Steklá, Houdek (eds.): *Druhá směna. Jak využívat literaturu a dějiny Romů ve výuce na 2. Stupni ZŠ* (Second Shift – How to Use the History and Literature of the Romani in Teaching at Upper Primary /Lower Secondary School), Romea o. s., Prague, 2012, ISBN 978-80-90-4106-1-9, s. 16 online version available at <http://www.romanovodori.cz/ucebnice/>

**FIVE-LEAF CLOVER**

**Aim:**

**•** to reflect a new subject matter; to find out if the new topic/notion have been understood

**•** to summarize briefly a topic, opinion, attitude

**•** to learn how to formulate ideas, not to digress from the topic

**Method:**

**1.** To inform the pupils about the structure of a five-leaf clover – to write on board what each line should contain

*line 1 – write 1 word (noun, title, subject, topic)*

*line 2 – write 2 words (adjectives expressing„“what it is like““)*

*line 3 – write 3 words (verbs, action„“what he/she does“)*

*line 4 – write 4 words (sentence, coherent opinion)*

*line 5 – write 1 word (synonym, punch line, gist, metaphor)*

**2.** The pupils write their five-leaf clover according to the instructions. It is possible to offer the following structure on board. The pupils then only fill in the most suitable words for the topic:

TITLE, TOPIC

ADJECTIVE ADJECTIVE

VERB VERB VERB

COHERENT OPINION IN FOUR WORDS

NOUN (SYNONYM)

**3.** The teacher can work with the pupils to create the five-leaf clover.

**4.** Presentation of five-leaf clovers (reading by volunteers, placing them on a noticeboard, etc.).

**5.** Creating five-leaf clovers can serve as a preparatory stage for writing an essay (e.g.profile of a person) as the five-leaf clover method offers a substantial number of useful words, particularly verbs.