

# Tales 4U

## Fifth Grade

### The history of street art

#### Pages 5 – 8

### Start

Stick some pictures of graffiti walls / pieces on the board.

Ask students to guess what message is hidden in each.

Get ss into small groups – they have to discuss on why street artists hide their messages / do it so.

Ss look at the pictures on page 5 and describe them.

Ss select the one they like best and then explain why they like it so much.

Tell ss to create their own piece of art.

Tell ss to show it to a friend and explain what they put in it.

### During

Explain to ss that they are going to read a text about the history of street art.

Make some questions – out of and labeled by paragraphs to help ss have an idea of the information that is in the text.

Ex.

#### Paragraph 1

- **What did people call the first names that appeared painted on walls?**

#### Paragraph 2

- **Who was the first person who wrote / painted his name on a wall and what was his nickname?**
- **Etc.**

Spot some difficult words that may be difficult to pronounce in advance, and then ask ss to find them and circle them.

Tell ss to listen to the audio and follow in the book – paying special attention to the words which were circled.

Get some ss reading by paragraphs – make emphasis on the words that were circled.

Explain to ss that there are some questions for them to answer about the text.

Walk ss through understanding and using some reading strategies.

Ss read the questions and circle / underline key information.

- **Ex.**
- **Q 1 – What was / first form**
- **Q 2 – Where teenagers write**
- **Q 3 – What teenagers use(d)**
- **Q 4 – When start / paint pictures**

For the second set of questions, tell students to find the names of the artist that were mentioned in the text.

Ask students to read the instructions to identify what information they need to write.

Whole class check.

### End

Run a class talking circle – share ideas / opinions about street art.

You can use L1, and then use ss ideas to write conclusions on the board – with ss help.

When ss help you get the conclusions in English, pay attention to their speaking to identify any grammar / vocabulary mistakes – and when you write the conclusions on the board, draw ss' attention to the changes / corrections you had to make.

Ss write the conclusions in the box.

**It is time for you to decide on the notes for ss to write.**

It could be using a grammar point to express ideas or some phrases like speaking starters, inviting a friend to speak, expressing opinions, etc.

Ex.

- **It is considered...**
- **People think that...**
- **Do you think it is real art?**
- **What do you think?**
- **What's your opinion?**
- **In mi opinion, ...**
- **Etc.**