has knowledge about simple language actions  The student has knowledge on visual aids to listening comprehension  The student has knowledge of keywords and phrases to help understanding
2 hours	The movie	Watch the movie and remember to be Charlie	I can be observant and use my imagination		
45 min	Form groups  <b>Task 1</b> Story map and characters	Form groups with 3 students  The students will be guided to a document with a story	I can work in a group and I can reflect and analyze on the context and	<b>Conversation:</b> The student can participate in simple, prepared conversations	<b>Conversation:</b> The student has knowledge on supporting materials

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	In groups	map to explain the movie and the characters  <b>Keywords:</b> Characters Action Problems Outcome impression	the characters from the movie	on near topics with support  <b>Intercultural contact:</b> The student can understand little stories about everyday life in English-speaking communities  The student can talk about own traditions and own everyday life	<b>Intercultural contact:</b> The student has knowledge about types of living conditions in English-speaking areas  The student has knowledge about cultural significance for the understanding of oneself and others
45 min	<b>Task 2</b> Make rules In groups	The students will be guided to a document where they have to come up with rules to protect the factory  <b>Keywords:</b> Owner Responsibility Rules Employees protect	I know what a rule is and why we have them/need them	<b>Linguistic focus:</b> The student can understand simple presenting, questioning and presenting sentences	<b>Linguistic focus:</b> The student has knowledge of simple intonation patterns in different language actions
45 min	<b>Task 3</b> Learn about candy In groups	The students will be guided to a document where they are going to read about how to make chocolate and candy  <b>Keywords:</b> Experience	I know about how to make candy and where to find the information about it	<b>Communication strategies:</b> The student can use simple communication strategies with starting point in the mother language	<b>Communication strategies:</b> The student has knowledge about techniques to take advantage of the mother language

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		In charge Different Ingredients flavors		<b>English as lingua franca:</b> The student is curious to listen to different kinds of English language	<b>English as lingua franca:</b> The student has knowledge about simple features of different types of English in the world
<b>90 min</b>	<b>Task 4</b> Invent new candy  In groups	The students will be guided to a document where they have to invent and describe new kinds of candy and chocolate  <b>Keywords:</b> Renew Invent Flavors Size and form Allowed creative	I can imagine and invent new kinds of candy and I can describe how they taste and looks like	<b>Writing:</b> The student can play with written English language  The student can communicate with simple words and short sentences	<b>Writing:</b> The student has knowledge of simple written language  The student has knowledge about simple sentences
<b>90 min</b>	<b>Task 5</b> Advertising  In groups	The student will be guided to a document where they will be introduced to how to promote their new candy  <b>Keywords:</b> Advertising Promote Slogan Catchy Offer logo	I understand how to advertise for new candy and use the inspiration given	<b>Linguistic focus:</b> The student can produce small texts by using sentence templates	<b>Linguistic focus:</b> The student has knowledge about simple sentence templates
<b>90 min</b>	Preparing the presentation	The students will have to prepare a presentation of their work as described:	I can prepare a presentation with my	<b>Text and media:</b>	<b>Text and media:</b> The student has knowledge about

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	In groups	<ul style="list-style-type: none"> <li>- The rules</li> <li>- New candy</li> <li>- Advertisement</li> </ul> <p>The product must be presented in PowerPoint or something similar. The teacher presents an example</p> <p><b>Keywords:</b> Prepare Present presentation</p>	group and equally distribute the tasks  I know how to make a PowerPoint or something similar	The student can use simple media for English input	access to simple English-speaking medias
<b>60 min</b>	Presentation of product  In groups	The students present their products in groups  Max. 10 minutes per group		<b>Presentation:</b> The student can with support and preparation describe a product	<b>Presentation:</b> The student has knowledge about descriptive language use
<b>30 min</b>	Evaluation  In groups Individually	The students will be guided to a Kahoot about the movie Finally, they can tell their opinion on the course  <b>Keywords:</b> Evaluation Opinion course			