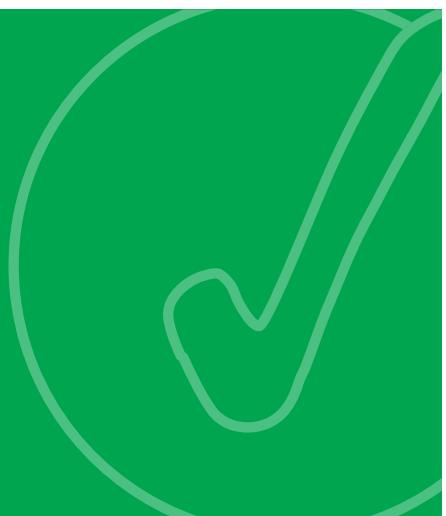


Tell it Again!

The Storytelling Handbook for
Primary English Language Teachers

Gail Ellis and Jean Brewster



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British Council

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Foreword

Storytelling. Its power must not be forgotten. The telling of stories has been a vital mechanism ever since humans developed language – perhaps the most vital in transferring knowledge of all sorts. The invention of writing, then printing, word processing and home computers means that we now have many other methods. But storytelling remains a powerful and appealing tool.

And these days, stories are not just for parents with children or journalists with readers. Good teachers have always known the power of stories in the classroom. Stories often hold a strange and magical quality that can interest and engage learners in a way that few other materials and methods have. While the telling of stories in class is often associated with primary-age children, the attraction of the story remains throughout life.

Tell It Again! was first published in 1991, before the age of the internet. We are re-launching it in a new edition over 20 years later as we believe that it is just as useful to teachers and learners as it was then. While many of our recent publications have concentrated on innovations such as the use of new technology, or methodological approaches such as content and language integrated learning, we firmly believe that we must not forget about traditional pedagogical approaches that have stood the test of time. Storytelling is such a tried and tested approach.

The re-publication of this handbook also adds to the growing portfolio of British Council publications addressing the primary school sector. All these publications are freely available on British Council websites and can be used by educational institutions. The publications include *Early Language Learning in Europe* edited by Janet Enever, the *Survey of Policy and Practice in Primary English Language Teaching Worldwide* by Shelagh Rixon and *Crazy Animals*, the collection of activities submitted by teachers from all over the world, edited by Fiona Copland and Sue Garton.

The growth in the number of children learning English in primary schools around the world is arguably the biggest revolution (Johnstone 2009) in English language teaching globally over the past two decades. *Tell It Again!* is a resource that can give real practical help to the many new teachers of English at primary level, as well as reminding experienced teachers at all levels of the real value of a story-based approach.

This handbook gives a full treatment of a story-based approach, addressing both theoretical background and practical activities relating to actual stories. It highlights the fact that a story-based approach can take the learner well beyond the improvement of English structural knowledge, to reach into cross-curricular areas including values education.

The British Council thanks the authors Gail Ellis and Jean Brewster for their permission for this new edition.

John Knagg OBE

Head Research and Consultancy, English
British Council

Preface

Since the second edition of this handbook in 2002, we have witnessed further expansion in the teaching of English around the world to ever younger ages. Primary English language teaching now involves around half a billion children and six million teachers working in a wide range of contexts.

There is a great deal of variation in policy from one country to another (Rixon 2013) and practice differs enormously within countries, meaning that children receive language learning experiences of differing types and quality. Teachers are, therefore, finding themselves with classes of children with diverse learning needs, as well as children with varying levels of English. Storybooks provide teachers with an ideal resource for meeting these diverse needs. The visual attractiveness and authenticity of storybooks are extremely appealing to both teachers and children. All children are able to understand the overall meaning of a story with the support of the teacher's storytelling techniques and the accompanying illustrations, which give clues to meaning. Each child can then respond according to their own linguistic level and cognitive ability.

Storytelling is widely accepted as one of the most natural and effective ways of introducing children to continuous and coherent spoken discourse (Cameron 2001). From my own experience of working with children and teachers, I have seen how storybooks and the technique of storytelling create rich and naturally contextualised learning conditions that enable teaching and language learning to be developed spontaneously and creatively in a whole curriculum approach. Imagine my delight when trainee teachers from the Early Childhood Education strand of a BEd course in the Department of Education at Dubai Women's College invited me to look at their work. Developing the competencies to use a story-based approach is a core component on their course, and trainees are asked to produce a storybook as one of their assignments. This means writing, illustrating and publishing a storybook that is appropriate for their cultural context. In addition, they produce story notes and props to accompany the story. The students' pride in their work was visible not only in the finished products, but also their happy smiles. They told me they had not thought they would be able to write their own stories, let alone illustrate them, but the exercise revealed undiscovered creative talents. At the British Council in Paris, storybooks and storytelling have been an integral part of the holiday classes curriculum

for many years. As a result, there is now a team of dedicated and passionate teachers developing 30-hour intensive cross-curricular and intercultural story-based courses which take place in a charming setting that resembles the school house in Ludwig Bemelman's *Madeline*. Storybooks unleash the creativity and imagination of both children and teachers.

Carol Read (2010) writes of her storytelling experience in a country that had recently emerged from a long and bitter war. She was asked to demonstrate storytelling techniques with a group of children at a conference, for teachers to observe. She used the story *Something Else*, and describes the children's response to the story as one of the most powerful teaching moments she had ever experienced. The children were able to relate the story to their country's recent experience of war. I experienced a similar powerful teaching moment when I was reading *Susan Laughs* (Ellis 2010) to a group of nine year olds. *Susan Laughs* is a short rhyming story that delivers a powerful message about disability. The use of 'withheld image' means that it is not until the last page that we discover that Susan uses a wheelchair. When the story was finished, there were several minutes of complete silence as the children reflected and related what they had just heard and seen to this last image. They then began asking questions about the story. Such experiences highlight the power of stories. They initiate conversations and allow children to explore questions and concerns about issues that are meaningful and real to them.

While working for Penguin Jeunesse, a children's publishing section of Penguin France, I was surrounded by one of the richest collections of children's literature – Puffin Books. The creation of teacher's notes to provide guidance and support on how to use carefully selected titles from this list marked the beginnings of *Tell it Again!*, first published in 1991 as *The Storytelling Handbook*. Over two decades later, this third edition of *Tell it Again!* shows how a story-based methodology brings together the best of primary English language teaching (ELT) and the rich and motivating resource of children's literature. This fusion of ELT and trade publishing offers a high-quality and innovative approach to teaching language by promoting language development in an enjoyable visual, literary and cultural context, as well as promoting diversity, values and intercultural understanding. *Tell it Again!* provides story notes for 12 stories that provide support, or frameworks, for teachers to ensure that successful story-based learning is carefully planned, structured and effective. This support is often referred to as scaffolding. As a teacher's competence grows, the scaffolding can be reduced until the teacher can function autonomously and adapt the approach to their own context and plan and implement a programme of work around a story of their own choosing. As Coralyn

Bradshaw (2004) writes in her review of *Tell it Again!* 'empowering the reader to interpret and use the information beyond merely following the story notes'. Although initially it can be difficult to imagine how to use a storybook in the primary English language classroom, the value of stories is such that teachers often find it difficult to return to specially written ELT materials for children.

There have been minor revisions to this edition, including updated sections on using learning technologies, creating an inclusive learning environment and references and further reading. Links are provided for traditional songs and rhymes, and sheet music is provided for three of the songs.

The British Council has a rich collection of articles and materials on using children's literature and storytelling on its *TeachingEnglish* website, so we are delighted that this title is joining that bank of resources, enabling it to live on and reach many more teachers and children in their English language classes. Jean Brewster and I would like to thank the British Council for making this possible.

Gail Ellis, MBE

Adviser, Young Learners and Quality, British Council
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Introduction to the second edition

The first edition of *The Storytelling Handbook* was published in 1991, a time when for many teachers all over the world the introduction of foreign languages into the primary curriculum was a new venture.

At that time, there was a general feeling of excitement but also some apprehension as teachers experimented with different methodologies and materials in order to select the most appropriate for their context. A story-based approach is one methodology among many, but the familiarity and universality of storytelling and using storybooks makes it very appealing to teachers and children throughout the world. It also offers flexibility and a rich source of authentic input. Since the publication of the first edition of *The Storytelling Handbook* teachers have gained a great deal of experience and confidence in using a story-based methodology and now fully recognise its true value in the primary English language classroom.

This edition, *Tell it Again! The New Storytelling Handbook*, brings together this accumulated experience as well as recent developments in language teaching, and provides a completely revised and updated methodology section including new guidelines on how to assess pupils' story-based work, learning to learn, learning about culture and learning technologies. Part 2 offers detailed story notes written by experienced materials writers and practising teachers on ten stories selected from Puffin's rich list of children's literature as well as two photocopiable stories, *The Clever Tortoise* and *The Kangaroo from Woolloomooloo*, which children can personalise and make their own. There are brand new notes on favourites such as *The Very Hungry Caterpillar* and *My Cat Likes to Hide in Boxes*, and notes on new stories including *Something Else*, the 1997 winner of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance, *Mr McGee, Jim and the Beanstalk*, *Princess Smartypants* and *Funnybones*.

The storybooks and accompanying notes are aimed at children at primary school who are at different stages in their English-language learning. The stories come from around the world and include traditional stories and modern retellings of fairy tales, animal stories, stories about everyday life, stories from other cultures and fantasy stories. Real success depends on having the right story for the linguistic and conceptual level of the children. Much is explored in the stories selected: new concepts, new language, opportunities for cross-curricular links, and developing intercultural awareness and citizenship. The story notes offer a range of related language-learning activities and concrete outcomes. There are attractive photocopiable activity sheets for each story to help with your preparation.

This handbook is for any teacher who is – or will be – teaching English to children and is interested in using authentic storybooks. You may be a primary-school teacher who has one class and teaches all subjects, including English; a specialist teacher of English who visits a number of different schools each week; or a secondary-school teacher who also teaches in a primary school. Whatever your situation, we have taken into consideration your particular teaching context and provided plenty of ideas. *Tell it Again!* is also for teacher trainers who are responsible for training different types of teachers. You will be able to experiment with a wide range of techniques depending on your students' needs and select, modify and apply our suggestions to storybooks of your own choice.

We hope you enjoy using *Tell it Again!* as much as we have enjoyed writing it and that you enjoy using the storybooks as a supplement or as a novel alternative to your core materials. Our own experience has shown that initially some teachers may find it difficult to imagine how they can use a storybook for up to six to ten hours. However, once they have used children's literature they often find it difficult to return to the more conventional, specifically written ELT materials.

Finally, we would like to take this opportunity to thank our colleagues and students from whom we have learned so much and to whom we owe so much.

Gail Ellis and Jean Brewster
March 2002

Note: to avoid referring to teachers or pupils exclusively as either 'he' or 'she', we have alternated the references between chapters and story notes.

Part 1: Methodology

Chapter 1: Storytelling, an introduction

The development of storytelling

The educational value of using storybooks (also referred to as realbooks and picturebooks) and the technique of storytelling has rarely been disputed. However, when the first edition of this book was published in 1991 there was some resistance among teachers to using stories in the primary English language teaching classroom. This was for a variety of reasons:

- a lack of confidence in their ability to tell stories or read storybooks aloud
- a feeling that the language in storybooks was too difficult
- a feeling that the content of storybooks was sometimes too childish
- a lack of understanding about the true value of using storybooks
- a lack of understanding of how to use storybooks and of time to prepare a plan of work.

A number of developments have subsequently helped overcome some of this resistance.

1. Experience, expertise and support

Primary English language teachers are now more familiar with an acquisition-based methodology, and recognise the true value of using storybooks and the technique of storytelling as a way to create an acquisition-rich environment and ideal learning conditions. Hester (1983), Garvie (1990), Ellis and Brewster (1991, 2002), Cameron (2001), Ghosn (2002, 2013), Enever and Schmid-Schönbein (2006), Read (2007), Dunn (2012) and Bland (2013) write about the benefits of using stories with children. Consequently, many ELT coursebooks for children now contain a strong story element. There have also been a number of handbooks for teachers that deal solely with this technique – notably Wright (1995, 1997), Zaro and Salaberri (1995), Gerngross and Puchta (1996) and Mourão (2003). In addition, magazines and newsletters for teachers have been devoted to storytelling and children's literature and there are numerous websites and blogs to consult. See page 204 for references and further reading. Primary English language teaching has witnessed an accumulating bank of attractive resources representing a wealth of experience, expertise, teacher support and growing confidence in the use of storybooks.

2. The globalisation of English

English is one of the most widely spoken languages in the world and classroom practices reflect a greater emphasis on 'world Englishes'. Carefully selected stories from the rich world of children's literature provide a ceaseless source of material to expose children to varieties of English as spoken around the world and to discover other cultures.

3. Variety of intelligences

Each child is a unique learner and there has been a growing awareness of the need to take into account the different types of 'intelligences' (Gardner 1993), including emotional intelligence, that manifest themselves in different ways in each child. Consequently, teaching approaches and materials need to cater for a range of intelligences. The richness of storybooks in terms of their content and illustrations and the variety of activities suggested in the story notes, allow the teacher to cater for all learner types and intelligences and to make learning experiences meaningful for each child.

Reasons for using storybooks

Children enjoy listening to stories in their mother tongue and are familiar with narrative conventions. For example, as soon as they hear the formula *Once upon a time...* they can make predictions about what to expect next. For this reason, storybooks can provide an ideal introduction to the foreign language as they present language in a repetitive and memorable context. Storybooks can also provide the starting point or act as a springboard for a wide variety of related language and learning activities, which are described in the accompanying notes. Below are some further reasons why teachers use storybooks.

- Stories are motivating, challenging and enjoyable and can help develop positive attitudes towards the foreign language, culture and language learning.
- Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

- Stories are a useful tool in linking fantasy and the imagination with the child's real world. They provide a way of enabling children to make sense of their everyday life and forge links between home and school.
- Listening to stories in class is a shared social experience. Storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up the child's confidence and encourage social and emotional development.
- Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Many stories contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative, thereby providing a type of pattern practice in a meaningful context.
- Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.
- Listening to stories helps children become aware of the rhythm, intonation and pronunciation of language.
- Storybooks cater for individual interests and diverse learning needs by allowing children to respond at their own linguistic or cognitive level.
- Storybooks cater for different learner types and intelligences and make learning meaningful for each child.
- Storybooks reflect environments and the culture of their authors and illustrators, thereby providing ideal opportunities for presenting cultural information and encouraging intercultural understanding.
- Storybooks develop children's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesising. In particular, they can develop the child's listening skills and concentration via:
 - a. visual clues (high-quality pictures and illustrations that support children's understanding)
 - b. audio clues (sound effects, onomatopoeia)
 - c. their prior knowledge of how language works
 - d. their prior knowledge of the world.
- Storybooks address universal themes that go beyond the 'utilitarian level of basic dialogues and mundane daily activities' (Ghosh op cit: 175). They allow children to play with ideas and feelings and to think about issues that are important and relevant to them.
- Storybooks allow the teacher to use an acquisition-based methodology by providing optimal input (Krashen 1981: 103) – language input that is slightly above the level they are expected to produce.
- Stories provide opportunities for developing continuity in children's learning since they can be chosen to link English with other subject areas across the curriculum.
- Storybooks add variety and provide a springboard for creating complete units of work that constitute mini syllabuses and involve pupils personally, creatively and actively in an all-round whole curriculum approach. They thereby provide a novel alternative to the coursebook.
- Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language-learning skills.

Storybooks and learning

There are four main ways in which stories can add to a whole-school approach to learning and general education:

1. Cross-curricular links

Carefully selected stories can be used to develop other subjects in the curriculum:

- **Maths:** time, numbers (counting and quantity, addition and subtraction), measuring
- **Science:** the life cycle of insects, animals, skeletons
- **Art and Design:** making a box, making books
- **Computing:** using technology safely and respectfully, using technology purposefully to create, organise, store and retrieve information
- **Design and Technology:** drawing, making masks, hats, cards, collages, puppets
- **Geography and the Environment:** using a map, using an atlas, different shopping places, conservation
- **History:** prehistoric animals, understanding chronology/the passing of time

- **Music and Drama:** singing songs, playing instruments, role play, miming, acting out stories and variations the children make up
- **Physical Education:** moving like different animals, moving to music.

2. Learning to learn

Stories are a means of developing children's potential as autonomous learners. This is discussed in more detail in Chapter 4. Learning how to learn in the context of storytelling involves:

- developing an awareness of learning and reinforcing strategies such as planning, hypothesising, self-assessment, reviewing
- developing specific strategies for learning English, for example, guessing the meaning of new words, training the memory, self-testing, predicting
- developing study skills, for example, making, understanding and interpreting charts and graphs, learning to use and making dictionaries, organising work.

Throughout the story notes you will find many interesting examples of language-learning activities that develop learning strategies.

3. Conceptual reinforcement

Stories can be used to reinforce conceptual development in children, for example, colour, size, shape, time, cause and effect. For example, *Brown Bear, Brown Bear...* reinforces the concept of colours, *Princess Smartypants* can be used to develop ideas of cause and effect, problems and solutions.

4. Citizenship, diversity and multicultural education

Helping to teach the notion of citizenship and multicultural education and to raise awareness of diversity includes developing intercultural awareness, understanding rights and responsibilities, promoting equal opportunities and developing attitudes and values of democracy and harmony.

Carefully selected storybooks provide a very rich resource for teaching this notion. There are two types of storybooks. The first, is where a citizenship and diversity focus is explicit through the story content. For example, *Something Else* makes important points about sameness and difference and develops tolerance, understanding and acceptance of others. *Princess Smartypants* raises questions about stereotypes, sexism and the role of girls and women in society. Stories from other cultures, such as *The Kangaroo from Woolloomooloo* and *The Clever*

Tortoise show both how cultures are different (e.g. exotic animals and musical instruments) and have similar characteristics (e.g. stories about animal trickery). The second type is where a diversity focus is implicit as it can be imported and linked to the story content. For example, *Jim and the Beanstalk* can be used to help develop awareness of old age. See Ellis (2010) for other storybooks and story notes that can be used to raise awareness of diversity.

The story notes in this book show many examples of how different aspects of the curriculum can be developed. Figure 1: 'Storybooks and learning' on page 10 shows the curriculum links, learning to learn, general concepts and citizenship and diversity focus in the storybooks and story notes.

Storybooks and diversity in the classroom

For any teacher of any subject, classes of children with diverse learning needs are a day-to-day reality. In addition, in the primary English language classroom, teachers are often likely to have children with varying levels of English. Working effectively with diversity is an essential part of a teacher's role and requires positively responding to the learning needs of all learners in order to maximise individual achievement. Teachers, therefore, need a range of teaching strategies in order to create an inclusive learning environment to meet the needs of all children.

Storybooks offer an ideal resource for meeting diverse learning needs. They are appealing and all children will be able to understand the overall meaning of a story with the support of the teacher's storytelling techniques and the book illustrations which give clues to meaning. Each child can then respond according to their own linguistic level and cognitive ability. For further information on creating an inclusive learning environment see Chapter 5.

Storybooks and the syllabus

What is a syllabus?

A syllabus is concerned with the selection and grading of content. For example, the authors of a coursebook may have based the content and sequence on guidelines laid down by the Ministry of Education. A language syllabus is most likely to include functions and structures, vocabulary, pronunciation and skills to be developed. It may also include the types of activities and tasks children will be involved in. Some foreign-language syllabuses may now include a cognitive (learning to learn), cultural/citizenship, and cross-curricular focus, thereby contributing to the child's global development.

Various factors are considered when selecting and grading content, such as the age and conceptual level of the learners, their needs and interests, their language level and previous language-learning experience, and the degree of difficulty and challenge of the language and activities.

Storybooks and the coursebook

Storybooks can be used to provide variety and extra language practice by supplementing and complementing another language course. For example, if you have just covered a unit in your coursebook about animals, you may like to read an animal story to your pupils, such as *Brown Bear, Brown Bear...* Or, if you have just covered a particular language function and structure in a unit, you could use a story in which this language is used. For example, after teaching offering and accepting something politely, 'Would you like...?', 'Yes, please', you could read a story like *The Elephant and the Bad Baby* to show how this language is used in a different context. In this way, learning can be made memorable and more enjoyable. The linguistic objectives described in each set of story notes highlight the language that is considered relevant to primary-age children and will help you decide which stories to use – and when to use them in conjunction with your coursebook.

Figure 1: Storybooks and learning

	Brown Bear, Brown Bear...	The Kangaroo from Woolloomooloo	My Cat Likes to Hide in Boxes	Mr McGee	The Very Hungry Caterpillar	Meg's Eggs	The Clever Tortoise	The Elephant and the Bad Baby	Something Else	Funnybones	Princess Smartypants	Jim and the Beanstalk
Cross-curricular links												
Maths												
Number and quantity, measuring, multiplication					X	X						X
Making and interpreting graphs or charts					X	X						
Doing surveys or investigations				X								X
Science										X		
Skeletons and bones												
Creatures and their life cycles and habitats	X	X			X	X	X					
Healthy eating, the sense of taste					X							
How plants grow												X
History												
Prehistoric animals						X						
Castles, royalty, coats of arms											X	
Geography									X		X	
The local environment, e.g. shops, parks								X				
Human migration												X
Animals around the world	X	X			X		X					
Pollution, the environment	X	X			X							
Using a map or atlas	X	X	X		X		X					
The weather/climate, seasons		X										
Geographical facts about other countries, e.g. flags, landmarks		X	X									
Art and Design												
Drawing or printing, cooking, making class books, cards, posters, collages, friezes, hats, puppets and models	X	X	X	X	X	X	X	X	X	X	X	X
Music and Drama												
Singing songs, rhymes, chants, playing instruments, role play, acting out a play, miming	X	X		X	X	X	X	X	X	X	X	X
Comparing, matching, making associations	X	X	X	X	X	X	X		X		X	X
Classifying		X	X	X	X					X	X	
Predicting, guessing, inferring	X	X	X		X	X	X	X	X	X	X	X
Sequencing	X	X			X		X	X	X	X	X	X
Hypothesising, problem-solving		X			X			X	X			X
Memorising, memory training	X	X	X	X	X	X	X	X	X	X	X	X
Activating prior knowledge	X	X	X		X	X						X
Using dictionaries, researching, using reference books, using the internet	X	X	X	X	X	X	X	X		X	X	X
Checking, self-assessment				X		X						X
Conceptual reinforcement												
Colours	X		X		X		X		X			
Size, shape, quantity	X				X	X	X	X	X			X
Time, spatial context			X		X	X						
Cause and effect, problems and solutions								X			X	
Citizenship/diversity												
Cultural similarities and differences, morality and moral values, helping people, old age, friendship, tolerance, gender or cultural stereotyping	X	X	X	X	X	X	X	X	X	X	X	X
Conservation of energy, conservation/extinction of animals	X				X	X						

Storybooks as an alternative to the coursebook

If you do not have to adhere rigidly to a coursebook or do not have to use one at all, storybooks can be used as short basic syllabuses in their own right offering a novel alternative to the coursebook. Five or six stories can be worked on throughout a school year. This would mean spending about five to six weeks on each story and about ten to twelve lessons per story, if the class has approximately one and a half to two hours of English per week. In this way, a storybook provides the starting point for a wide range of related language-learning activities.

A story-based syllabus

The stories in this handbook have been carefully selected both to meet the needs of primary school children and to appeal to them. They contain everyday language that is traditionally included in most syllabuses for children, as well as specific topic-related language that arises from the story and that is central to the world of the child.

- **Grammar:** Stories introduce children to the grammatical structures of English in a natural and authentic way and the rich context and visual support help them understand the meanings these structures convey. Furthermore, as children enjoy listening to stories over and over again, certain structures can be acquired without being formally or explicitly introduced. The natural repetition and cumulative content in some stories also encourage pupils to join in when the story is being told in a type of pattern practice. The language of stories is authentic and not grammatically sequenced, which are features of an acquisition-based methodology. Most stories are told in the narrative past and many include direct speech. As Margaret Meek (1995: 6) states, 'Stories teach children the verb tenses of the past and the future when they are intensely preoccupied with the present.'

Rather than using one tense at a time, several may be used in any one story, which is what happens in real life (see Figure 6). Many coursebooks for young learners in the initial stages of their learning, however, limit exposure to the present tense.

- **Vocabulary:** Children love stories about certain topics. *Meg's Eggs*, for example, is about a witch called Meg whose spells always go wrong. It includes everyday vocabulary related to parts of the body, food and adjectives of size, as well as specific words related to the topic of witches like spell, cauldron, and the ingredients for Meg's spells. Although these words may not be vital to the basic communication needs of children learning English, they are fun to learn and easy to understand because of children's familiarity with the context, and the illustrations also help to convey their meanings. This additional vocabulary reflects the richness and authenticity of children's literature offering comprehensible input, another feature of an acquisition-based methodology.

Creating your own story-based syllabus

In addition to the criteria listed in Figure 5 for selecting individual titles, it is useful to bear in mind the following points when selecting storybooks for use over a year in order to offer children variety in terms of:

- content: topics, themes and values
- genre and literary devices
- language – vocabulary and functions/structures
- illustrative style and layout
- setting (urban/rural, stories from different cultures/seasons/places)

Once you have selected your stories, decide in which order you will use them. You will then need to take each story and generate ideas for possible activities that lead from the story and its themes as in Figure 2 on page 12. The next stage consists of making a selection of pre-, while- and post-storytelling activities as described in the story notes and integrating them into individual lesson plans (see Chapter 3).

Figure 3 on page 13 shows how six stories were used as the principal teaching material throughout a school year with a class of 9-year-old beginners. They had one and a half hours a week of two 45-minute sessions. The planner breaks down the language in terms of language functions and vocabulary from each story to show how it constitutes a mini-syllabus and how a global syllabus was built up for the year with the introduction of new language and other language being recycled. Other syllabuses could be planned in the same way, using different storybooks.

Figure 2: Generating ideas for activities to use with *The Very Hungry Caterpillar*

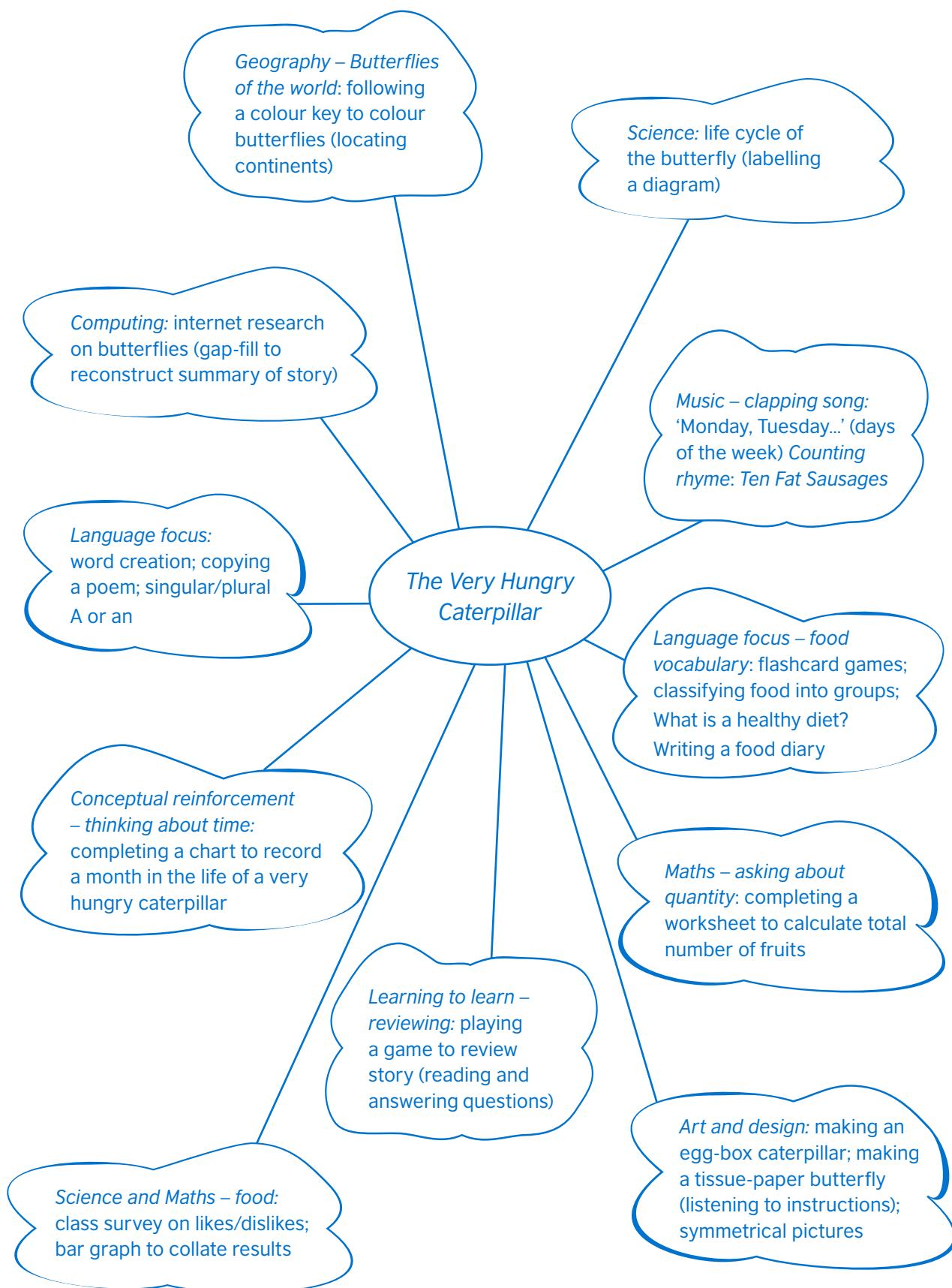


Figure 3: A story-based syllabus planner for a school year

Weeks	Story	Main topics/themes/values	Language	Genre and literary device	Illustrative style/layout	Setting
1 and 2	Introduction to English	Greetings Introductions Numbers 1-12 Colours				
3-6	<i>Brown Bear, Brown Bear, What Do You See?</i>	Animals Colours Asking and answering questions: What do you see. I see. Describing animals: It's + colour, it's got... it lives... it can...		Question/answer Repetition Rhyme	Collage Bright colours White background	Zoo Universal
7-11	<i>My Cat Likes to Hide in Boxes</i>	Cats from different countries. Questioning national stereotypes Countries, action verbs, nouns, colours, prepositions, adjectives of size Asking about ability: Can you + verb Describing location: in, out, under, on Describing cats in the story: It is + colour, it is + size, it's wearing		Narrative, cumulative content, rhyme, repetition	Simple line drawings in bright colours with black outlines Coloured backgrounds	Various countries and 'typical' national monuments, features, pastimes and costumes
12	Review and evaluation/tests					
13-17	<i>Mr McGee</i>	An event in the life of a man called Mr McGee Adjectives, adverbs, verbs Describing personal qualities: I'm clever Discussing situations/environments Describing movements	Clothes, facial features, names, colours, prepositions	Nonsense verse Rhyme Humour Direct speech	Full-colour illustrations with black outlines White background	Western small town Can lead on to discussion of different environments and buildings
18-22	<i>The Very Hungry Caterpillar</i>	The life-cycle of the butterfly Caterpillar/butterfly-related Adjectives Asking about quantity: How many...? Asking and talking about likes and dislikes: Do you like...? Describing butterflies	Days of the week, numbers, fruit, food, colours	Narrative repetition Cumulative content Humour Surprise	Collage Bright colours, white background, cutaway pages and holes where the caterpillar nibbles through the food	Exterior Universal can lead on to observation of butterflies around the world
23-27	<i>Meg's Eggs</i>	Dinosaurs	Parts of the body, adjectives, dinosaur-related, witch-related, food Asking for and giving information: How tall is...? Describing dinosaurs	Narrative, fantasy/magic, direct speech, speech bubbles, onomatopoeia, spells that form short rhymes, humour	Bright vibrant primary colours Simple black line drawings Bright coloured backgrounds	Interior and exterior
28-31	<i>The Clever Tortoise</i>	Animals from Africa. Respect and equality	African animals, animal features, parts of the body, geographical features, adjectives, colours, shapes Asking for and giving information, saying where things are, describing animals, comparing	Narrative A traditional tale from West Africa Direct speech Repetition of events	Silhouettes Activities sensitise children to African colours and patterns	Rural West African countryside
32	Review and evaluation/tests					

Chapter 2: Selecting storybooks

Authentic storybooks

Until quite recently, many of the storybooks used in the primary ELT classroom were adapted and simplified versions of popular fairy tales and fables, or specifically written stories, often referred to as 'readers'. During the 1990s, however, many teachers began using authentic storybooks. Since so-called 'real' books have not been written specifically for primary English language teaching, the language is not selected or graded. Many, however, contain examples of language traditionally found in syllabuses for children as well as 'real' language, thereby offering a rich source of authentic input and challenge. Children have the ability to grasp meaning even if they do not understand all the words; clues from intonation, mime, gestures, the context and visual support help them to decode the meaning of what they have heard. Authentic storybooks, then, can be very motivating for children as they experience a strong sense of achievement in having worked with a 'real' book.

Types of storybooks

Teachers can select from a rich source of existing children's literature: stories that children are already familiar with in their mother tongue, such as traditional stories and fairy tales; modern retellings of fairy tales with a humorous twist; picture stories with no text (where the children build up the story together); rhyming stories; cumulative stories with predictable endings; humorous stories; stories with infectious rhythms; everyday stories; fantasy stories; animal stories; stories from their own culture, and so on.

A criticism often aimed at using real books with foreign language learners is that the language may be too complex and the content too simplistic for the target age group. In a foreign language, however, children are often very happy to accept stories that they may reject in their mother tongue. Furthermore, carefully selected storybooks can be interpreted on many different levels based on the child's age, their stage of conceptual and emotional development and their all-round experience, and can be exploited in many different ways. Teachers have used *The Very Hungry Caterpillar*, quoted as being 'an international superstar on the EFL front' (Rixon, 1992: 83), with children in nursery, primary and secondary school. Storybooks need to be analysed carefully so they can be used to their full potential.

We have classified the storybooks included in this handbook by genre and topic. See Figure 4 on page 15. Most of the stories are humorous so this is not given as a separate genre. You will see that many of the stories can be classified in different ways according to the classification you have in mind.

Developing visual literacy

It is very important to develop children's visual literacy because providing information through visual images is an important means of communication in the global world. If you show pupils the pictures in a storybook, giving them time to 'read' the images, they will be able to give you a pretty accurate account of what the story is about. In addition, we can help children develop their observation skills and learn how to decode the various types of artwork by focusing their attention on specific detail or asking questions about the pictures. Encourage children to comment on the illustrative style, the different types of media used (collage, embroidery, oil, watercolours, crayon, photograph) and the use of colour (primary, pastel, white or black backgrounds). How do these features contribute to the story and the atmosphere created? How do the pictures help children understand the story? Which is their favourite illustration and why? Encouraging discussion in this way will help develop children's visual literacy and appreciation of art.

Criteria for selecting storybooks

Care needs to be taken to select storybooks that are accessible, useful and relevant for children learning English. What criteria, then, can a teacher use? Figure 5 on page 19 breaks down five major objectives of language teaching into criteria that are then expanded into questions that you can ask yourself. The objectives overlap to some extent as indicated by the arrows.

Figure 4: Stories classified by genre and topic

Topic	Genre			
	Narrative	Rhyme	Repeating structures/ cumulative content	Fantasy
				Stories from other cultures
Science	The Very Hungry Caterpillar			Funnybones
Animals	The Clever Tortoise The Elephant and the Bad Baby	My Cat Likes to Hide in Boxes Brown Bear, Brown Bear ... The Elephant and the Bad Baby The Kangaroo from Woolloomooloo		The Clever Tortoise The Kangaroo from Woolloomooloo
Food/shopping	The Very Hungry Caterpillar The Elephant and the Bad Baby			
Colours		Brown Bear, Brown Bear... Mr McGee		
Clothes		Mr McGee		
Dinosaurs			Meg's Eggs	
Witches and magic	Meg's Eggs		Meg's Eggs	
Insects	The Very Hungry Caterpillar		The Very Hungry Caterpillar	
Festivals			Meg's Eggs	
Friendship/helping people	Something Else Funnybones		Funnybones Meg's Eggs	Jim and the Beanstalk
Sociable behaviour	The Elephant and the Bad Baby Something Else			
Tolerance	Something Else			
Equality	The Clever Tortoise		My Cat Likes to Hide in Boxes	Princess Smartypants
Environment/ conservation	The Elephant and the Bad Baby	Brown Bear, Brown Bear ...		The Clever Tortoise
People/families/ occupations	The Very Hungry Caterpillar The Elephant and the Bad Baby	Mr McGee		Jim and the Beanstalk Princess Smartypants

Stories and language

Some of the stories in this handbook are linguistically less complex than others. This is partly to do with the language used, the length of the story, the amount of repetition and the use of illustrations and layout.

A common feature of narrative is the simple past. Some teachers may feel that they do not wish to introduce their pupils to this tense in the early stages of their learning. However, the past tense is a natural feature of narrative and many stories would sound unnatural and distorted if this was changed. Furthermore, children will be concentrating on the meaning of the story, not on why and how the simple past is used. Their previous knowledge of narrative conventions in their mother tongue will have, to some extent, prepared them for its use in the target language. However, if you feel very strongly about this, you can often substitute the simple present instead.

Figure 6 on page 20 shows the main language areas referred to in the story notes.

Authentic storybooks and age-level suitability

Teachers often find themselves with classes of children with a range of English language levels. This is due to a variety of factors such as the age children began learning English, the quality and quantity of teaching and the amount of out-of-class exposure they have had. There is also a considerable range in conceptual levels in the primary age span as well as varied interests. Different stories will appeal to different classes. Real success depends on having the right story for the linguistic and conceptual level of the children. You are the best to judge which stories are the most accessible and appropriate for your pupils.

Because authentic storybooks are not specifically written for foreign language learners, it is difficult to give definitive indications for the level of each book. The stories often contain a great deal in terms of concepts, language and opportunities for cross-curricular and project work. Many can be read with children of different ages and levels, depending on the way the storybooks are used, the amount of detail you wish to go into and the time you have available, as well as your pupils' conceptual level and concentration span. For example, language work with *Brown Bear, Brown Bear...* can range from basic vocabulary sets related to colours and animals or can act as a springboard to lead on to quite a sophisticated project on bears around the world.

You may find that you want to simplify the text of certain stories. Some of the story notes, such as *Princess Smartypants* give examples of language you can use to replace some of the more difficult original text. The section on 'Adapting stories' also provides detailed guidelines on how to do this. As well as adapting the text or input you can also simplify the pupils' response or output. Many of the story notes in this handbook suggest activities that have been carefully selected to cater for childrens' linguistic, cognitive and educational needs. Remember that the overall aim of using storybooks with children is to foster positive attitudes towards learning English and to encourage general comprehension.

To provide some guidance on levels of difficulty, we have organised the stories into two groups. The first grouping gives an indication of language level and is based on the length and linguistic complexity of the text: the second is based on the difficulty of the activities described in the notes for each story.

Language level of stories

Easy

Brown Bear, Brown Bear...

More difficult

The Kangaroo from Woolloomooloo

My Cat Likes to Hide in Boxes

Mr McGee

The Very Hungry Caterpillar

Meg's Eggs

The Clever Tortoise

The Elephant and the Bad Baby

Most difficult

Something Else

Funnybones

Princess Smartypants

Jim and the Beanstalk

Difficulty of activities

Easy

Brown Bear, Brown Bear...

The Very Hungry Caterpillar

My Cat Likes to Hide in Boxes

The Elephant and the Bad Baby

Mr McGee

The Clever Tortoise

The Kangaroo from Woolloomooloo

More difficult

Brown Bear, Brown Bear...
The Very Hungry Caterpillar
My Cat Likes to Hide in Boxes
The Elephant and the Bad Baby
Something Else
Meg's Eggs

Most difficult

Jim and the Beanstalk
Princess Smartypants
Funnybones

Adapting stories

There are some features of stories specific to narrative; if we modify and simplify stories too much there is a danger of losing some of their magic. However, this magic may also be lost if the language is too advanced for children to follow. The following guidelines suggest what can be done to make a story more accessible:

Vocabulary and general meaning

- **Check unfamiliar content or words.** Is it necessary to substitute familiar words for the more unfamiliar ones? For example, in *Jim and the Beanstalk* you could change 'pesky' to 'naughty' (more common) and 'oculist' to 'eye doctor' (easier) or 'optician' (more common). Note that in some stories it is important to keep certain keywords, even if they are a little unfamiliar. In *Meg's Eggs*, for example, it is preferable to retain 'cauldron' for its stylistic impact. Here the use of pictures makes its meaning clear.
- **Check idioms.** Are there any idioms and ideas that need to be rephrased in clearer language? For example, in *Princess Smartypants* the sentence 'It's high time you smartened yourself up' could be replaced by 'You don't look like a princess, your clothes are so dirty', which changes the meaning slightly but emphasises the story's theme.
- **Check clarity.** Would more examples make the meaning of the story clearer?

Grammar

- **Check tenses.** Are there too many tenses? Can they be simplified? Most stories use the simple present tense or simple past.
- **Check use of structures.** The story may use several structures but you may wish to emphasise one or reduce the number of structures.
- **Check word order.** In stories, the word order sometimes differs from everyday use to create a more dramatic effect. For example, in *Funnybones* the last line reverses the usual word order 'In the dark dark cellar some skeletons lived.' which has the effect of emphasising the word 'skeletons'. You will need to decide whether you think this is confusing for your pupils or whether the original effect should be kept.

Organisation of ideas

- **Check sentence length and complexity.** A long sentence may need shortening by splitting it into two sentences. You may have to add other words or mime actions to make the meaning more explicit.
- **Check time references.** Is the sequence of events clear or does it need to be reinforced by time markers such as first, then, the next day, etc.?
- **Check the way ideas are linked.** Does the relationship between sentences need to be made clearer? For example, a story such as *The Elephant and the Bad Baby* could highlight the use of causes and their effects by using 'so' more frequently.
- **Check the way ideas are explained.** If there is a lot of narrative, would more direct speech make the story easier to follow?

Story length

- **Check the number of ideas in the story.** In some cumulative stories, such as *The Elephant and the Bad Baby*, it is possible to leave out some of the characters or events to reduce the length of the story without spoiling the overall effect.

Features to look for in storybooks

To summarise, the following questions should be addressed when considering a storybook for use in a primary ELT classroom:

Is the story...

- a story that you like and can convey enthusiasm for?
- a story that your pupils will like and enjoy?
- interesting in its content, motivating and capable of holding the children's concentration?
- an appropriate length or one that can be broken down into parts or chapters?
- familiar to the children (for example, a well-known fairy tale or a story from their own culture), enabling them to consider their prior knowledge and make predictions?

Does the story...

- have a clear, uncomplicated story line?
- make use of rich, expressive language but remain linguistically and cognitively accessible?
- have repeated grammatical structures that enable children to acquire useful phrases?
- contain onomatopoeia that will support understanding and that the children will enjoy imitating?
- feature rhyme and rhythm?
- contain elements of suspense, surprise and humour?
- feature repetition or cumulative content allowing for predictions and confirmations?

- provide opportunities for involvement and participation (thinking and interacting, predicting, guessing and repeating)?
- exercise the imagination?
- encourage children to learn how to learn?
- address universal themes?
- help support and extend children's knowledge of the world?
- have a moral or express values and beliefs that are acceptable to you and your pupils?
- provide opportunities for follow-up and extension work?

Are the illustrations ...

- clear and accessible and large enough to be seen by the whole class?
- strong, providing good visual support? Do they synchronise with the text to help clarify and support meaning?

Obviously, different storybooks contain different features, but all good books contain a number of the above features. If, however, after having selected a story and you realise that it does not appeal to your pupils in the way you had anticipated, it is advisable to adapt your plan of work or even abandon the story altogether. The most important objective is to develop children's appreciation and enjoyment of literature.

Figure 5: Criteria for selecting storybooks

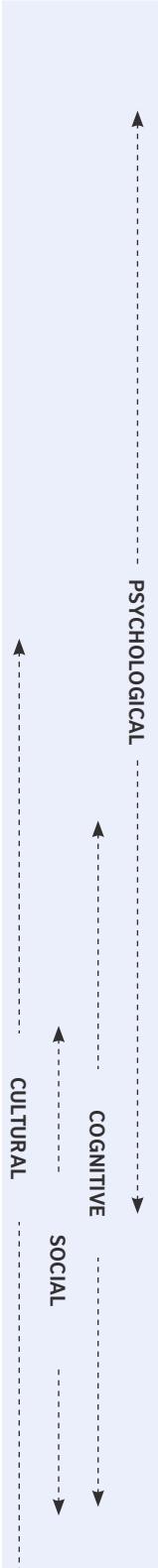
	Level	vocabulary structures/functions	→ Is the level accessible? Does it provide an appropriate level of challenge? Does the story contain examples of rich vocabulary to provide comprehensible input?
	Literary devices	repetition/cumulative content rhythm/rhyme question/answer dialogue/narrative humour/suspense predictability/surprise onomatopoeia/ alliteration contrast/duplicated words/hyperbole metaphor/simile	→ What literary devices does the story contain? How will these help children understand the story, participate in the storytelling, improve their pronunciation, encourage anticipation and memorisation, enrich their language, maintain their concentration and add to their enjoyment?
	Content/subject matter	relevant interesting amusing memorable length values	→ Will the story engage my pupils? Is it relevant to their interests? Is it amusing and memorable? Does it address universal themes? Is it possible to read the story in one go or can it be broken down into parts? Do we agree with the values and attitudes projected in the story?
	Illustrations/layout	use of illustrations/layout attractive/colourful size target culture	→ Do the illustrations synchronise with the text and support children's understanding? Will they develop children's visual literacy? Are they appropriate to the age of my pupils? Are they attractive and colourful? Are they big enough for all the class to see? Do they depict life in the target culture? Does the layout (split page/lift the flap/cut-away pages, speech bubbles/no text) support children's understanding and maximise their interaction with the story?
	Educational potential	learning to learn cross-curricular links world/cultural knowledge conceptual development learning styles/intelligences	→ How does the story enable children to become aware of and develop their learning strategies? Can the story link in with other subjects across the curriculum? What can children learn about the world and other cultures? Does the story develop and reinforce any concepts? Does the story and related activities accommodate different learning styles and cater for different intelligences?
	Motivation	enjoyment positive attitudes arouse curiosity successful learning experiences confidence building desire to continue learning	→ Will the story motivate my pupils by drawing on their personal experience? Will it develop their imagination and appeal to their sense of humour? Will my pupils respond positively to the story and develop positive attitudes towards the target language, culture and language learning? Will the story arouse their curiosity and make them want to find out more about the target language, culture and language learning? Will the story provide a positive learning experience, build confidence and a desire to continue learning?
	Values	co-operation collaboration emotional development self-esteem	→ Will the story help children become aware of and question important values? Are they acceptable? Will it provide opportunities for children to work together, take turns, share? Does the story help children explore and share emotions? Does the story help children come to a better understanding of themselves and develop their self-esteem?
	Global issues	citizenship education multicultural education diversity/intercultural awareness	→ Does the story offer children a broader view of the world? Does it develop an awareness and understanding of environmental and ecological issues, gender, race, disability, human rights, health and safety, tolerance, etc? Does it foster intercultural understanding?
	Language/content	authentic appropriate	→ Is the language representative of the variety spoken in the target culture? Does the story provide any information about life in the target culture? Does it contain any obscure cultural references that may be difficult to understand? Is it too culture-specific?
	Potential for follow-up work Does the story provide a starting point for related language activities and lead on to follow-up work in the form of concrete outcomes?		

Figure 6: Stories and language

	Brown Bear, Brown Bear...	The Kangaroo from Wollooomooloo	My Cat Likes to Hide in Boxes	Mr McGee	The Very Hungry Caterpillar	Meg's Eggs	The Clever Tortoise	The Elephant and the Bad Baby	Something Else	Funnybones	Princess Smartypants	Jim and the Beanstalk
Verbs												
Imperative	X					X	X					
Simple present	X	X	X		X	X	X		X	X	X	
Present continuous			X	X						X	X	
Simple past		X		X	X	X		X		X	X	X
Passive										X		
Future time using 'going to' or modals					X					X		X
Participles	X											
'Can'/'could'	X	X	X					X			X	
'Will'/'would'								X				
'May'/'might'											X	
Interrogative forms												
Yes/No questions		X	X		X	X	X	X	X	X	X	X
'Wh'- questions	X			X	X	X	X	X	X	X	X	X
Prepositions												
'On', 'off', 'in', 'out', 'outwards', 'into', 'inside'			X	X								
'Up', 'upwards', 'down', 'under', 'over'			X	X								
Adjectives												
Word order	X	X		X	X		X		X			
Comparative and superlative adjectives; too + adjective; 'as big as'							X				X	X
Nouns												
Countable and non-countable nouns; 'some'/'any'; Units e.g. a slice of...					X	X		X				

Chapter 3: Using storybooks

'These storybooks are beautiful but they are written for children who speak English as their mother tongue. I couldn't use them with my pupils.'

This comment reflects the attitude of many primary English language teachers when they first look at authentic storybooks. It is sometimes difficult to imagine how a story can be exploited, or how the time required to plan story-based lessons, and to make all the necessary preparation, can be found. Teachers require a number of specific competencies to ensure the successful implementation of a story-based approach (Ellis 2006). The information in this chapter is designed to answer the most frequently asked questions related to these competencies.

Does each pupil require a copy of the storybook?

For the preparatory work and for many of the activities related to the storytelling, only the teacher needs a copy of the storybook. This is because a majority of the tasks are based on the pupils predicting what comes next in the story or recapping it from memory. If they see the storybook at this stage much of the element of surprise and active involvement is lost. However, when you have completed work on a story, it is a good idea to put a copy or two of the book into the class library so that the children can look at them in their own time.

How many times should a story be read to the pupils?

This may vary from reading the whole story once or twice each lesson, after appropriate preparation, to reading the whole story just a few times in the course of several lessons. Some story notes in this handbook suggest that you begin and finish each lesson by reading the story up to a certain point and that at each subsequent lesson you read a little more (see *The Very Hungry Caterpillar* for example). This repetition recycles language previously introduced and pupils learn to predict and to participate in the story and so build up confidence.

Do children get bored if they hear the story over and over again?

Pupils positively enjoy hearing stories over and over again. Their confidence grows as they realise that they can remember more and more. It also presents them with the challenge of remembering new language. Participating in the storytelling becomes an enjoyable activity.

What happens to any work children produce?

We suggest that pupils create their own story folder or A4-size envelope for each story in which any related work such as language exercises, drawings, game cards, masks and so on can be kept. These can be stored and organised in a folder. Each story envelope can be decorated with drawings inspired by the story and pupils can also write the title of the story on the envelope. In this way, children can build up a portfolio and a personal record of their story-based work that they can share with their parents.

Will I need to use the children's first language?

For some stories you may need to use the children's first language from time to time. If your class shares a common language, this is quite natural. Switching between different languages is common in many everyday contexts for many people, and the classroom is no exception. Using the children's first language can be used as a tool to help them learn the foreign language. In fact, you would be denying your pupils a very useful learning strategy if you insisted on always using English. However, you should consider carefully when and why you would use the children's first language. Obviously, the more you use English, the more your pupils become familiar with the language.

Here are some occasions when you might decide to use the children's first language.

- Setting the scene, contextualising a story and relating it to the child's own personal experience by drawing upon their prior knowledge of a subject and of the language.
- Predicting what comes next in a story.
- Providing a gloss of the main storyline. This is important with more difficult stories.
- Eliciting vocabulary or phrases.
- Explaining vocabulary, a grammatical rule or cultural information.
- Reminding pupils what has happened so far in the story.
- Explaining how to do an activity such as pair work or a game.
- Discussing learning strategies.

You will know best how to support your children's learning in the classroom.

How can I help children to understand a story?

To make the most of a story's potential and to increase the pupils' enjoyment and ability to follow the story you will need to support your pupils' understanding in several ways. The following eight steps provide a framework to make story-based lessons more accessible.

1. If necessary, modify the story to make it easier for your pupils to understand. You may need to substitute unfamiliar words with better-known ones or adapt the sentence structure to make the story easier to follow, and so on (see guidelines on 'Adapting stories' in Chapter 2 page 17).
2. Provide visual/audio support: drawings on the blackboard, cut-out figures, speech bubbles, masks, puppets, real objects, flashcards, sound effects such as bells, tapping, etc.
3. Identify your language focus. Decide which language points your pupils need to recognise for comprehension when the story is told and which would be useful for them to produce. This language focus may include vocabulary sets, language functions and structures, pronunciation, etc.
4. Decide when you will read the story. Will you read a little each lesson – or all at once after appropriate preparation? Decide how long you will spend on the story. Will you use it once or twice or over a period of several lessons?
5. Provide a context for the story and introduce the main characters. Help your pupils feel involved and link their experience with that in the story to set the scene. Relate the story to relevant aspects of their own lives such as where they live, the animals they are familiar with, what they like or dislike, going shopping, having picnics, the people they know, etc.
6. Once the context has been understood and the children can identify with the characters, then elicit key vocabulary and phrases.
7. Decide in which order to introduce the language necessary for understanding and how much new language to present at a time. Check that each lesson provides variety and the opportunity for recycling language previously introduced.
8. Decide how much follow-up work you will do. For example, find out if there are any rhymes or songs that pupils can learn to reinforce the language or topic introduced. Decide which follow-up activities can provide opportunities for pupils to use language from the story in different areas of the curriculum, for example, drama, art or simple science (e.g. work on bones and skeletons after reading *Funnybones*).

Is there a story-based methodology?

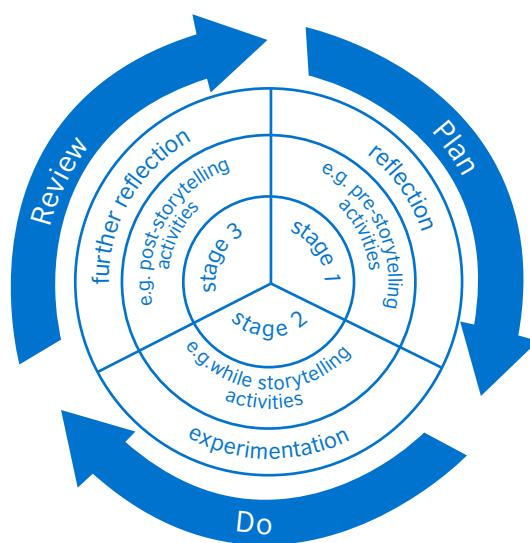
As we saw in Chapter 1, children's literature offers an ideal context for developing children's learning. It is possible to introduce a methodology for story-based work that can be applied to most classroom contexts with little disruption by applying a three-stage model (see Figure 7). This is similar to the familiar pre-, while- and post-stages usually associated with skills-based work, and incorporates opportunities for reflection, experimentation and further reflection in which children can plan, do and review as follows by: thinking about what they are going to do and why, and about what they already know in relation to the story and theme:

- experimenting, that is, listening to the story and participating as appropriate
- engaging in further reflection to extend, consolidate, and personalise language presented through the story, as well as reviewing and assessing what has been done and how it has been learned.

This model can be activated at three different levels to plan:

1. a programme of work constituting a mini syllabus which can include up to 6–10 hours of work around a storybook
2. individual lessons
3. activity cycles within lessons.

Figure 7: A framework for a story-based methodology – Plan-Do-Review model



Adapted from HighScope: www.highscope.org

The story notes in this handbook apply this model so that each set of notes includes pre-storytelling preparation. Some stories suggest three or four lessons of preparation before children actually listen to the story, others suggest one or two lessons. It is important, however, that children are introduced to the storybook from the start, to make them constantly aware of both the context and the purpose for their work. While storytelling activities are suggested as the story is told, and subsequent post-storytelling lessons focus on extending and consolidating the language and themes presented through the story and personalising work.

The Plan-Do-Review framework provides a structure that enables children to perceive a clear progression of work from pre- to post-storytelling activities in the form of a concrete outcome (see page 24 and main outcome(s) in the story notes). For example, when using *Brown Bear, Brown Bear...* with a class of eight year olds, colours and animals were pre-taught and revised in the planning stage, which allowed children to participate in the storytelling with ease at the 'do' stage.

The children were enchanted by the beautiful illustrations and highly motivated by their ability to predict the storyline and join in with the storytelling. The review stage involved them in the creation of their own class book based on the *Brown Bear, Brown Bear...* pattern by incorporating animals and colours of their own choice. Here are some of their replies to the question 'How well did you understand the story?' 'Why?' Pupils all gave themselves a *good* or quite good rating and the following reasons to justify their evaluation: 'Because we had learnt the colours and animals.' 'Because we had revised the key words.' 'Because the colours were on the pictures and I had learnt the names of the animals.' 'Because we had learnt the words that were in the story.'

How can I plan story-based lessons?

The story notes in this handbook are broken down into lessons. The aims of each lesson are defined and suggested step-by-step guidelines are given. However, you may wish to modify these. Whether you follow the guidelines closely or not, it is useful now and again to write out a detailed lesson plan to help you define and clarify the aims of the lesson. Think carefully about the types of activities pupils will be involved in to achieve the aims and how they will do them.

It will also help you think about the classroom language to use both in the target language and in the mother tongue, and to see what materials (flashcards, real objects, etc.) to prepare or collect. Lesson plans also give you a written record of what you have done with your pupils. Not only does this allow you to see what language work you have covered but it is also a measure of whether you vary your lessons enough in terms of activity types and interaction.

There are many different ways of writing a lesson plan and of conducting a lesson. Below is a list of procedures based on the Plan-Do-Review model. For a lesson plan that applies to this model, see Brewster, Ellis and Girard 2002: 238.

Plan: beginning the lesson. This can include the following:

- Warm up: an informal chat aimed at building up and maintaining rapport with your pupils. This is especially important if you are a visiting teacher to the school. You could ask what the children did over the weekend, comment on work in the classroom, and so on. This could also include singing a song, chanting a rhyme and routine activities like writing the date or talking about the weather.
- Review of work covered in the previous lesson: Ask the question 'What did we do at the last lesson?' or 'What did you learn at the last lesson?' This encourages pupils to reflect on what they did and provides valuable information about what your pupils found memorable. A review may also be playing a game from the last lesson or acting out a role play to practise key structures and vocabulary.
- Inform pupils of your lesson aims. Explain what they are going to do in the lesson and why. You do not need to go into technical details here. Simply inform your pupils of the overall aim(s) and of how they are going to work.

Do: activity cycle(s). Depending on the length of your lessons, you may have one, two, three or even more activity cycles per lesson. It is useful if each activity cycle follows the Plan-Do-Review sequence so that pupils are properly prepared for an activity, know what they have got to do and why, and are involved in some form of review after the activity which will provide them with feedback and provide a natural transition to the next activity cycle. The sequence will involve the following stages:

- **Plan:** providing a context for the activity; familiarising pupils with the topic and activating pupils' prior knowledge to elicit key vocabulary and motivate them. Introducing and practising any new language. Explaining the purpose of the activity and possibly demonstrating it.
- **Do:** children carry out the activity that will involve them in experimenting with and using the target language presented in the previous stage. The teacher will circulate, monitor and help as necessary.
- **Review:** Children will consolidate language from the previous stage by extending and personalising it. The teacher will then run a reflective review to evaluate the activity and performance. For example, 'What did you do?' 'What did the activity get you to do?' 'Why did we do it?' 'How well did you do?' 'What was easy/difficult?' 'Why?' 'What did you find out?'

Review: ending the lesson. This can include the following:

- Rounding up, reviewing and summarising the lesson.
- Setting homework: for example, to complete an activity, to find something out, to collect, bring or prepare something for the next lesson.
- A routine, enjoyable activity.

This set of procedures is one of many ways to conduct a lesson. However, children do feel secure when there is some kind of routine and established framework in which to work. Your pupils will know where they are, as they are provided with clear signals for the different stages of a lesson and can see a clear progression from the beginning to the end of the lesson.

What kind of outcomes does story-based work offer?

It is important that after several lessons working on a storybook pupils see that all their hard work has been leading somewhere. Informing pupils at the beginning of a plan of work of possible outcomes will make their work more meaningful, purposeful and motivating, and will provide them with an extra incentive. The story notes suggest a variety of outcomes as well as follow-up activities. Some can be chosen by the pupils themselves according to their own interests and linguistic level. Other activities, such as developing the story into a play, can be developed as a project for the whole class.

A main outcome provides the opportunity to bridge the gap between language study and language use and also to link classroom learning with the world outside. Some of the activities do not always have a very large language element but are nevertheless important in creating a feeling among pupils that learning English means interest, creativity and enjoyment.

The essential characteristics of follow-up activities are:

1. Consolidation

Follow-up activities should provide opportunities to extend and consolidate language or topics introduced through a story. (See, for example, the Class Code of Conduct in the notes for *The Elephant and the Bad Baby*.)

2. Final product or collective event

The options include:

- **Making something:** for example, a frieze, book, greetings card, model, puppet, collage, display, recording of the story and so on.
- **Organising an event:** for example, a party or turning a story into a play. This can also involve pupils in some of the above activities such as making costumes and masks, posters, programmes, tickets, invitations and so on.

- **Researching a topic:** for example, pupils are invited to discover what caterpillars really eat (*The Very Hungry Caterpillar*) or to find out who the tallest man/woman is (*Jim and the Beanstalk*).

3. Integrated skills work

These involve pupils in skills such as writing, note-taking, interviewing and using reference materials – activities that give pupils integrated practice in all the language skills.

4. Independent learning

Very often pupils have the chance to pursue an area that interests them; to present their work in different ways: for example, a poster, a collage or a recording can be based on individual work, group work or a class project.

5. Short term or long term

The activities can be short term, such as a role play completed in one or two lessons, or they can be long term and spread over several lessons such as developing a story into a presentation or a book or dictionary-making project. The latter allows children to acquire and consolidate language in personally memorable ways.

6. Enjoyment

Follow-up activities provide enjoyment and satisfaction as they allow pupils to complete a piece of work in English. They can also gain self-confidence which, in turn, can create a more positive attitude to learning English.

7. Creativity

Many of the follow-up activities provide opportunities for pupils to express their own ideas. Creativity should be encouraged.

Some follow-up activities may necessitate moving classroom furniture around for more space or to allow pupils to work together in groups. It is also a good idea to have a supply of paper, scissors, glue, coloured pencils and old magazines for pupils to cut up. Creative activities may be done in collaboration with the art teacher to allow you to use facilities in the art room. End-products can be used to decorate the classroom or English corner. The follow-up activities you or your pupils choose will ultimately depend on your time and the resources available.

How can I integrate language work across the curriculum?

If you are the children's main class teacher who teaches all subjects you have the ideal situation for integrating English with other subjects, as you will know exactly what your class has been studying.

If you are a visiting teacher to the school you will need to liaise with the appropriate class teacher to find out what the pupils have been studying and whether the teacher would be willing to collaborate with you. The ideal situation for you in this context is one where the main class teacher is interested in what you are doing, may observe or even participate in the class and knows when to follow up the activities that you have begun. Alternatively, some information about the children's work may be available from several other sources such as:

- the school syllabus, forecast or programme for different classes for a term or year
- the class record of work carried out in the previous week
- the textbooks used with the children.

Although the primary curriculum in most countries is usually very full it can be beneficial to integrate or link language work with other school learning for the following reasons.

- Integration may provide children with a broader perspective or world view. This increases their cultural knowledge and provides opportunities to develop aspects of citizenship, such as a multicultural or global view of the world (see notes for *Something Else*, *The Kangaroo from Woolloomooloo*, *The Clever Tortoise*), or stereotypes (*Princess Smartypants*).
- Integration reinforces certain key content areas and concepts that cross subject boundaries and underpins more general learning across the curriculum, for example, learning about dinosaurs (see notes for *Meg's Eggs*), skeletons (*Funnybones*), using maps (*My Cat Likes to Hide in Boxes*), animals from around the world (*The Clever Tortoise*, *Brown Bear, Brown Bear...*, *The Kangaroo from Woolloomooloo*), measuring (*Jim and the Beanstalk*).
- Integration can maximise the limited time often given to foreign language learning by offering opportunities briefly to revise or review relevant language as the opportunity arises, for example, taking two minutes to revise numbers in English in the maths class. However, you do need to be careful that this language integration is done in a way that does not take too much time from other subjects.

What is storytelling?

Storytelling is telling a story to people who are willing to listen. This can be telling a story from a book by reading it aloud, telling a story without a book by word of mouth in the age-old oral tradition or telling an anecdote or even a joke. The challenge of any storyteller is to maintain the listener's interest and attention. Telling a story, whether reading it from a book or in the oral tradition, brings out a person's individuality and personality. Some people are natural storytellers. Most of us are not, but we can all become good storytellers through practice and rehearsal (see below) and by becoming aware of techniques we can use to bring a story alive.

Reading or telling stories?

The stories referred to in this handbook are stories to be read aloud by the teacher from a book to his or her pupils. The beauty of a written story is that everything is provided, which saves a lot of time. The point is that you are using the story as a guide; after you have read it and used it in the classroom several times you will probably be able to remember it by heart. We feel that reading a story aloud for most teachers is probably less daunting than telling a story, which makes great demands on memory and linguistic skills. When reading a story aloud from a book the teacher has direct access to the text, which enables him or her to tell the story more confidently, and the accompanying illustrations play an important role in supporting the child's understanding. It also helps develop children's interest in books.

How can I improve my storytelling skills?

Reading stories aloud is not an easy task and all teachers need to practise this skill. Here are some general guidelines to improve your storytelling skills and to prepare yourself:

Prepare yourself

1. Familiarise yourself physically with the book and illustrations. Hold it, turn the pages, get a feel for it. Decide best how to sit so all your pupils can hear you and see you and the book clearly. Decide how you will hold the book and turn the pages. Decide which illustrations or details you will focus pupils' attention on. If it is not possible for your pupils to sit around you and they must remain seated at their desks, decide where you will stand and how you will walk around the class so all pupils can see the illustrations.
2. Read the story so you know the content well and know the meaning of any new words. Decide if you need to adapt it in any way. Check out any aspects you are not sure about so you can answer any questions.

3. Many storybooks are sold with an attached CD-ROM or DVD. If possible, listen to the story as an example of how it can be read aloud to boost your confidence. It will also serve as a guide for pronunciation of certain words as well as for sentence stress, intonation patterns and rhythm and storytelling techniques. Using the CD-ROM or DVD to introduce a story to children, however, runs the risk of becoming impersonal and may result in passive listening. It is best to read the story to the children to create a personal, shared rapport with them and to involve them actively in the story. Once children are familiar with the story you can use the CD-ROM or DVD so children can hear English spoken by someone other than their teacher – another voice, another variety of English. There are many story readings available on YouTube – you can watch Eric Carle reading his classic *The Very Hungry Caterpillar* at www.youtube.com/watch?v=eXHScpo_Vv8

4. Decide where you will break up the story. The story notes provide guidance on this but you may decide to alter the length of some of the sections.

5. Decide where you wish to pause in the story to invite your pupils to join in (the story notes give specific guidance on this, but with experience you may decide to alter the length of sections).

6. Plan what you are going to say about the illustrations.

7. Read the story several times until you feel at ease and confident, and know the story well enough without having to read it word-for-word.

Use storytelling techniques

Once you feel confident with the story text, consider the different techniques you can use to provide further support for your pupils' understanding, to bring the story alive and to make the experience more enjoyable and successful for your pupils.

- If they are unfamiliar with storytelling, begin with short sessions that neither demand too much from them nor over-extend their concentration span.
- If possible, have children sit on the floor around you when you read the story. Make sure all pupils are sitting so they can see you and the illustrations and can hear you clearly. This will make the storytelling session a special event where you and the children share the emotions, the humour, the action and the suspense, the anticipation and the surprise of the story. In this way, a natural communicative situation is provided where pupils interact with the story, the storyteller and each other.
- Read slowly and clearly. Give your pupils time to look at the pictures, to think, ask questions, make comments. However, do vary the pace of your voice when the story speeds up.

- Make comments about the illustrations and point to them to focus the pupils' attention. When you say a word, point to the illustration at the same time to focus their attention. Involve your pupils actively by asking them to point to the illustrations.
- Encourage your pupils to take part in the storytelling by giving them opportunities to repeat key vocabulary items and phrases. You can invite them to do this by pausing and looking at them with a questioning expression and by putting your hand to your ear to indicate that you are waiting for them to join in. Then repeat what they have said to confirm that they have predicted correctly and, if appropriate, expand by putting the word into a full phrase or sentence.
- Use gestures, mime and facial expressions to help convey the meaning of feelings and actions.
- Vary the pace, tone and volume of your voice. Are you going to whisper to build up suspense? Are you going to introduce an element of surprise by raising your voice? This technique will also signal to the children that something is going to happen.
- Pause where appropriate to add dramatic effect or to give children time to relate what they hear to what they see, and to assimilate details in the illustrations.
- Disguise your voice as much as you can to signal when different characters are speaking and to help convey meaning. This will help keep your pupils' attention and they will love imitating the different voices.
- Make sound effects where possible.
- Make eye contact with the children. If you have done the necessary preparation and rehearsal before reading the story aloud to them then this will be possible. Do not keep your nose in the book, or strain your neck or keep your eyes down. Look at all the children and watch their reactions and be ready to respond to them. It is possible to fold some books in half so the pictures are facing the children and the text is facing you. See for example *The Elephant and the Bad Baby* and *My Cat Likes to Hide in Boxes*.
- Commentate on the story where appropriate and relate it to the children. For example, in *My Cat Likes to Hide in Boxes*, ask 'Has anyone got a cat?' 'Oh, you have Charles.' 'What's your cat called?' 'What colour is he?'
- Ask questions to involve the children: 'What do you think is going to happen next?' 'What would you do?' (See page 27 for further guidelines on questioning techniques.).
- Do not be afraid to repeat. This increases opportunities for exposure to the language and gives children a second (or third) chance to work out the meaning and have it confirmed. If you need to walk around the class to show children the pictures, repeat the text again.

As pupils enjoy hearing stories over and over again, do read a story, or part of it, as often as possible, so your pupils hear English frequently. Listening to the stories in this way will help to reinforce pupils' learning.

You might like to record or film yourself reading a story aloud and use the self-assessment questions suggested below.

What questions can I ask in story-based lessons?

Teachers ask questions before, during and after storytelling for a variety of reasons. Depending on your pupils' level, it may be necessary to sometimes ask questions in the mother tongue. Here are some of the reasons and example questions:

- to involve pupils actively and to relate a story or topic to the pupils' own experience: 'Today we're going to read a story about a bear.' 'Who's seen a real bear?' 'Where?' 'What was it like?'
- to elicit language or information: 'So the Elephant and the Bad Baby went into town and visited some shops.' 'Which shops did they go to?'
- to find out what pupils already know about a topic: 'Can you tell me the names of any animals that come from Australia?'
- to arouse curiosity and motivate: 'We're going to find out about bears.' 'How many types of bears do you know?' 'What do they eat?'
- to focus pupils' attention: 'Look at the picture.' 'What can you see?'
- to encourage the pupils to predict what they think will happen next in the story: 'What day is it next?' 'And what do you think the caterpillar eats on Saturday?'
- to check pupils' understanding and learning: 'What did the elephant say at the grocer's shop?'
- to encourage pupils to think about and express their reactions to a story or character: 'Who was your favourite character?' 'Why?'
- to show that you are genuinely interested in what they think and have to say: 'That's interesting!' 'Does anyone else agree with Michel?'

To summarise, a good question must be probing and motivate thought so that it encourages children to justify their responses; it must focus their attention and encourage observation, invite enquiry and stimulate because it is open-ended; it should be productive and seek a response and generate more questions. (See Fisher 2005: 20).

How can I assess my skills as a storyteller?

As mentioned earlier, storytelling needs rehearsing. We suggest you follow the steps below to help develop your confidence and identify areas for improvement.

1. Listen to a recording of the story if possible for an example of how to read it.
2. Rehearse reading the story aloud several times.
3. Record or film yourself. Imagine you are reading the story to your pupils or, if possible, film yourself with your class.
4. Listen to or view your recording and use the following questions to evaluate your performance and your talents as a storyteller.

Self-assessment questions

1. **Pronunciation.** Did I pronounce vowels and consonants correctly?
2. **Stress.** Did I stress syllables in individual words or words in sentences correctly?
3. **Rhythm.** Did I read too slowly or too quickly? Did I pause in the right places?
4. **Intonation.** Did I sound interesting or boring and did I vary my intonation where appropriate? Did I use the appropriate intonation for questions, statements, lists, and so on?
5. **Variation.** How did I vary the speed and volume of my voice where appropriate? Did I adapt my voice enough for the different characters?
6. **Visual/audio clues.** How did I use visual/audio clues (facial expressions and gestures, sound effects) to support children's understanding?
7. **Eye contact.** Did I retain eye contact with all children during the storytelling to develop a shared rapport with the class?
8. **Pupil participation.** Did I pause in the correct places and use appropriate intonation to involve pupils actively in the story? Did I ask the appropriate questions so pupils can relate the story to their own experiences? Did I encourage pupils to join in or to predict what happens next?
9. **General impression.** How did I sound in general? Clear? Expressive? Lively?
10. **What do I need to improve?** What shall I focus on this week?

Although aimed at telling oral tales, David Heathfield (2014) describes many storytelling techniques that can be applied to reading a story aloud.

How can I assess story-based work?

Whether you are using storybooks as a supplementary teaching aid or as your principal material you will, at some stage, need to account for what you are doing and show evidence of what pupils have been learning. Although it is relatively easy to assess pupils' progress in terms of linguistic outcomes, it is more difficult to assess cognitive, cultural, affective and social outcomes. However, below are some techniques that you may like to experiment with.

- 1. Progress tests.** These will provide formal evaluations of learning. Many of the activity types described in Chapter 4 can be used for testing, for example, picture dictation, listen and number, matching words to pictures, sorting vocabulary into groups and gap filling, etc. Progress tests can easily be designed based on what you have been working on with a particular class. Try to design tests that show pupils what they can do rather than what they cannot do, in order to provide them with successful and positive learning experiences.
- 2. Observation of individual children.** In addition to the more formal assessment described above, also try to keep an individualised record of each child's progress and performance based on informal observation during lessons. This will provide a useful basis for writing termly reports and for meetings with parents, as well as a way of assessing other aspects of a child's learning. An example of the kind of observation chart you could use with story-based work is provided on the following page.
- 3. Individual profiles.** It is useful to build up a profile on each child by organising and storing information about their development and progress throughout the year. You will need a folder in which you can store progress tests, observation sheets, self-assessment and storybook evaluation sheets on each child. It is also useful to keep or make photocopies of pupil-produced work from time to time. Make sure you name and date any work. Keeping a profile is a way of bringing together both formal and informal assessments and enables you to give a coherent and global evaluation for each child.
- 4. Self-assessment.** Children can be encouraged to assess their own learning and progress. This can be done by running review sessions at the end of each activity cycle and at the end of each lesson, completing self-assessment sheets at the end of a lesson, or storybook evaluations after a storytelling session or a programme of work on a storybook. See Chapter 4 for further details.

How can I involve parents in story-based work?

A welcoming and inclusive school will encourage parental involvement and establish a partnership of mutual understanding between teachers and parents. What steps does your school take to encourage this involvement? For example, how are parents informed about a story-based approach? How effective is your system of written communication between school and home? How are parents encouraged to support their children's English language learning at home? The ELLiE research (Enever, 2011) highlighted the importance of enhancing pupils' awareness of the possibilities for out-of-school contact with English by incorporating tasks that bring the out-of-school context into the classroom. For example, children are asked to bring small objects to class that are representative of their culture/country to make time capsules in *My Cat Likes to Hide in Boxes*. It is also important that tasks are designed to take the at school experience into the home. Many of the main outcomes described in the story notes allow children to take their story-based experiences into the home and share them with their family, such as book- or dictionary-making projects or games. They can also show their parents records of their story-based work in their portfolios (see page 21).

Parents enjoy being invited to a school to see examples of work produced by their children such as a presentation of a story or project work. Give parents plenty of prior notice so they can organise themselves – children can be involved in making invitations for them. Find out if any parents can play a musical instrument, for example, as they may be able to provide musical accompaniment at a presentation. Some parents are also very willing to film a performance.

Finally, encourage parents to read stories to their children at home in order to review work and to maximise and consolidate their school work.

For further guidelines on encouraging parental involvement see Brewster et al. 2002.

Observation sheet

Name of child: Class:

Story:	1	2	3	4	5	6	7	8
Listening								
• Shows global understanding when a story is read aloud								
• Listens for specific information								
• Predicts what comes next								
• Infers meaning								
• Uses audio and visual clues as aids to meaning								
• Recognises words in context								
• Follows instructions								
• Understands classroom language								
Speaking								
• Participates in storytelling sessions by repeating key vocabulary and phrases								
• Pronounces intelligibly								
• Participates in oral activities and tries to use new language								
• Uses communication strategies								
• Uses classroom language								
Reading								
• Shows global understanding of language in context								
• Reads for specific information								
• Predicts what comes next								
• Infers meaning								
• Uses contextual clues as aids to meaning								
• Recognises words in context								
• Follows simple written instructions								
• Matches simple dialogues with characters								
Writing								
• Copies words and labels pictures/diagrams								
• Uses a written model to create own simple text								
• Recognises rhyme and joins rhyming sentences								
• Completes charts with specific information								

Observation sheet (continued)

Name of child: Class:

Chapter 4: Developing language-learning skills

An important part of being a language teacher is having a wide repertoire of activities to teach different aspects of language at your fingertips. This goes hand in hand with understanding what each activity is good for and the kind of language it focuses on. For example:

1. Does the activity focus on words, sentences or whole texts or discourse – a song, story, written description or comparison, a chart or poster?
2. What is its teaching and learning focus? For example, does the activity focus on remembering the pronunciation or meaning of new words? Does it focus on word order and writing sentences? Does it develop listening skills and train the memory?
3. Teachers should have an idea of which language level and age the activity is suitable for. Does it provide enough support and yet enough of a challenge?
4. It helps to have an understanding of a ‘fit’.

For example, matching activities ‘fit’ making comparisons.

Using these four types of knowledge will help you to match appropriate activities to different age groups and language levels at different stages of their learning.

This section aims to develop your activity repertoire by providing an overview of different activities so that you can choose any story and develop your own related language-learning activities. If you wish to supplement the activities that are already provided in the story notes, this section will also help you to match more closely the needs of your learners. The skills that are emphasised more for children are learning vocabulary, listening and speaking. Learners with more English are better able to cope with activities that focus more on grammar, as well as reading and writing activities at different levels. The following sections provide clear guidelines on teaching vocabulary and grammar, listening, speaking, pronunciation, reading and writing, how to develop learning to learn and, finally, learning about culture.

The activities have been listed separately under each skill, but there are many opportunities for integrating them. For example, listening to a chant or rhyme may lead to the pupils writing their own chant or rhyme.

Vocabulary

This section looks at ways new vocabulary can be introduced and at activities for practising checking and consolidating vocabulary.

Introducing new vocabulary

Vocabulary in stories is presented in a vivid and clear context and the illustrations help to convey meaning. Both the context and the frequently amusing situations can make the vocabulary easy to remember. For example, you will probably find that pupils have no problem recalling the ten items the caterpillar eats on Saturday in *The Very Hungry Caterpillar*. Similarly, pupils are able to learn the names of the animals and their associated colours in *Brown Bear, Brown Bear...* with relative ease.

Words are often remembered in groups that have something in common. Because of this, try to introduce new words in:

- lexical sets (for example, shops, fruit, animals)
- rhyming sets (see story notes for *The Kangaroo From Woolloomooloo*, *Mr McGee*, *My Cat Likes to Hide in Boxes*)
- colour sets (for example, grouping together objects that are green – a pea, a leaf, an apple, a caterpillar, a bird, etc.)
- grammatical sets (for example, adjectives, verbs, prepositions, nouns).

Grouping words together in this way can help pupils associate new words with words they already know and can aid retention and recall.

Here are some techniques that can be used to introduce new vocabulary.

- **Using objects:** introducing a new word by showing the real object often helps pupils memorise the word through this visualisation.
- **Drawing:** objects can either be drawn on the blackboard or on flashcards.
- **Referring to illustrations in books:** point to pictures and discuss.
- **Using opposites:** this technique works well for adjectives – hot/cold, tall/short, big/small, etc.

- **Guessing from context:** encourage pupils to take risks and to guess the meanings of words they do not know. This will help them build up self-confidence so that they can work out the meanings of words when they are on their own and will help them to remember a word.
- **Eliciting:** once the context is established, you can ask pupils questions (in the mother tongue if necessary) that they would expect someone to say or do in a particular situation to elicit vocabulary.
- **Translating:** if none of the above techniques works, translate. There are always some words that need to be translated and it can save time.

When using any of the above techniques, you can follow these five steps:

- present the word by illustrating its meaning in one of the above ways
- if a child knows the word, ask her to say it and use this as your model if it is correct; if not, say the word yourself
- ask the class to repeat, check pronunciation and say the word again (and again) if necessary
- ask individual pupils to repeat the word and then ask the whole class again
- write the word on the board.

Practising and checking vocabulary

Once a new word has been introduced you will want to provide opportunities for pupils to practise it and for you to check that they understand it. Here are a variety of activities you can use to do this:

- **'What's missing?'** This game can be played by sticking a maximum of ten illustrations or words on the board. Ask pupils to close their eyes. Remove an item from the board. Pupils open their eyes and tell you what is missing. Ask the rest of the class, 'Is she right?' This game can also be played by two teams. Play as above with each team taking a turn. Each time a pupil is correct she wins a point for the team.
- **'Kim's Game'.** This works in the same way as 'What's missing', using objects displayed on a tray or a table. Children try to remember all the items on the tray after it is taken away.
- **Matching words to pictures.** Pupils match words to the correct picture.
- **Guessing games.** 'Hide-and-Seek' – a pupil leaves the classroom while the others hide an object. The child comes back and guesses where it is. For example, 'Is it under the table?' This helps with prepositions and nouns.

Mime – a pupil can mime an animal, a profession, or anything she chooses, and the class must guess: 'Is it a...?' 'Are you a...?'

- **Giving instructions/picture dictation.** The teacher gives instructions focusing on specific vocabulary. For example, 'Show me a red square!'/Colour number four red!'/Show me a table!'
- **Sequencing.** Jumble up pictures on the board. The teacher or a pupil gives instructions: 'Put the chocolate cake first!', and so on.
- **Labelling.** Pupils label a picture or a diagram. See *The Very Hungry Caterpillar* story notes where pupils label the life cycle of a butterfly.
- **'Bingo!'** 'Bingo' can be played with words or pictures. As words are called out, pupils put picture cover cards or word cover cards on to the board on the item that has been called.
- **Classifying/sorting.** Pupils sort words into different categories, for example, sweet or salty food in *The Very Hungry Caterpillar* story notes.
- **Memory games.** 'Chinese Whispers' – give one pupil in a group or team a list of words or a sentence that she must remember and then whisper to the next child. This child whispers it to the next child and so on until the last child is reached. This child compares the list of words or sentence with the original one to see if it has changed. (See story notes for *Something Else*.)
'Market game' – a child begins, 'I went to market and bought a pie.' The next child adds an item; 'I went to market and bought a pie and a bun', and so on. (See story notes for *Brown Bear, Brown Bear...* and *The Elephant and the Bad Baby* for variations on this.)
- **Word searches/word chains.** Children have to find words or separate out words from a string of unseparated letters. This helps to train children to recognise English spelling patterns. (See story notes for *Brown Bear, Brown Bear...* and *Jim and the Beanstalk*.)

There are many other activities that can be used to practise vocabulary: crosswords, 'Hangman', 'Odd Word Out', card games such as 'Snap!' and 'Happy Families', 'I Spy' and so on.

Consolidating vocabulary

Many children learn new words quickly but they need to recycle them regularly to aid retention. Once new words have been introduced and practised, pupils should be encouraged to devise techniques they can use on their own to consolidate and revise vocabulary. Here are some techniques you can propose.

- **Picture dictionaries/vocabulary books.** Encourage pupils to create their own picture dictionaries or vocabulary books. Discuss ways of organising these: alphabetically, by topic, by grammatical category or by story features such as setting, characters, events, etc. (See *Funnybones* story notes.) Pupils collect or draw pictures to illustrate the meaning of a word and write the word alongside.
- It is a good idea to have a dictionary for classroom use. This will enable children to find out the meaning of new words themselves. This could be a picture dictionary, a bilingual dictionary or an elementary monolingual dictionary.
- **Word families/sets.** Encourage pupils to build up their own word sets as an alternative to a picture dictionary. Pictures can be copied from the stories and labelled, and kept in envelopes with headings such as Clothes, Fruit, Toys, etc.
- **Vocabulary cards.** Pupils can make their own sets of vocabulary cards for self-testing. Discuss ways of conveying meaning: a picture, a translation, putting the word in a sentence. On one side of the card pupils draw, for example, a picture and on the other they write the word in English. They pick up a card, look at the picture and try to recall the word in English. They can then turn over the card and check if they are correct.
- **Collages.** Making collages is a useful way of revising vocabulary. Pupils collect pictures around a particular theme and stick these, together with labels, on to a large sheet of coloured paper to make a display.
- **Word/picture webs.** Word webs are a visually attractive way for pupils to record vocabulary and they help pupils to make associations and categorise words. (See story notes for *Funnybones* and *Mr McGee*.)
- **CD-Roms.** See Chapter 5 on learning technologies.

Grammar

In Chapter 1 we discussed how stories introduce pupils to the grammatical structures of English in a natural and authentic way and how the rich context and visual support helps them understand the meanings these structures convey. The natural repetition and cumulative content in some stories also encourages pupils to join in when the story is being told, allowing certain structures to be acquired without being formally or explicitly introduced. For further details regarding stories and language, see Figure 6 on page 20.

Pupils do, however, need to have some structures more formally and explicitly introduced and then practised. How this is done will depend on the age of the children as well as their knowledge of grammar in their mother tongue. Children tend initially to learn language by chunks when they listen and repeat in order to master the rhythm and pronunciation, but there is no reason why you should not encourage them to look more closely at how a certain structure is formed when they come to write it down. The story notes outline the structures and functions to be introduced or revised and practised. Many of these consist of questions, statements, instructions and simple descriptions that arise from the related language activities.

Introducing a new structure

Here is an example of how the frequently used structure 'Do you like...?' ('Yes, I do.'/'No, I don't.') can be presented in a lesson on food.

Introduction

- Explain to the pupils that they are going to do a class survey and need to learn how to ask their classmates if they like or don't like something. Say: 'You will need to listen and repeat carefully to get the pronunciation and question right before we do the survey.'
- Revise the vocabulary for different foods.

Encouraging pupils to answer the question

- Hold up a picture of sausages) and say: 'Sausages...' 'I like sausages.' Ask: 'Nicholas, do you like sausages?' He will probably reply Yes or No at this stage. Repeat the question with other children, substituting different food pictures.
- Next encourage the response, 'Yes, I do.' Ask the whole class to repeat. Ask individual pupils to repeat, help with pronunciation and continue with the questions until you are satisfied with the responses. Repeat, introducing 'No, I don't.'

Encouraging pupils to ask you the question

- Give a picture (of a cherry pie) to a pupil and say: 'Ask me the question!' If the pupil does produce the question, 'Do you like cherry pie?', ask her to repeat it and then the class to repeat it. Otherwise, ask the question yourself and invite the class to repeat it. Ask individual pupils to ask the question.

Inviting pupils to ask other pupils the question

- Give a picture (of an ice cream) to a pupil and instruct him to ask another pupil: 'Nicholas, ask Sarah!' Nicholas asks: 'Sarah, do you like ice cream?' Sarah replies, 'Yes, I do', or 'No, I don't.' Continue in this way until you are satisfied.
- Next choose a picture but do not let your pupils see what it is. Invite them to guess the picture by asking: 'Do you like salami/cheese/cherry pie?', and so on until someone gives the word for the food item in the picture. That person keeps the card, and takes the place of the person being questioned. Afterwards pupils can play the game in pairs.
- When pupils are confident, they can conduct a survey such as the one described on page 89 of the story notes for *The Very Hungry Caterpillar*.

This procedure allows a structure to be introduced and practised so pupils are well-prepared to use it subsequently in a task. Pupils move from a situation that is tightly controlled and directed by the teacher to one where they direct their own learning and are working independently of the teacher. The teacher then brings the class together to review what they have done and, if appropriate, to analyse the language.

For further ideas on how to introduce and practise structures see 'Speaking' on page 36.

Discovery grammar activities

Many pupils learn their mother tongue in a fairly analytical way and are therefore well grounded in formal grammar in their own language. Primary teachers of English can capitalise on this by encouraging pupils to compare their own language with English to spot similarities and differences and attempt to work out the rules of English grammar for themselves. This approach turns grammar into a problem-solving activity where pupils consolidate knowledge of a structure that has been already introduced, or establish the structure for themselves without an explanation from the teacher.

Some story notes include discovery grammar activities – see *The Elephant and the Bad Baby* Lesson Five (working out the use of the indefinite articles a and an). There are many other occasions when these activities could be used and you may like to devise appropriate activities yourself.

Listening

It is important to remember that listening to stories is not a passive activity. As children listen, they are observing the storyteller's gestures, noticing the subtle differences in her voice, matching any visuals shown to the language they are hearing, building up their own pictures in their heads, trying to predict what comes next, guessing the meanings of new words and so on. In short, a great deal of information-processing takes place in learners' heads. An important way of helping children to listen with understanding is to ensure they are motivated and actively involved while listening.

Pupils will be able to follow a story more effectively and listen with understanding if you focus their attention on specific points they must listen out for, or if you have provided them with important background knowledge of the topic and key language. You can support your learners' understanding further by providing different kinds of visual support or written framework, such as pictures, charts or diagrams. Here are five points to bear in mind when planning to develop listening skills.

1. Give the children confidence

Make sure the children appreciate that they cannot be expected to understand every word, especially after only hearing something once or twice. You need to be clear in your own mind how much detail you think learners can process after just one chance to listen. You may decide you want them to listen out only for specific words, for example, 'Stand up if you hear a colour word.' Or you may want the learners just to get the gist of the storyline. In a second reading you might choose a smaller part of the story and ask the children to focus more on specific details, such as following the exact sequence of events or asking them to predict what might happen next.

2. Help the children to develop strategies for listening

You also need to encourage children to use intelligent guesswork when listening. Explain that they can use strategies such as using their background knowledge to work out the meaning of new words from context, using any information from pictures, picking up clues from your gestures, facial expressions or voice.

The most important listening strategies include:

- Predicting.** It is useful to encourage children to predict what they think might come next in a story. This means that they then listen to check whether their expectation matches the reality of what they hear. Many of the stories have repeating sequences that make prediction much easier.

- **Inferring opinion or attitude.** An awareness of stress, intonation and body language – such as facial expressions or gestures – will help the children work out if a character is angry, happy, hungry and so on.
- **Working out the meaning from context.** Although keywords might be explained or translated before the story is told, children need to be encouraged to use pictures and their general knowledge about a topic to work out the meaning of unfamiliar words.
- **Recognising discourse patterns and markers.** Words such as, 'first', 'then', 'finally', 'but', and 'so' give important signals about what is coming next in a story. Again, the repeated sequences of stories help the learner to predict from such discourse markers what might be coming next.

3. Think of listening as a three-stage model

The teaching of listening has for many years been considered in terms of a three-stage model: before or pre-listening, while-listening and after or post-listening. See Figure 7 on page 22.

- **Pre-listening.** This stage is used to stimulate learners' interest in the topic, to personalise the context and create expectations, all of which help to raise motivation for listening. At this point the teacher can highlight key background information and key language by showing the cover or pictures and asking pupils to predict what they think the story is about. Learners can also raise questions they would like answered and check the answers afterwards and so on. See also examples in Chapter 5, 'Using multimedia'.

Pre-listening activities include:

- using illustrations or mime to elicit ideas or key vocabulary
- encouraging prediction from the cover/illustrations
- asking questions to allow pupils to personalise the topic
- making mind maps, e.g. 'What do we already know about...?' 'What do we want to find out about...?'
- asking True/False questions
- doing simple reading activities to introduce/practise new vocabulary, e.g. 'Bingo!'
- **While-listening.** This stage ensures that the children have something to do as they listen, which helps them to focus their attention and stops them becoming bored. Point 5: 'Set a specific task' describes a range of while-listening activities in more detail.

- **Post-listening.** This stage allows the teacher to check comprehension in more detail, gives the pupils opportunities to practise any new language they have learned and enables them to use their creativity and own ideas in working on role play, re-writing stories, art and craft work and so on.

4. Explain why the children are listening

Make it clear what pupils have to do while they are listening, or whether they should simply listen and enjoy. You may not always expect the pupils to produce or do something, but if you do, this must be explained. Different kinds of listening purpose are as follows.

- **Listening to improve general listening attitude.** This includes listening for enjoyment, listening to improve the concentration span, or listening to develop the memory. Various listening games to prepare pupils for listening to longer texts are useful here such as Total Physical Response (TPR), which is listening to spoken instructions and following them. For example, 'Touch your nose and then your ear.'
- **Listening to develop various aspects of language.** This includes listening to improve pronunciation of sounds, stress, rhythm, and intonation, as well as becoming familiar with new words and structural patterns.
- **Listening to reinforce conceptual development.** Many stories act as useful revision for reinforcing concepts already learned in the mother tongue such as colours, size, or cause and effect.
- **Listening to interact with others.** Listening is an important part of communicating with others. Follow-up activities to stories, for example, carrying out surveys in pairs or playing games in groups, require learners to negotiate meaning by listening and asking questions, checking meaning, agreeing and so on.

5. Set a specific listening task

When listening to narrative or to a set of instructions, a task that asks the children to rearrange a series of pictures or put numbers by pictures describing different actions supports the child's understanding very well because they are actively engaged in the listening process. However, if learners are asked to listen to something once, especially without visual support, and then to recall facts, they are being tested rather than taught. In order to focus on the teaching of listening you might like to experiment by using tasks from the following list that the learners complete while they are listening.

- **Listen and repeat.** This can be used where a story has a lot of repetition and the children can join in. Ways of making repetition more interesting can be found in games such as 'Chinese Whispers' or 'What's Missing?' (see page 32). Another activity is one that asks pupils to repeat something only if it is true. Pupils can also listen to learn songs or chants.
- **Listen and discriminate.** In this kind of activity you focus the learners' attention on pronunciation features, such as listening for words that rhyme, or on selecting phrases that have the *same* rhythmic pattern (see the notes for *Mr McGee*). Pupils may also be asked to listen out for words and stand up when they hear them (see notes for *Something Else*) or to do gap-filling where pupils listen and write the words (*The Clever Tortoise*). Children could also listen out for specific words in a story and tick off those words when they hear them.
- **Listen and perform actions/follow instructions.** This kind of activity is used with action songs, rhymes or games such as 'Blind Man's Buff' or 'What's the Time, Mr Wolf?' Another useful listening activity is when the learner is asked to trace a route on a plan or map following directions 'left', 'right', 'next to', 'first', 'second', 'third', etc. If the children find this very difficult to do in their mother tongue, do not attempt it in English. See the notes for *Mr McGee* or *My Cat Likes to Hide in Boxes* for further activities of this type.
- **Listen and draw/colour.** Picture dictation is often used to help children focus on key nouns and on adjectives that describe colour, size, shape and so on. The picture can be completely drawn or can have missing items that the learners add as they listen. These activities can be seen in the notes for *Mr McGee*, *Something Else*, *My Cat Likes to Hide in Boxes*.
- **Listen and label.** This activity is used with drawings, maps or diagrams where the learners are asked to listen to a description of an animal, person or place in order to label key parts. The written labels can be provided for the children to match up or words could be on the blackboard for the children to write themselves. This approach can be used with stories such as *Brown Bear, Brown Bear...*
- **Listen and guess.** This listening is often based on the description of something whose identity the children have to guess. It is used in a game to guess animals in *The Kangaroo from Woolloomooloo*.
- **Listen and predict.** This has already been described in some detail and can be seen in many of the story notes, for example, *The Clever Tortoise* and *Princess Smartypants*.
- **Listen and match.** This usually involves matching pictures to spoken words and is common in games such as 'Bingo'. For older children, listening can involve matching pictures or words – such as those in speech bubbles – to other written texts. An example can be seen in the notes on *Princess Smartypants*.
- **Listen and sequence.** This activity is usually based on pictures or written phrases that the children sequence while they listen to a narrative. (See notes for *The Clever Tortoise* and *The Kangaroo from Woolloomooloo*.)
- **Listen and classify.** This activity is also usually based on pictures; the children listen carefully to a series of descriptions and sort pictures into different sets. (See *Princess Smartypants*.)
- **Listen and transfer information.** This usually involves interaction in pairs or groups. The children carry out a survey or complete a questionnaire where they ask each other questions and listen carefully for the answers. The responses can be recorded on a chart to consolidate understanding. (See *The Very Hungry Caterpillar* notes.)

Speaking

Expectations

Most children equate learning a foreign language with learning to speak it and, because learning to speak their mother tongue was a seemingly easy task, they expect it to be the same with the foreign language. They want immediate results.

If children are to sustain this motivation, they need to be given opportunities to speak English as soon as possible, and as much as possible, so they feel they are making progress and fulfilling their expectations.

Formulaic language

The type of English children produce in the early stages of language learning is known as formulaic language. This consists of routines or patterns that children memorise and that enables them to communicate with a minimum of linguistic competence. As this type of language is repeated regularly, children learn it quickly. Such language consists of:

- **Simple greetings:** 'Hello!' 'How are you?/I'm fine, thank you.' 'And you?'
- **Social English:** 'Did you have a nice weekend?/Have a nice weekend!'
- **Routines:** 'What's the date?/What's the weather like today?'

- **Classroom language:** ‘Listen!’/‘Repeat!’/‘Sit down!’/‘Work in pairs! Good!’/‘It’s your turn!’/‘Be quiet!'
- **Asking permission:** ‘May I go to the toilet?’/‘May I clean the board?’, etc.

Speaking activities

Speaking practice in the early stages of learning will be tightly controlled and mainly initiated by the teacher. It will generally consist of simple questions and answers. The following activities are used in the story notes and progress from tightly controlled practice to freer communication.

- **Look, listen and repeat.** This technique is used to introduce new vocabulary and characters in the stories. The teacher shows a picture, says the word and pupils repeat. ‘Look! An elephant. Repeat!’ When the teacher is satisfied with the pupils’ pronunciation she will move on to another word. Once several words have been introduced, the teacher can check by asking, ‘What’s this?’ and pupils repeat the words.
- **Listen and participate.** When a story is told, children can be encouraged to participate by repeating key vocabulary and phrases.
- **Reading aloud.** Certain games require pupils to read words or sentences aloud. For example, see the auto-dictation in the notes for *Mr McGee*.
- **Memory games.** Games like ‘I went to the market and bought...’ and ‘Chinese Whispers’ require pupils to memorise and repeat.
- **Dramatisation.** This involves pupils learning lines for their role and can provide them with a memorable occasion to practise English.
- **Rhymes, action rhymes, songs, chants.** Children learn to speak by imitating. Repeating rhymes, songs or chants provides an ideal context in which to practise English pronunciation and consolidate or introduce new language and develop memory skills.
- **Retelling a story.** When a story is retold, children can be allocated a character’s lines and say them when appropriate.
- **Look and ask.** As a preparation for freer activities such as pair work or questionnaires and surveys, the teacher can use picture prompt cards. After introducing the question, ‘How many plums are there?’ and getting the answer, ‘There are three plums’, the teacher gives another picture card (five oranges) to a pupil and instructs her to ask another pupil: ‘Benjamin, ask Mary!’ Benjamin shows Mary the picture and asks, ‘How many oranges are there?’ Mary replies. The teacher can then ask the class, ‘Is that right?’ This provides controlled practice where the pupils are focusing on producing the correct form and pronunciation.

- **Guessing games.** These games usually involve pupils asking questions or describing something or someone. For example, pupils draw a picture of a pet they would like, without showing the class. The class must guess what it is. ‘Is it a cat?’, etc. Pupils can also describe someone in the class without saying her name. ‘She’s got long hair.’ ‘She’s wearing a red pullover’, etc. and the other pupils must listen and guess.
- **Information gap.** These activities are usually carried out in pairs or groups and often involve pupils asking and answering questions. One partner has some information that the other does not have. The aim is to find out what this is so as to complete a task.
- **Questionnaires and surveys.** The aim here is to interview other classmates about, for example, their likes and dislikes, and to collate the information on a chart. Examples can be found in *The Kangaroo from Woolloomooloo*, *The Very Hungry Caterpillar* and *My Cat Likes to Hide in Boxes*.
- **Role play.** Role play provides an opportunity for language that has been presented in a story to be used in a different context. For example, in the story notes for *The Elephant and the Bad Baby* pupils act out a shopping dialogue inspired by the story.

When selecting activities, try to make these as varied as possible to allow all children to participate according to their ability and stage in learning. Provide plenty of opportunities for children to work in pairs or groups. This encourages maximum participation and individual practice in speaking. See Chapter 5 for details on organising pair and group work.

Pronunciation

Pronunciation is one area where younger children learning English have a distinct advantage as they are such good imitators. But this will only happen if they have a good model. The use of songs and rhymes is particularly important to develop a feel for English and an awareness of the way it sounds. Where children have picked up bad pronunciation habits you may need to do some remedial work. Usually however, pronunciation teaching forms an integral part of your introduction of new words and sentence patterns, and of subsequent practice activities. Listening exercises and games can include listening for sounds that are the same or different, or by spotting the odd one out in a series. This kind of de-contextualised practice, if carried on for too long, however, may create boredom. Many practice activities, such as certain games or making surveys using Yes/No questions, will more naturally involve repetition to create opportunities for pronunciation practice.

Individual sounds

Here is the list of phonetic symbols used in the notes.

/ɪ/	witch	/ɪə/	ear
/e/	pet	/eə/	bear
/æ/	hat	/a:/	park
/ɒ/	pop	/ɔ:/	short
/ʊ/	book	/uə/	pure
/ʌ/	duck	/ə:/	bird
/ə/	butcher	/tʃ/	cherry
/i:/	green	/dʒ/	jam
/eɪ/	cake	/ŋ/	sing
/aɪ/	white	/θ/	thin
/ɔɪ/	boy	/ð/	they
/u:/	new	/ʃ/	shop
/aʊ/	brown	/z/	television
/əʊ/	grow	/j/	you

There may be some consonant sounds that are not present in the mother tongue but that occur in English. This does not mean that the pupils will necessarily have problems in pronouncing them. The pronunciation of vowels may be more problematic. It is useful for pupils to see what the lips, tongue and teeth are doing when making different sounds and for you to explain where the tongue is, how open the mouth should be, whether the lips are rounded or spread, whether the tongue touches the teeth and so on. After focusing on these mechanics to demonstrate the word on its own, try to put the word in a sentence so that pronunciation practice is more meaningful and does not become distorted and decontextualised.

Sounds in connected speech

As mentioned before, pronunciation teaching should not concentrate only on the production of individual sounds. How sounds blend together in informal speech is equally important. One feature of English is ‘linking’, where certain sounds are linked together to avoid a jerky, staccato sound. This happens particularly where a word ending in a consonant is followed by a word beginning with a vowel.

Stress and rhythm

English is a stress-timed language, which means there is a tendency for stressed beats to occur at roughly equal intervals of time, regardless of how many syllables there are between each beat. A useful way of demonstrating this is to ask the children to clap the strong beats, while adding more and more syllables between the claps (strong beats are in capital letters):

ONE	TWO		THREE		FOUR	
ONE	and	TWO	and	THREE	and	FOUR
ONE	and a	TWO	and a	THREE	and a	FOUR
ONE	and then a	TWO	and then a	THREE	and then a	FOUR

Songs, rhymes and chants are an excellent illustration of the way in which stress and rhythm work in English. Again the children can be asked to clap the rhythm.

Words that tend to be stressed are important ‘content’ words including nouns, verbs, adjectives and adverbs. When a word is stressed, three things tend to happen: the stressed word sounds slightly louder than the others, the vowel in the stressed word is pronounced clearly and it tends to sound longer than the other words. Try to notice this with the ONE, TWO, THREE, FOUR exercise above. What also happens here is that the words that do not have stress – *and, a, then* – often have to be said rather quickly to fit them in. This means that they sound shorter and the vowel sounds are not so clearly pronounced. In fact, the vowels often change to an easily pronounced vowel such as /ə/, /u/ and /ɪ/. When this happens these words are said to be ‘weak’ forms. These occur most commonly with ‘grammatical’ words in a sentence such as the articles, auxiliary verbs or modals, and pronouns or prepositions, when they are not a very important part of the message.

The following rhyme illustrates the ways in which particular sounds can be practised and also how features of connected speech, such as linking, and stress and rhythm operate together.

Chatterbox

Chatterbox, chatterbox chats all day, Chatterbox, can't hear what I want to say. Chattering, nattering, yackety-yak, Chatterbox, chatterbox, let me talk back!

Linking the words *chats all* and *what I* in this way helps to keep the smooth flow of English. This rhyme is also useful for practising the consonant /tʃ/ in *chatterbox*; long vowels such as /a:/ and /ɔ:/, as in *can't* and *all, talk*; short vowels such as /æ/, as in *chattering, nattering*, and /ɒ/, as in *want* and diphthongs such as /eɪ/, as in *day, say*. Most of the words in the rhyme are important content words (gerunds, nouns and main verbs), so there are very few weak forms. One example is in the second line where the vowel sound in *to* is reduced to the shwa /ə/. The rhythm is important in rhymes. You can show this (if you write the rhyme down) by using capital letters or underlining stressed syllables, or by using large and small circles. For example:

● ● ● ● ● ● ● ● ●

Chatterbox, chatterbox, chats all day,

● ● ● ● ● ● ● ● ● ●

Chatterbox, can't hear what I want to say.

● ● ● ● ● ● ● ● ● ●

Chattering, nattering, yackety-yak,

● ● ● ● ● ● ● ● ● ●

Chatterbox, chatterbox, let me talk back!

Notice that each line has four strong beats, that the last word is always stressed and that unstressed words have to be squeezed in, especially in the second line *what I want to say*.

Intonation

Some of the most important functions of intonation in English are to help emphasise the most strongly stressed word in a sentence, to show the grammatical function of what you are saying (for example whether something is a statement or question) and to show feelings and emotions. The story notes show many examples of particular intonation patterns and their meaning. The most usual intonation pattern in British English uses a falling tone. This is used to make:

- a short statement for example, 'Let's play on the swings'.
- questions with words such as *who, what, why*, etc. for example, 'What shall we do now?'
- commands, for example, 'Ready, steady, GO!'
- exclamations to show surprise, excitement, danger or give a warning, for example, 'Good idea!'

The rising tone is used:

- to make requests, for example, 'May we come too?'
- to make questions from statements, for example, 'He's all come to pieces?'
- in Yes/No questions, for example, 'Would you like a ride?'

The falling-rising tone is used:

- to make a contrast, for example, 'Well, I like sausages but I don't like chips.'
- in clauses or phrases that come before the main clause in the sentence, for example, 'So after that, the big skeleton frightened the little skeleton'.

Reading

Young children might still be struggling to learn to read in their mother tongue, in which case it is wise to delay reading in English until their mother-tongue literacy is more developed. Children in many countries will have a working knowledge of the Roman alphabet, although those from countries with other scripts, such as Greece, the Middle East or China, will need to spend more time learning to form and recognise letters that differ from their alphabets. Early work could be carried out on noticing similarities and differences between alphabets, such as the absence of accents for French speakers or tildes for Spanish speakers. It is also a good idea to encourage children to notice any examples of written English in their local environment, such as signs, notices or advertisements. This kind of reading awareness is a useful prelude to encouraging children to think about different reading purposes, such as reading stories for enjoyment and signs for information.

Reading in English in the early stages will usually remain at the letter and word level, where children play simple alphabet games, use flashcards and play word games such as 'Dominoes', 'Snap' or 'Bingo'. If your course book does not have flashcards you can make your own. If they are used to present new words they will need to be large enough for everyone to see. If they are for the pupils' use they can be a little smaller, say 12 cm x 8 cm.

In the early stages of reading English you will have flashcards with both words and pictures that you make yourself. Later on the pictures can be omitted. You might want to colour-code the flashcards in some way, for example, all adjectives in pink, all nouns in green, all verbs in blue and so on. If you want the flashcards to last you will need to laminate them. You can present new words and then children can work in pairs with flashcards to practise reading and to try and collect as many words correctly read as they can or to collect as many matching pairs of words as they can ('Pelmanism').

These activities help them to become familiar with typical letter forms and letter combinations in English. Gradually the children will become more confident in reading the written word without pictures. Other activities, such as labelling pictures with flashcards in alphabet or story friezes, or classifying words into word families help them to recognise the key words of a story and remember their meaning. Remember that the children can help you make some of these visual aids.

The use of charts of different kinds provides an intermediate stage in reading development and a framework to support children's speaking skills. When using a chart pupils might describe, compare or classify things. Reading practice may also be derived from listening work, such as when children listen for specific words and tick them off a list.

The kinds of task described in the section 'Listening' (pages 34–36) can often be used for reading as children progress. This means we can create activities such as read and perform actions; read and draw; read and colour, match, sequence, classify, and so on. The following activities summarise the types of reading activities that can be used with stories.

Reading words for pronunciation practice

- Playing games such as 'Rhyming Dominoes', 'Bingo' and 'Snap'. Here the children learn to recognise words and match words that rhyme (see notes for *Mr McGee*, *Funnybones*).
- Matching words in sentences. The children match two halves of a sentence so that they rhyme. (See notes for *Mr McGee*, *The Kangaroo from Woolloomooloo* and *My Cat Likes to Hide in Boxes*.)
- Reading aloud. The children practise reading sentences aloud using the appropriate stress and intonation (see for example, notes for *Mr McGee*).

Practising reading new words

- Using flashcards. For children to build up their sight recognition. Pupils repeat or sequence words or match these with pictures.
- Playing games such as 'Dominoes', 'Bingo' and 'Snap'. Here the children learn to recognise the written form of words and their meaning.

Reading to reconstruct texts or as a prompt for speaking

- Using vocabulary prompt cards to make statements. The use of pictures as prompts rehearses sentence patterns such as 'The elephant is the biggest' (*The Clever Tortoise*).
- Reading and ticking a chart to make sentences or ask questions. This also provides a guided context for rehearsing specific structural patterns (for example, *The Very Hungry Caterpillar*).
- Reading a clock face to tell the time. This reinforces mathematical concepts of telling the time.
- Reading words and rearranging them to make sentences. A useful way of checking comprehension and the understanding of word order (see *Princess Smartypants*).
- Reading sentences and reconstructing a whole text (*The Kangaroo from Woolloomooloo*).

Listening and reading

- Matching pictures to speech bubbles. As the children listen to the teacher or to a cassette they read a selection of speech bubbles and choose the correct one.
- Sequencing. While the children listen to a piece of narrative or to a description they arrange the sentences in the right order (see *The Kangaroo from Woolloomooloo*).

Reading and thinking/problem-solving

- Verifying written statements. The children read statements in a quiz, or sentences derived from pictures, or a graph written by other children, and check whether they are true or false (see *Princess Smartypants*).
- Reading lists or sentences to classify words or to write word or concept webs (see *The Very Hungry Caterpillar*, *Mr McGee*).
- Reading problems and matching them with their solutions (see *Princess Smartypants*).

Writing

The writing process

When supporting children's writing skills, it is important to know which skills the pupils are practising in a writing task. Young children may be learning to write, while older children who have mastered the basic skills may move to use writing to learn. It may be useful for you to check whether the writing activities the pupils do have variety. For example, are they nearly always chosen to provide practice in spelling, handwriting, vocabulary and grammar? Writing can often be simply confined to exercises that provide mechanical practice. No wonder pupils often dislike writing! Are there ways that you can encourage your pupils to write things down to help them remember (e.g. make a vocabulary notebook), to encourage them to plan ideas, to write down their ideas, to communicate with one another or even with you? These two goals, practice of language items and practice in communication of ideas, are both important – especially with older children. Pupils also need practice in how to use specific structural patterns to form sentences, how to organise descriptions, comparisons and instructions in writing or how to plan layout, as in a letter or poster. These are all parts of the writing process that need to be practised so that they become easier and more automatic for pupils.

As learners develop, it becomes increasingly important for teachers to create opportunities for children to have a specific context and audience to write for. This is an important part of writing to communicate. Developing a sense of audience in order to communicate with someone else is possible even at a relatively early stage of learning English, especially if support such as model texts and essential vocabulary is provided. Children can be encouraged to write sentences which, for instance, other children have to decide are true or false, or which act as riddles for children to guess the answers. The teacher can encourage the older or more confident child to experiment with different text types, such as descriptions, poems, crosswords, dialogues, letters, menus, invitations, birthday cards, instructions or puzzles. Older pupils might even write simple re-tellings of a story, using different characters or a different ending, which can be given to other pupils to read. An important part of this process is making sure the pupils have written models that provide a framework and other support, such as guided activities or a bank of suitable vocabulary. Another important stage is collaboration among children during which they discuss ideas, plan the writing, and revise their work after further consultation with the teacher to produce a polished product. Some of this planning may, of course, need to take place in the mother tongue.

Writing activities

Writing activities can be divided into those that are guided and tend to encourage some form of copying, and those that are a little freer and encourage more creativity. Copying at word- or sentence-level can be more or less guided by support frameworks such as pictures, written models, substitution charts and so on. Guided copying is often used to practise handwriting, spelling and new grammatical constructions. The support frameworks you choose give learners guidance on producing written work within clearly defined constraints. The use of a substitution chart, for example, can provide a simple sentence pattern such as *Jacques likes hot dogs but Louise likes sandwiches*, which the children can adapt according to the information on the chart. Other types of copying are sometimes used to help children learn new vocabulary or generally consolidate their knowledge of word meanings. Lists of words can be provided for children to classify under different headings, which may allow them to use some of their own ideas.

To keep older pupils motivated, not all writing should remain at the practice level. Freer, more creative writing activities that encourage and support learners in composing sentences or texts should also be used to provide variety and encourage creativity and learner independence. With this kind of freer activity learners practise planning, organising ideas and understanding the conventions of different text types, such as layout. Designing an invitation, poster or advertisement, for example, requires a child to focus on the most important pieces of information and present them in a way that is eye-catching yet clear. Guided writing activities are a necessary foundation for more creative writing and, if carefully sequenced, can provide opportunities for pupils to practise writing with confidence at word-, sentence- or text-level. See also Chapter 5 on using multimedia for other activities to develop writing.

The following table shows some of the different writing activities at word-, sentence- and text-level that learners can practise after listening to stories. You might like to add ideas of your own.

Writing activities in the story notes

Writing at word-level	Purpose
<ul style="list-style-type: none"> • labels for pictures/diagrams • crosswords • anagrams (words with scrambled letters) • word puzzles • picture/word dictionaries and mobiles • charts or grids for surveys and questionnaires • classifying words into word families • concept/word webs • menus/shopping lists 	learning new vocabulary, handwriting and spelling
Writing at sentence-level <ul style="list-style-type: none"> • captions for pictures • speech bubbles for characters • writing information from charts or grids • writing simple questions for other pupils to answer • re-writing scrambled sentences correctly 	all of the above and practising new structures and functions
Writing at text-level <ul style="list-style-type: none"> • diaries • descriptions • advertisements • instructions • invitations • letters • posters • poems • stories or simple books 	all of the above and planning, drafting, editing and understanding layout

Common writing functions children will practise include:

- describing/comparing people, animals and places
- asking questions
- giving information in response to questions
- describing present actions
- predicting future actions
- narrating present and past events
- describing causes and effects or problems and solutions
- giving reasons, explaining.

The description of specific language-learning skills outlined so far in this chapter now leads on to a discussion of learning to learn and learning about culture.

Learning to learn

Learning to learn, also referred to as learner training, is an umbrella term for a wide variety of activities designed to develop metacognitive awareness and learning strategies. The aim is to focus childrens' attention on *how* they learn, in addition to *what* they learn. It takes into account that different learners have different ways of learning and different preferences regarding activities and learning materials. It therefore aims to encourage pupils to become aware of and develop their own learning strategies so they can become more effective and independent learners.

The development of metacognitive awareness and positive attitudes

As mentioned above, learning to learn includes the development of metacognitive awareness which includes knowing about oneself as a learner. In story-based lessons, this is a term that incorporates the following strands: language awareness, cognitive awareness (learning how to learn), social, cross-curricular and intercultural awareness. The development of these different strands can contribute to the global development of the child. Children need to gain a range of learning strategies and social skills, as well as linguistic and intercultural understanding, so they can foster positive attitudes, values and beliefs which contribute to their motivation to learn, to their realisation of their own ability to learn, and to their future learning.

The development of learning strategies

Generally, learning strategies are what we do to learn. Some strategies will differ from learner to learner depending on a range of variables such as the nature of the learning task, learning preference and motivation, while others are more general. Sometimes they are used consciously, that is a learner will make a deliberate and conscious decision to use a particular strategy, at other times they are used unconsciously. Some can be observed, for example, repeating words aloud; others cannot, for example, when a child is working something out in their head.

There are two major groups of learning strategies, those that are more generalised and used to regulate learning (metacognitive) and those that are more task-specific (cognitive) and involve actually manipulating the subject to be learnt, in this case, doing things with language. Research has shown (O'Malley et al 1985, Ellis and Sinclair 1989) that the combination of metacognitive and cognitive strategy training is particularly effective in helping learners learn how to learn and to be able to transfer strategies to other tasks: 'Students without metacognitive approaches are essentially learners without direction and the ability to review their progress, accomplishments and future learning directions.'

(O'Malley et al 1985: 24). O'Malley et al applied this scheme to language learning and added a further category, which they called 'socioaffective', strategies that are used by learners to involve themselves in social and group activities in order to expose them to language input. This three-part typology is useful in that it is relatively simple to apply and to extend, especially in the primary English language teaching classroom.

What is important is that learning strategies can be taught and self-awareness can be developed. The teacher plays a crucial role in this process by providing children with opportunities for reflecting on and experimenting with the process of language learning as an integral part of the language-learning experience. This provision needs to be carried out explicitly so that children are made consciously aware of what they are doing and why. The process is a long and gradual one, integrated systematically into the language-learning aims of a course, but not overriding them, as the main goal of language teachers and children remains language learning. The learning strategies that can be developed through each story covered in this book are highlighted in the story notes.

It is important to remember that many strategies used for learning English can also be applied to other subject areas. Children should be reminded of this when appropriate so that they learn to transfer strategies and develop an overall awareness of their learning across the curriculum. The three categories of strategies are outlined here, together with some of the related strategies within each category.

Metacognitive strategies

These include thinking about learning, planning, monitoring and evaluating learning, and can also involve children reflecting on aspects of the learning process through hypothesising, comparing, self-questioning, self-correction and selecting activities.

- **Planning learning.** In the primary English language teaching classroom it is generally the teacher who takes the main responsibility for planning learning. However, by being well organised and explicit the teacher can model how planning can take place. Children can also be involved in thinking about what they already know about a topic and what they would like to find out, and set relevant objectives. They also need to be clear about how to focus their attention during activities.
- **Hypothesising.** Pupils can, for example, be encouraged to work out the meaning of a word or the rules of grammar for themselves. See the section on learning grammar on page 33.

- **Comparing.** Pupils can be encouraged to analyse and compare differences and similarities between English and their mother tongue. This can arouse their curiosity about language and develop language awareness. They can also compare different aspects of daily life from their own country with that of the target culture to become aware of cultural diversity.
- **Self-questioning.** Pupils can be taught how to ask themselves questions about their learning in order to reflect on the content and processes.
- **Self-assessment.** Pupils can complete self-assessment sheets in order to reflect on the content of learning, upon how they learn, as well as on their own performance throughout a lesson and their contribution to the class. This will help them monitor their progress and maintain motivation, and highlight strong and weak points.
- **Self-correction.** Provide opportunities for pupils to check their own work either individually or in pairs. This helps them to take on responsibility for their own learning and work out where and why they may have made a mistake.
- **Reviewing.** Pupils can be taught to review systematically in order to aid long-term retention and to identify what they know and do not know, as well as to become aware of their strengths and weaknesses.
- **Selecting activities.** It is useful from time to time to give pupils a selection of different activities to choose from. This allows pupils to choose activities according to their own interests and needs, to decide for themselves what to do, and to plan their own work.

Cognitive strategies

These include, for example, sorting, classifying, matching, predicting, using visual and audio clues as aids to meaning, repeating, using a class library or dictionary. They require pupils to do things with the language and their learning materials and relate to specific activities in specific skills areas such as listening or reading. In some skills it is often the nature of the task that will determine the type of strategy to use, for example, listening for specific information for a picture dictation or reading in chunks when skimming a text. With other skills areas, however, such as vocabulary development or speaking, there appears to be more variety in terms of individually successful strategies and personal choice. For example, some pupils may prefer to memorise words by associating them with a picture, others may prefer to repeat them aloud several times. Figure 8 on page 45 lists common activities found in the story notes and the skills and strategies they develop. It also shows how many activities require pupils to use and develop a combination or cluster of strategies.

- **Classifying.** Pupils classify items into different groups, for example, hot or cold, sweet or salty, wild or domestic animals and so on. This reinforces basic concepts and can be a useful memory aid when learning vocabulary. It requires pupils to think and sort words or objects into different groups determined by the teacher or themselves.
- **Using visual and audio clues as aids to meaning.** We make use of a variety of clues to help work out meaning in our mother tongue, for example, tone of voice, facial expressions, gestures, visual support, and so on. This is usually done at a subconscious level. When deciphering meaning in the foreign language, pupils will need to use these clues to a greater extent. It is therefore important that they first become aware of what they are and are prompted to use them. Many of the activities described earlier on listening, reading and vocabulary develop this awareness and strategy.
- **Predicting.** Pupils can be encouraged to use a variety of clues from the context to guess possible content. When involving pupils in activities that encourage anticipation, it is important that the teacher accepts all appropriate suggestions even if they do not correspond exactly with what is said or happens. The main aim here is to encourage pupils to anticipate what could happen or what could be said next and then to check whether their expectations match the reality of what they actually hear or read. This involves pupils actively and personally in the learning process and can develop self-confidence.
- **Risk-taking.** It is important that children build up enough confidence so they are willing to take risks and try something out in the foreign language. This will equip them for occasions when they do not have a teacher with them, another pupil to ask, or a dictionary to look up a word in, and so on. The teacher can encourage risk-taking by inviting pupils to guess the meaning of words they do not know, attempting to pronounce a new word or hypothesising.
- **Using reference materials.** Pupils can learn how to use indexes in reference materials, dictionaries, a school library or book corner, or the internet to research information effectively.

Socio-affective strategies

These are developed by children collaborating and co-operating together in language-learning activities. Opportunities for developing these are usually set up through pair or group work, project work, interviews and surveys, etc.

The teacher's role

To conclude, the teacher has a crucial role to play in helping children learn how to learn. She has four main roles (adapted from Read 2007: 286)

Affective role

- to recognise and value that each child is unique and has their own individual learning preferences
- to create an atmosphere of mutual trust and respect
- to set up a collaborative and co-operative learning environment
- to value diversity
- to motivate children to think about how they learn.

Procedural role

- to integrate learning to learn into lesson plans and ensure there is sufficient time for learning to learn
- to apply the plan-do-review model to combine metacognitive and cognitive strategy training in a systematic and explicit way
- to inform children of the aims of the lesson and to implement reflective reviewing post-activity cycle and at the end of the lesson (see page 23)
- to provide opportunities for self-direction and choice.

Behavioural role

- to explicitly demonstrate and model learning strategies
- to explain strategy use, e.g. naming strategy, telling why to use and how to use it
- to prompt children to use different strategies
- to encourage children to transfer learning strategies to other tasks.

Interactive role

- to take on a guiding, questioning approach
- to encourage discussion about learning
- to encourage active reflection to develop greater understanding and self-awareness
- to encourage children to become more responsible for their own learning.

Figure 8: Story-based activity types and related cognitive strategies

Activity	Skills focus	Strategy	Story
Listening to a story and participating	Listening Speaking	Making use of prior knowledge Predicting	<i>The Elephant and the Bad Baby</i>
Listening and sequencing	Listening	Using rhyming words as clues to meaning Sequencing	<i>The Kangaroo from Woolloomooloo</i>
Picture dictation	Listening and drawing	Listening for specific information Transferring spoken information into pictorial form to show understanding	<i>My Cat Likes to Hide in Boxes</i> <i>Mr McGee</i>
Bingo	Listening Reading picture or word cards	Matching words to words or pictures to pictures	<i>Meg's Eggs</i>
Sorting	Developing vocabulary	Classifying words into meaningful groups	<i>The Very Hungry Caterpillar</i>
Action rhyme: <i>Ten Fat Sausages</i>	Chanting	Practising pronunciation Consolidating vocabulary Using movement to aid memory	<i>The Very Hungry Caterpillar</i>
Writing a shopping list	Writing and developing vocabulary	Memorising Developing personalised lists	<i>The Elephant and the Bad Baby</i>
Matching captions to pictures	Reading Writing	Observing Using visual clues as aids to meaning Matching	<i>The Kangaroo from Woolloomooloo</i>
Writing a menu	Writing Developing vocabulary Reading	Memorising Drafting and checking Being creative and personalising work	<i>Jim and the Beanstalk</i>
Conducting a survey	Speaking Listening	Listening for specific information Recording information on a chart Working independently from teacher Collaborating with classmates	<i>The Very Hungry Caterpillar</i>
Making a box	Listening Speaking	Observing Listening for specific information and following instructions Questioning/clarifying meaning	<i>My Cat Likes to Hide in Boxes</i>
Song: <i>Who are you?</i>	Listening Singing	Practising pronunciation Consolidating vocabulary	<i>Meg's Eggs</i>
Writing a word web	Writing and developing vocabulary	Making meaningful associations Grouping words together	<i>Funnybones</i> <i>Mr McGee</i>
Playing a game: 'Typical'	Reading Writing	Observing a written model Generating written patterns	<i>Princess Smartypants</i>

Although there have been few empirical studies to evaluate the effects of learning to learn in terms of linguistic performance, most teachers have observed increased motivation and a more questioning, active and personal involvement in their learners as valuable and justifiable outcomes. Developing curiosity and positive attitudes towards foreign language learning with children is particularly important if their motivation is to continue.

Learning about culture

As we have already seen, storybooks reflect the environments and culture of their authors and illustrators and therefore provide ideal opportunities for presenting cultural information and encouraging intercultural understanding. The story notes contain background information on aspects of culture that arise in the stories. This information is included to enhance your pupils' understanding, as well as to arouse their curiosity. Wherever possible, we have included website addresses so you can research an area further if you and your class are particularly interested. Cultural information that is presented through the storybooks includes the following categories:

- **Linguistic.** Social titles as in *Princess Smartypants* and *Mr McGee*; the importance of 'please' in *The Elephant and the Bad Baby*.
- **Geographical.** For example, information on Australia (where is *Woolloomooloo* and what does it mean?) and animals in *The Kangaroo from Woolloomooloo*; on Africa in *The Clever Tortoise*; flags, national dress, capitals and landmarks in *My Cat Likes to Hide in Boxes*.
- **Historical.** Background information to learn more about dinosaurs in *Meg's Eggs*.
- **Festivals.** The festival of Easter in *Meg's Eggs*.
- **Illustrations.** In stories like *Jim and the Beanstalk*, *The Elephant and the Bad Baby* and *Princess Smartypants* the interesting details contained in the illustrations can also lead to interesting discussion and comparison with the children's own country.
- **Everyday life.** For example, shops and shopping in *The Elephant and the Bad Baby* and *Princess Smartypants*; meals such as teatime in *The Elephant and the Bad Baby* and suppertime in *Meg's Eggs*.
- **Citizenship and diversity-related issues.** For example, tolerance in *Something Else*.

- **Songs, music and rhymes.** Some stories contain songs, for example, *Funnybones*, and most of the story notes integrate related traditional songs and rhymes for enjoyment and to provide pronunciation practice and consolidation or extension of vocabulary. The song in *Funnybones* is a well-known African-American spiritual song and the song in *The Clever Tortoise* sensitises children to the rhythms and sounds from Africa. In *The Kangaroo from Woolloomooloo* children learn a song based on a traditional Australian song, *Kookaburra*.

Techniques for 'teaching' culture

'On no account should the teacher give civilisation classes. The role of the teacher is to encourage and to help bring about discovery, drawing attention to the fact that the differences in relation to the pupils' own habits and day-to-day lives are to be seen in a positive light as they add to, by definition, the sum of the pupils' knowledge of humanity and of the world.'
(Brewster, Ellis and Girard 1992: 32)

The key word in this quote is *discovery*. This is one of the main techniques that a teacher can use when helping her pupils become aware of cultural differences. Rather than explain in the form of a mini lecture, encourage pupils to discover and find out information for themselves. This can be done in the following ways:

- **Observing.** Encourage children to look carefully at the illustrations in the storybooks and to ask questions about aspects they find interesting or different. Focus their attention on specific details they may not have noticed.
- **Questioning.** Encourage children to ask questions about illustrations, the content of the story and about the language. Ask children questions to focus their attention and stimulate their curiosity.
- **Comparing.** Ask children to compare similarities and differences, for example, in *The Very Hungry Caterpillar* pupils rewrite the Saturday feast with food from their own country they think a very hungry caterpillar would eat; pupils compare their neighbourhoods and shopping places with those illustrated in *The Elephant and the Bad Baby*; children compare parks in *Funnybones*.
- **Associating.** Ask children to associate typical things with countries as in *My Cat Likes to Hide in Boxes* or what typical princesses should do in *Princess Smartypants*.

- **Discussing.** Allow time for children to discuss issues such as stereotypes and tolerance.
- **Researching.** Allow children to research and find out about aspects of culture they are interested in and produce projects and displays. Help pupils as necessary by recommending websites, books, etc.
- **Using authentic materials.** In addition to introducing an authentic example of children's literature, try to use other types of authentic materials, for example, maps, food packets, music, money, etc. Recordings of children performing songs and rhymes help to bridge the credibility and culture gap as they see real children in action.
- **Creating/sourcing authentic situations.** Whenever possible, invite visitors to your classroom. A visitor from Africa, for example could read the story of *The Clever Tortoise*, or an Australian visitor could read *The Kangaroo from Woolloomooloo*. Pupils could ask them questions about their countries. If you have an English language assistant, use her as much as possible. For further information see Ellis (1999), which describes a unique learning opportunity when a class of nine year olds interviewed a British prime minister.
- **Encourage exchanges with children from other countries.** Children could send each other or tell each other about their favourite stories. See *The Golden Diary Project* (Tréget and Raymond Barker 1991 and Kubanek-German 1998).

You will, of course, need to explain certain cultural information from time to time to children but, as far as possible, help children discover and find out for themselves. You may also need to use the children's mother tongue for some of the techniques described above. The fundamental objective of developing children's intercultural awareness is to develop an understanding and openness towards others, and an awareness of diversity. As can be seen, storybooks contribute a great deal in helping you achieve this objective.

Chapter 5: Classroom management

Classroom management includes the practical organisation of your classroom resources and pupils so everyone can work effectively. Good management can positively influence the way in which your pupils participate in classroom activities and so improve their learning. It will also help you to work in a systematic and organised way so that, for example, you waste less time setting up activities or finding resources. In this section we will look at:

- organising storytelling
- using audio-visual aids
- learning technologies
- creating an inclusive learning environment
- displaying children's work
- organising a book corner.

Organising storytelling

When telling a story for the first time, try to create a relaxed atmosphere that mirrors storytelling in children's homes. You can do this by gathering children around you in a semicircle; this arrangement also makes it easier for them to hear you and to see any visuals you wish to use. Younger children will be more comfortable if there is a small area in a corner of the classroom where they can sit on the floor. Make sure you have rehearsed the story beforehand so that you are able to look at the children frequently while you read or tell the story. You should also know where you are going to pause or break up the text to ask questions, and so on. (See Chapter 3 for suggestions for improving your storytelling skills.)

Using audio-visual aids

When listening to a story in a foreign language children rely heavily on their eyes and ears to help them understand. The use of visuals and other support for listening is consequently very important to the child's comprehension and enjoyment of the story. The visual and audio aids you use when telling stories are often referred to as story props. These might include pictures, real objects, models, sound effects or pre-recorded or teacher-made cassettes.

Visual support

Real objects

These can add an air of authenticity to the story and are one of the easiest ways of making the details of a story accessible to all children.

For example, real clothes and an apple can be used for *Mr McGee*.

Puppets

Puppets are especially useful for younger children and can be used by the teacher when telling the story for the first time and in later lessons by the children to produce short dialogues or retell the story themselves.

Flashcards and games

These can be mounted on card and laminated to make them last. When using flashcards, make sure they are large enough for all the class to see. The use of flashcards and games is demonstrated in most of the story notes in this handbook.

Moveable pictures/magnet boards

Moveable pictures work especially well in stories with repeating sequences such as *Brown Bear, Brown Bear...*, where the scene can be gradually built up before the children's eyes. With a commercially produced magnet board or a sheet of clean metal (sharp edges covered with sticky tape), pictures with magnetic tape on the back can be repositioned quickly. These visual aids are especially useful for the children to use in groups when retelling the story. Free-standing, cut-out figures on moveable bases (wood, plasticine, etc.) are also useful for showing movement and action.

Masks

These can be made by the children using faces drawn on paper bags with eye and nose holes and put over their heads, or faces made from paper plates and mounted on a stick to hold in front of the face or attached to the head with elastic. Masks are useful props for encouraging children to create their own dialogues, for use in miming activities, for retelling the story or creating new stories.

Written captions/speech bubbles

Speech bubbles mounted onto card can be shown when reviewing a story or for pupils to use in small groups. A group task might be to match pictures of characters with the appropriate speech bubble. Written captions can also be used for picture-matching exercises, sequencing or classifying activities.

Audio support

Sound effects are another effective prop for storytelling as they provide a further layer of support, encourage learner involvement and add enjoyment to the whole storytelling experience. A 'knock knock' or 'tap tap' can come alive by simply knocking or tapping on a table and makes the experience more memorable. Build up a collection of objects for making sound effects such as bells, tambourines, etc. Many stories contain onomatopoeia and children love to vocalise these words, such as 'Whoop' for owl in Meg's Eggs and the 'creak' and 'crack' of the eggs. There are many different sound effects you can add in to any story, from the sound of wind whooshing, the sound of water dripping and animal sounds. You can also add audio support through the use of your voice, such as using different voices for the characters, varying the pace, tone and volume of your voice and varying intonation. BBC School Radio has a stimulus sounds library, which is a valuable resource: www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/stimulussoundslibrary

Using learning technologies

Despite certain fears or apprehensions about the use of technology as a language teaching aid, there is no doubt that it can add a vital dimension to motivating children to learn English and can contribute to their all-round development. When using digital video or computers, we need to consider how they can be used and how they can complement our classroom-based work so they become fully integrated.

Digital video/film

The Plan-Do-Review model described for the story-based methodology in Chapter 3, and for learning to listen in Chapter 4, can be applied to using digital video. It will enable you and your children to get the most out of a film-based lesson and transform passive viewers into active viewers.

There are a number of excellent recordings that can be used to accompany story-based work.

- **Animated stories.** *The Very Hungry Caterpillar* and *Funnybones*, etc. Many animated stories can be found on the British Council website LearnEnglish Kids (learnenglishkids.britishcouncil.org)
- **Documentaries.** YouTube (www.youtube.com) is an excellent source for these, as is the BBC. For example, BBC World of Wildlife (see www.bbc.co.uk).

- **Rhymes and songs.** There are a number of popular children's songs on the British Council's LearnEnglish Kids website (learnenglishkids.britishcouncil.org), and many more including recordings of children singing traditional songs and rhymes can be found on video-sharing sites such as YouTube (www.youtube.com). Very often a rhyme or song can be found to fit in with the topic of a story.
- **Making video recordings.** It is very motivating for children to watch a recording of themselves acting out a story, singing songs, doing role play, etc. Self-made video recordings can be used for self-assessment as well as at school open days.

Films can be integrated into story-based lessons in a number of ways. Animated versions of stories are probably best used as a reward for work pupils have done based on the storybook. It becomes a confidence-boosting activity as children realise they are able to understand the story with ease and you may find them joining in spontaneously. Some animated versions of stories are slightly different to the story picture book, so ask children to spot the differences between the story and the video.

Animated versions of stories can, of course, be used instead of a book to present a story. If you use a film in this way, you need to focus your children's attention by giving them a while-viewing task. For example, for *The Very Hungry Caterpillar* at the point where the caterpillar starts to look for some food, divide your class into five groups allocating a day Monday–Friday to each group. Tell each group they must listen and watch for the food the caterpillar eats on their day.

Watch, pause for feedback, then play back the sequence for pupils to check.

Films are also useful for helping children predict what is going to happen next or be said next. Watch the film yourself in advance and decide where you want to pause and practise this.

Documentaries can be used in the pre-storytelling stage to prepare pupils linguistically for a story. They are also useful post-storytelling for researching related project work. Below are guidelines on using the BBC World of Wildlife programme on meerkats – www.youtube.com/watch?v=vVAIYVFdYxE in preparation for the story *Meerkat in Trouble*¹. A short extract of about ten minutes, starting from the beginning of the documentary, has been selected to show to the pupils.

1. *Meerkat in Trouble*, Allan Frewin Jones. Illustrated by Adrienne Kannaway. (1998) Happy Cat Books

Stage 1: Before viewing

- Contextualise by showing a picture of a meerkat and elicit/pre-teach meerkat.
- Ask children to think about what they already know about meerkats and what they want to find out. Draw up a chart on the board to help pupils formulate their questions. Do this by drawing four vertical columns (with space for almost a sentence in each). As headings at the top of each column write: Questions, Answers, Details, Source. Write the children's questions in the first column.
- Encourage children to predict the answers to any of the questions if they can.
- Explain to pupils they are going to watch a film about meerkats in order to check their answers or to find out the answers.

Stage 2: While viewing

- Play the film extract. Use the pause button and replay parts if necessary to focus pupils' attention at appropriate points to find the answers to their questions.

Stage 3: After viewing

- Go back to the chart and complete by eliciting the information from the children. Have they found all the answers to their questions? Do they need to go to another source of information such as a fact book, an encyclopedia, the internet, etc?
- Extend viewing by asking children to complete a gap-fill and to write a short description of a meerkat and to draw a picture of one. Help with vocabulary as necessary.
- Review language, content and activities.

Meerkats fact file

Meerkats live in the Kalahari _____ in South _____

They dig _____ where they sleep.

They eat i_____, small m_____ and r_____

Their enemies are s_____, j_____ and e_____

Meerkats are small and measure _____ to _____ centimetres from head to toe.

They have _____ tails that measure from _____ to _____ centimetres.

Tips for effective classroom use of digital video:

- Familiarise yourself with the website/software/media player and the remote control (if applicable).
- Watch a sequence several times before showing it so you know where you will want to pause, to ask questions, etc.
- Practise pausing the video, rewinding, etc.
- Make sure you are prepared. Always check that your equipment is working before you start your lesson.
- Make sure all children can see and hear the film.
- Make sure children know what they have to do while viewing and why.
- Use pause to give children time to complete a task if necessary and always be prepared to give pupils a second or third viewing if needed.

Computers, tablets and mobiles

Various websites or apps can be used to supplement story-based lessons in a purposeful way. These include comic creation sites (www.bitstrips.com, www.toondoo.com, www.makebeliefscomix.com, etc.), and digital storytelling websites (<https://voicethread.com>, <http://storybird.com>, <http://zooburst.com>, www.kerpoof.com, www2.shidonni.com, etc.). You can also use word-processing packages or graphic/paint programmes.

When you use computers, mobiles or tablets, be sure you are familiar with the websites, software or apps you want to use, or, if possible, have someone on-hand to help with technical support if needed. Otherwise, it can become a frustrating and time-wasting experience for you and your pupils. In order to get the most out of a session using computers, children need to be fully prepared and know exactly what they are expected to do. It is important that children understand that using the computer is for learning and not for play. Here is a suggested three-stage methodology which can ensure a purposeful and productive computer session:

Stage 1: Before the computer/tablets/mobiles session

- Establish ground rules: it is important that children respect the hardware and software and are made responsible for hanging up headphones, tidying up, respecting the mouse and keyboard, etc.
- Make sure that children working together on a computer understand that they are to take turns, share and help each other as necessary, etc.

- Pre-teach computer, tablet or mobile-related vocabulary as necessary: screen, mouse, headphones, keyboard, click on, go back, scroll up/down, swipe, etc. *It's a book* by Lane Smith is a very amusing story for introducing this vocabulary.
- Plan the work so that it integrates into your overall lesson plan and is not simply an 'add-on' or a 'time-filler'.
- Contextualise work.
- Pre-teach vocabulary and/or structures.
- Encourage pupils to focus on the topic.
- Prepare pupils linguistically and conceptually for the activity.
- Explain the purpose of the task.
- Before using them, check the computers/devices are switched on, fully charged and are in good working order. Make sure headphones are working, that you have access to the websites that you wish to use and/or relevant apps/software is installed on all the computers/devices you need to use.

Stage 2: The computer/tablets/mobiles session

- Make sure children know the rules.
- Make sure children stay on the task.
- Check that children carry out the task; help and advise as necessary.

Stage 3: After the session

Depending on the task, children

- complete the work.
- check the work and complete an evaluation sheet if appropriate.
- collate work that has been produced on the computer.
- print and display their work or publish it on a class website/wiki/blog.
- compare their work with others.
- review what they have done and why.

Audio recordings of stories

Some stories (readers or storybooks or apps) exist in audio format on CD-ROM or DVD. These can be used to extend a story presented in the classroom with activities that can be used by groups of two or three children working together or by children working individually. Readers or apps with audio often have a range of accompanying activities. For example, by clicking on to the various objects on the main screen, the story-related language can be consolidated.

Websites for creating story gap-fills

Authoring programs

An authoring program is a program that allows the teacher to create his or her own exercises. It therefore allows great versatility as exercises can be designed to be used with near beginners to higher-level pupils.

The most popular of these programs was called *Storyboard* (produced by Wida), which no longer exists. An alternative (paid subscription required) is *WebSequitur*, part of *TexTools* by Creative Technology (www.cict.co.uk/textoys/sequitur.php). This is a text reconstruction program where a short text (authored by the teacher to suit the level of her pupils) is entirely obliterated on screen, each letter of each word being replaced by a blob, leaving only the title, punctuation and spacing intact, all of which provide pupils with important clues. Children reconstruct the text by inputting single words. When a correct word is found it is printed in the place wherever it occurs in the text. Help options are available. It is ideal for developing reading and comprehension skills, spelling, grammar and vocabulary. It also helps to develop memory and strategies for predicting and inferring as well as textual awareness such as punctuation. It can be used with a variety of levels, building up writing skills from word- and sentence-level to short-text level. Text reconstruction programs offer many opportunities in other areas: developing social and collaborative skills and spoken language such as checking, suggesting, agreeing, disagreeing, congratulating, insisting, instructing, asking questions, asking for help, etc. An ideal way to use a text reconstruction is after a story, song or rhyme has been presented in class and pupils are confident and familiar with the language. The teacher writes a short summary of the story or copies the words of a song or rhyme and enters the text into the authoring program. The text can range from about 50 to over 100 words depending on the pupils' level and ability to concentrate, for example:

The Very Hungry Caterpillar

A butterfly laid an egg on a leaf. A tiny caterpillar hatched from the egg. He was very hungry and started to look for some food. For one week he ate fruit, dairy products, meat, vegetables, cake and sweets. He ate too much food and had a stomach ache, so the next day he ate a leaf and felt better. He was now a big, fat caterpillar and it was time to build a cocoon. After two weeks in the cocoon, he nibbled a hole and pushed his way out. He was now a beautiful butterfly.

95 words

This activity could be used after the completion of the chart 'A month in the life of a very hungry caterpillar' in Lesson Four of *The Very Hungry Caterpillar* story notes to consolidate language and content introduced and practised in the previous lessons.

Similarly, the same activity could be used with a song or rhyme. *Ten Fat Sausages* (see *The Very Hungry Caterpillar* notes) would give pupils practice in writing the numbers and they would be delighted at how quickly they are able to reconstruct the rhyme. Try it also with *On a Dark, Dark Hill* or *Dem Bones* from *Funnybones* to give children practice in spelling the names of the different parts of the town and the body.

Children could also write their own short text or poems for their classmates to reconstruct. This would of course depend on their level and the time available.

Word-processing packages

Word processing allows pupils to practise their writing skills and take pride in the presentation of their work, especially creating materials for project work and displays. Story Writer (free to download from <http://apps.microsoft.com/windows/>) is a special guided story word-processing package for children. It is useful for story-related work and is fun to use.

Internet

The web can be a useful tool for children to research topics for project work arising out of story-based lessons. It is, however, extremely important to protect your pupils from distasteful sites that the random nature of search engines can sometimes reveal. If you do not have a program like Net Nanny (www.netnanny.com/) or Cyber Sentinel (www.cybersentinel.co.uk/), which are services designed to filter out unsavoury content, words and phrases and will not let surfers connect to banned sites, do not allow your children to use a search engine unless it is a child-safe one such as Ask for Kids (www.ask.com/), Safe Search for Kids (www.safesearchkids.com/) or Kid Rex (www.kidrex.org/). If you choose to use one of your usual search engines with kids, be sure to turn on the family filter before searching.

Always supervise children in a computer room or when using a class set of laptops/tablets and arrange it so that you are standing in the middle and can glance around quickly. LearnEnglish Kids provides useful guidelines on internet and computer safety <http://learnenglishkids.britishcouncil.org/en/parents/articles/internet-and-computer-safety>

The story notes in this book recommend websites for further research. Always visit these sites and try them out before using them with your children. If possible, have sites on screen before the lesson to save time. To use the websites as part of a task, you should first ask children questions on what they already know about the subject, and what they want to find out. Write their questions on the board. Give the children 15 minutes to find the answers to the questions on the website. Monitor and help as necessary.

Afterwards, discuss the information the children have found and collate their answers to draft a fact sheet. You can then use Story Writer in a subsequent lesson to produce an attractive fact sheet for the classroom display. Please note that websites change frequently in both content and design, so task sheets may need updating accordingly.

For further guidelines on using learning technologies see Motteram (2013) and Stanley (2014).

Creating an inclusive learning environment

An inclusive learning environment is one where all children are welcome, children help each other, teachers collaborate with each other, teachers and children treat one another with respect and there is a partnership between teachers and parents. This is based on a philosophy of acceptance and a celebration of diversity within which all children, regardless of ability, gender, language, ethnic or cultural origin are valued equally, treated with respect and provided with equal opportunities. The abilities and achievements of all children are valued and each learner is supported in the process of reaching their full potential in a stimulating, rewarding and safe environment. There is a commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.

All children will benefit from working together in inclusive classes as they will learn with and from each other. They will also develop empathy and an understanding of differences as well as a positive understanding of themselves and others. They will learn to appreciate diversity, which enriches and strengthens everyone.

Teaching strategies for inclusion

Effective teaching strategies benefit all children. These include the planning and stating of clear learning aims so children know what is expected from them. A well-managed classroom will also be one where classroom routines are well-established to give children a sense of security, communication is clear and positive, signposting within lessons is clear so children know what is going to happen, and effective behaviour management ensures a structured and calm learning atmosphere. Regular recycling and reviewing after each activity cycle followed by a general review at the end of each lesson will also help children perceive their progress and maintain their motivation. Other teaching strategies include:

Differentiating and adapting tasks

This involves adapting tasks to take account of the diverse learning needs in your class. Tasks can be adapted according to input, output and the resources that are used within an activity. You can match the task to the needs of the child by varying the kind of input, for example:

Will children:

- listen to or read words or words with pictures?
- be listening and reading or reading only?
- listen to or read the whole story or smaller sections only?
- listen to or read the original text or one that has been simplified?
- listen to or read a long or shortened text?

The cognitive demands of a task also need to be considered carefully. For example, a matching task using words and pictures is usually easier than a sequencing or classifying task without pictures. A task may only have one stage or it may consist of several stages and so be more complicated. To cater for different needs and levels you can also vary the outcome or result of the task by considering factors like these:

- Is the task very guided or more free?
- Will the child be speaking or writing or pointing or drawing?
- Is the child working on his own or with others?
- Is there a time limit, which puts more pressure on some children?
- Is there some kind of public performance involved (e.g. producing a poster for others to look at, a play, etc.)?

It is important to support all learners and to provide suitable challenges for all children so that each child can reach their potential and experience success.

Multisensory teaching

This involves adapting tasks to accommodate a range of learning styles. Our brains perceive stimuli through the five senses – seeing, hearing, touching, tasting and smelling. Some children's sensory perception is stronger in one area than another and most children learn best when information and ideas are presented in a multisensory way. So the more channels we use in teaching, the more likely we are to help children learn. For example, a child who is a visual learner will be good at visualising events and information and will prefer to have information presented via pictures, film, charts or

maps; an auditory learner will benefit from listening to stories, sounds, rhythms and verbal instructions; and a kinaesthetic learner will benefit from actions such as mime, gesture and hands-on learning experiences. Many teachers already use multisensory teaching but it is important to be aware of the three sensory modes and to plan to integrate them every day into your teaching to ensure that classroom activities and materials meet a range of styles. Storybooks provide a valuable resource for providing a multisensory learning experience as children are involved in listening to the story while they look at beautiful illustrations. The teacher can also make use of storytelling techniques (mime, gesture, facial expressions, pointing to the text, story props and sound effects) to support understanding. There are often opportunities for children to participate in the storytelling through repetition and mime and many of the related activities involve physical activities and craft activities.

Using a variety of resources

The story notes suggest using a variety of materials and resources that will appeal to different kinds of learners. These are often referred to as story props. These can be built up gradually and include realia and aids produced by you and by the children. Keep any story props and audio-visual aids in a clearly labelled envelope or container for ready access (a story pack). You might like to share your ideas with other teachers at meetings or workshops so that they can add other ideas for activities. We also suggest you keep examples of children's work that you think are interesting to add to the story pack.

Enhancing the classroom environment

This involves considering how the space in your classroom can be enhanced to accommodate children's individual needs. For example, is it possible to arrange desks in small groups so children have opportunities for co-operative learning, collaboration and discussion? Is it possible to create one area of the classroom where all children can come together for storytelling and to develop social skills? Is there an area that can be used for role play or acting out stories? Is there a quiet area where children can work alone or in pairs? Is your classroom decorated in a way that does not create distraction or sensory overload? For example, too many bright colours, posters, clutter and furniture can easily distract a child. Is there adequate space for children to move around safely? Is furniture stabilised? Are wires and cables taped down? Do children know the evacuation procedures? A carefully planned classroom environment can enhance feelings of belonging, success and self-esteem. See also the section on displaying children's work (page 55).

Managing pair and group work effectively

Once children have become more familiar with a story you can encourage them to work independently using pair and group work. If children are to work in pairs, they can simply move their chairs so that they work with the child next to or behind them. Alternatively, you may like the children to choose their own pairs or groups. If not, you need to think carefully about group composition to decide which children will work best together.

With regard to language level, some schools organise children into groups according to their level and give groups different tasks. This is particularly important if you have, for example, two or three bilingual children in a class. Alternatively, you may decide that it would be useful to have differentiated groups where children with different learning needs work together on the same task. You will need to monitor carefully. To ensure an inclusive learning environment it is useful to negotiate certain ground rules with children, such as:

- Independent learning in pairs or groups requires co-operation, not competition. Children should be encouraged to help each other understand and complete tasks.
- Children need to share materials so they all have access to the task. The teacher must ensure, therefore, that there are enough copies and that visuals are clear and large enough for all to see.
- Children should be encouraged to listen to each other and to take turns in speaking.
- Children must not raise their voices or shout.

The story notes for *The Elephant and the Bad Baby* offer guidelines on drawing up a Code of Conduct with your class.

Preparing for group work

The teacher's preparation for independent learning in small groups is very important. Most activities such as games and information gap require some demonstration or modelling by the teacher and rehearsal by the children. This means you must teach the language to perform the activity beforehand. If the children are carrying out a survey by asking questions, make sure that they have had adequate rehearsal of the appropriate question forms before they begin. Try to provide some kind of visual framework, such as a flow chart or set of pictures to help them record the responses to the questions.

When carrying out an investigation such as measuring, check that the concepts involved are familiar to the children in their own language. Instructions for tasks should be clearly explained, using the mother tongue if absolutely necessary. It will usually be helpful to have instructions written down or even recorded on to tape for children who have difficulty reading. Written instructions should consist of short, simple sentences that are clearly numbered, possibly with a version in the children's mother tongue on the reverse. If the task is new, or a little complicated, you may need to check that the children have understood what to do by asking them to explain the task to each other, either in English or the mother tongue. Encourage children to work out the details together. If some children complete an activity before others they should be trained to use their time effectively. For example they could read a book in the book corner, revise vocabulary in their personal dictionary or write a story or quiz.

Free-choice activities

If you decide to allow the children free choice in activities, a careful record needs to be made of the work that has been done. A simple checklist, where children sign their names against the activity chosen, will help you to keep track of the work covered.

The teacher's role in group work

Group work should be set up so that you are free to monitor the groups and provide support for individuals, where necessary. While moving around the room listening to the children, try not to intervene too much unless you are asked for help or if you notice they need support. You will need to make a note, however, of common language difficulties which you can revise with the whole class afterwards. You will also need to provide some form of feedback about the groups' activities to your class. Correction of any problem-solving activities or written work can either be done by the children, using answer cards, or by yourself.

You can also, of course, verbally round off or summarise what the children have been doing. Alternatively, the groups can report to the class, if appropriate, showing and describing any products or outcomes of their work; these might be a book, a tape, some masks, pictures, etc.

For further guidelines on creating an inclusive learning experience see Dexter et al. (2012).

Displaying children's work

It can be very motivating for children to display their work and it often encourages higher standards of output, develops self-esteem and builds the class community. Displays also make the classroom more inspiring and can encourage a purposeful working atmosphere. Displays can take many forms and might include models, pictures, posters, a chart of word families, mobiles, mounted written work or pupil-made books.

When setting up a display keep the following points in mind:

- Try to arrange the work at children's eye-level to encourage them to look at it.
- Titles and lettering should be large and attractive.
- Always try to stick pictures on to a coloured background or mount.
- Link or co-ordinate work through colours.
- Use boxes covered in brightly coloured cloth (or paper) to create differences in height for models and also cover tables for displays.
- Displays should encourage skills such as reading and listening, as well as simply looking. Try writing some questions about the display for the children to answer.
- Ensure that, as far as possible, all the children have something on display.
- Write children's names on displayed work.

It is a good idea to link artwork with written work in the form of a display. For example, if children do some writing about witches, mount the work on to a cut-out shape of a witch, a cauldron or a witch's hat. Ideas for linking artwork with topics in the storybooks include:

- Dinosaurs: large drawings, dinosaur footprints.
- Witches: hats, witches on broomsticks, cauldrons, cut-out silhouettes.
- Skeletons: cut-outs of bones linked together to form a moving skeleton.
- Life cycles: circular flow-chart showing stages in a caterpillar's development.
- Royalty: castles used as a background, crowns, coats of arms.

Organising a book corner

Although the storybooks are not initially intended to be read by the children, you will find that once an entire story has been introduced and practised, many children will know all or part of the text by heart. At this point, it is a good idea to add copies of the storybooks to the book corner to enable children to read them independently.

The following tips may be useful for anyone wanting to set up a book corner:

- A bookcase or shelving is ideal but a table or cardboard boxes covered in coloured paper can be used to display or store books.
- Flowers, plants, a carpet and cushions will make the book corner cosy and inviting.
- If possible, display books with the cover showing. This is more attractive and makes selection much easier.
- Try to involve your children in the organisation and maintenance of the book corner to encourage responsibility for the care of books. The class could elect monitors/librarians each week to keep the book corner tidy.
- Decorate the corner with any artwork or writing inspired by stories read to pupils in class. Children could also write comments about different books and stick these on the wall. Ask children to organise a Top Ten Books chart and display the results in the corner.
- Draw your childrens' attention to other books in English (or in the mother tongue) related to a topic you are covering.

As far as possible, allow children to have open access to the book corner. This will encourage them to visit it as often as they can, without feeling they have to use it at specific times.

If your children can borrow books, you will need to devise a lending system. A simple one is to use an exercise book in which children write their name, the title of the book(s), the date borrowed and the date returned. Decide how long the lending period should be. The book corner monitors/librarians can take responsibility for checking that books are returned on time. It is useful for the children to keep a personal record of books they have looked through or borrowed. You could design a record card that enables children to do this (for an example see Brewster, Ellis and Girard 2002: 201).

Similarly, children could design a poster to keep a class record of books read. Suggest they write the titles of books horizontally and the names of children vertically to form a grid. When children have read a book, they put a tick in the corresponding box. At the end of a school term or year, they can collate the results: e.g. eight children read *The Very Hungry Caterpillar*, ten children read *Meg's Eggs*, etc. The most popular book was...

Effective organisation and imaginative display in your book corner both play a vital role in helping your children develop a positive attitude towards books, reading and the foreign language.

Part 2 of this handbook offers detailed story notes on 12 stories – ten selected from the Puffin list and two that are provided as ready-to-go photocopyable stories – which apply the principles and methodology described in Part 1.

Part 2: Story notes

Brown Bear, Brown Bear, What Do You See?

Author: Bill Martin, Jr. **Illustrator:** Eric Carle

Brown Bear, Brown Bear, What Do You See? is a story about animals and colours with a simple rhyming text. It is ideal for presenting or revising colours and animals. The story is structured around the popular question/answer technique providing repetition of the question: *[Yellow][duck], [yellow][duck], what do you see?* and the answer: *I see a [blue][horse] looking at me.* Children naturally acquire this question and answer when the story is read aloud. The simple repetitive text and superb illustrations allow children to predict the story and join in spontaneously during the storytelling and thereby gain confidence. The infectious rhythm of the repetitive phrases helps children develop their awareness of stress and intonation as well as the pronunciation of individual words.

Age-level: Lessons 1–5 can be used with younger, lower-level children, and all lessons (spending less time on lessons 1–5 and selecting as appropriate) can be used with older, higher-level children by incorporating the project on 'Bears Around the World'.

Main outcomes

- To make a class book
- To give a performance of the story
- To do a 'Bears Around the World' project (depending on level)

Linguistic objectives

Skills

- Listening: for general understanding and for specific information.
- Speaking: participating in storytelling, chanting, singing, asking questions, reading aloud.
- Reading: for specific information, to find words in a wordsearch, reading a 'bear wheel'.
- Writing: labelling, writing short descriptions and slogans, making a class book.

Functions/structures

- Asking and answering questions: *What do you see? I see... etc.*
- Describing using correct word order: colour + noun, e.g. *a brown bear, it's + colour, it's got..., it can... , it lives...*
- Making suggestions using *Let's..., We can...*

Vocabulary

- Animals: *bear, bird, duck, horse, frog, cat, dog, sheep, goldfish, monkey.*
- Colours: *brown, red, yellow, blue, green, purple, white, black, gold.*
- Bear-related vocabulary (for 'Bears Around the World' project): *panda, sloth, grizzly, spectacled, polar, sun, fur, mammal, omnivorous, claws, hibernate, cave, den, cub, bamboo, climb trees, insects, fruit, nuts, honey, swim, dive, seals.*

Pronunciation

- Individual word stress and rhythm through chants and raps.
- Sentence stress: *Red bird, red bird, what do you see?*
- Falling intonation on question: *Red bird, red bird, what do you see?*

Cross-curricular links

- Science and geography: 'Bears Around the World'.
- Art and design: making a class book, making a 'bear wheel'.
- Music: *Colour Chant; Animal Rap;* song: *Brown Bear's Snoring.*
- Drama: acting out the story.
- Learning strategies: predicting, memorising, sequencing, activating previous knowledge, guessing.
- Conceptual reinforcement: colour, size.
- Citizenship/diversity: developing awareness of conservation and animals in danger of extinction, and the importance of respecting the environment.

Lesson One

Aims

- To contextualise the story and relate it to children's own experience.
- To introduce and/or revise colours.
- To learn the 'Colour Chant' to help memorise colours and practise pronunciation and rhythm.

Materials

- Colour flashcards or strips of coloured card for each of the colours in the book.
- Blu-Tack.
- Blank paper and coloured crayons for colour dictation.

Introducing the story

Show the pupils the cover of the book. Point to the bear and ask: 'What's this?' Encourage the reply, 'a bear, it's a bear, it's a brown bear' and point to the title reading 'Brown Bear, Brown Bear'. Repeat the whole title, 'Brown Bear, Brown Bear, What Do You See?' miming see if necessary. Ask questions about the bear: 'Where do you think the bear is?' 'Have you ever seen a real bear?' 'Where can we see bears?' (in a zoo, at the circus, in the forest, in a toy shop, on television, in a film, in a park, in a painting, in a cartoon, in a book). 'What do you think the bear is looking at?' Tell children they are going to find out later but first they are going to learn or revise colours.

Presenting/revising colours

Present or revise colours by holding up the colour cards or strips one by one, saying or eliciting the colour and fixing it on the board with Blu-Tack. Encourage children to repeat several times, chorally and individually, taking care they pay attention to the pronunciation.

Once the cards are on the board, point to cards individually and ask children to repeat, first in order and then at random, gradually building up speed as their competence and confidence develops.

Depending on the level of pupils and time available, play some of the following games:

Point to... Put the colour cards around the room. Children say the colours as you stick them up. Give instructions, e.g. 'Point to purple!' 'Point to brown!' Children listen, look round the classroom and point to the correct card as fast as they can. This could be played as a team game.

Listen and hold up. Distribute colour cards to pupils. If possible, make enough for all the pupils to have one each. Call out colours at random, asking children holding the corresponding card to hold it up. Alternatively, they could come and stand in line at the front of the class as you call out the colours. You could then expand this game as follows: 'Red sit down!' 'Blue turn around!' 'Red stand up!' etc.

Colour dictation. Children will need a blank sheet of paper and coloured crayons. Dictate colours. Children listen and colour. Make sure you keep a record of the colours and order in which you call them out! Check. You could ask pupils to exchange their sheets of paper and correct each other's work. Depending on the pupils' age and level, you may suggest they write the colour words. Put these on the board for pupils to copy and match to their picture dictation.

What's missing? Attach the colour cards to the board. Allow children a few minutes to look at them and then ask them to close their eyes. Remove a colour. Tell pupils to open their eyes and ask: 'What's missing?' To make this game more difficult, remove two or three colour cards at a time. This game can also be played as a team game.

Repeat if it's true. Put the cards on the board. Point to one and say the colour, e.g. 'red/It's red'. If you have said the correct colour, children repeat it. If not, they stay silent.

'Colour Chant'

Round off this lesson with the chant. Hold up the double-page spread of the colours in the book and revise them. Chant and ask children to listen to the rhythm. Chant again pointing to the colours either in the book or on the board. Encourage the children to join in:

Brown,
Red and yellow
And blue and green,
Purple,
White and black
And orange and brown
Brown,
Red and yellow, etc.

Lesson Two

Aims

- To revise colours.
- To introduce or revise animals.
- To focus on word order, e.g. *a blue horse, a purple cat*.
- To learn a rap to revise colours and animals and to practise pronunciation and rhythm.

Materials

- Animal flashcards: enlarge, photocopy and cut out animals from page 149 and stick on to cards.
- Colour flashcards from Lesson One.
- Blu-Tack.

Revision

Revise colours using any of the games described in Lesson One.

Practising animals and colours

Using the flashcards, introduce and practise names of animals following the procedures carried out in Lesson One. Next, combine colours and animals. Say: 'a blue horse' and invite a pupil to match the two cards, putting the blue colour card before the horse card. Repeat with other animals and colours.

Once children are confident, divide your class into two teams. Each team takes it in turns to call out a phrase, e.g. 'a purple cat', and a member of the other team must combine the cards. The winner is the team with the most points.

'Animal Rap'

Finish the lesson with the following rap:

Clap clap,
A brown bear.
Clap clap,
A red bird.
Clap clap,
etc.

Clap and chant the rap first for children to hear the rhythm. Next invite them to join in, first as the whole class and then individually as a chain one after the other. It doesn't matter in what order the children say the animals but the rhythm must stay stable. Now invite a child to the front of the class to 'conduct' the rap. She 'conducts' by pointing to the animal flashcards and colours on the board. Help keep the rhythm.

Lesson Three

Aims

- To revise colours and animals.
- To read the story aloud encouraging pupils to predict and participate in the storytelling.

Materials

- Colour flashcards from Lesson One.
- Animal flashcards from Lesson Two.

Revision

Revise colours and animals using any of the activities from Lessons One and Two.

Storytelling

Hold up the book, point to the bear and ask: 'What do you see?' Children should reply 'a brown bear'. Tell pupils you are going to read the story. Point to the title and read this aloud. Turn to the colour double spread, point out and revise colours. Repeat the title on the title page. Turn to the double spread of brown bear. Begin reading the story aloud: 'Brown bear, brown bear, what do you see?' (turn the page) 'I see...' (pause and invite pupils to join in) 'a red bird,' (repeat) 'I see a red bird' (pause) 'looking at me.' Continue: 'Red bird, red bird, what do you see?' (turn the page) 'I see...' (invite pupils to predict) 'a yellow duck,' (repeat) 'I see a yellow duck' (pause) 'looking at me.' Continue in this way gradually inviting pupils to join in with the question 'what do you see?' At the double spread, 'Children, children, what do you see?' ask: 'Where are the children?' and elicit 'zoo' or 'at the zoo'. The final double spread offers a perfect opportunity for reviewing the key words of the text.

Read the story again, this time taking care to respect and maintain the rhythm of the story and inviting the children to join in.

Distribute the colour and animal flashcards. Make sure all pupils have a card. Read the story again without showing children the illustrations. As they hear the colour or animal that corresponds to their card they come to the front of the class and line up in order. Read one more time without showing the illustrations and children sit down as they hear their colour or animal.

Finish the lesson by repeating the rap from Lesson Two.

Lesson Four

Aims

- To read and revise the story.
- To complete 'Colour and write' worksheet.
- To play a memory game.
- To play a guessing game.
- To make a class book.

Materials

- For each pupil: 'Colour and write' worksheet from page 149.
- Colour flashcards from Lesson One.
- Animal flashcards from Lesson Two.
- Blu-Tack.
- Paper for each child and coloured crayons.

Introduction

Read the story aloud inviting children to join in. Close the book and ask children if they can remember the order of the animals in the story.

Distribute the colour and animal flashcards and invite pupils to put them on the board in the order of the story. Help as necessary.

Distribute the 'Colour and write' worksheets and ask children to colour and label the animals. If necessary, write the words on the board for children to copy. If you do not want children to write, they can simply colour the animals. Check pupils' understanding by asking: 'What's number one?' Encourage the reply: 'It's a brown bear'.

Memory game: What do you see?

Divide the class into groups of four or five. Ask one group to demonstrate: pupil one asks pupil two, 'Richard, Richard, what do you see?' Richard replies, 'I see a red bird looking at me'. Richard then asks pupil three, 'Anne, Anne, what do you see?' Anne replies (remembering and repeating Richard's animal and adding one of her own), 'I see a red bird and a blue horse looking at me'. Anne then asks pupil four, 'Michael, Michael, what do you see?' Michael replies (remembering and repeating Richard's and Anne's animals and adding one of his own), 'I see a red bird, a blue horse and a black sheep looking at me'. The game continues. If pupils can't remember the animals and the correct order they are out. The game continues until only one pupil remains.

Guessing game: What is it?

Describe an animal, e.g. 'It's got four legs.' 'It's got big eyes.' 'It can swim.' 'It's green.' 'What is it?' Children guess 'Is it a frog?' 'Yes, it is.' 'Well done!' Practise a few times until children are confident. Next play in pairs with one

child describing an animal from the story to her partner. When the partner guesses they swap roles.

Make a class book

Explain to children that they are going to make a class book based on *Brown Bear, Brown Bear, What Do You See?* Give the children a sheet of paper each and ask them to draw an animal of their choice to put in the book. (Remember to show which way round the pages will be.) They can choose animals not mentioned in the story so be prepared to introduce or revise other animal words. Next they colour their animal. When they have finished they stand up and say what their animal is, e.g. 'a pink elephant'. Ask children to write on their page, e.g. [pink elephant], [pink elephant], what do you see? Invite the class to decide on a title for their book, collate the pages and staple together. Read the finished class book together or invite a pupil(s) to do this. Invite the class to join in with the phrase 'I see a [colour + animal] looking at me' after each question and turning of the pages.

Lesson Five

Aims

- To rehearse for a performance of *Brown Bear, Brown Bear, What Do You See?* or of their class book.

Materials

- Optional: mask and invitation-making materials (card, glue, pens, scissors etc.).

Rehearsing for the performance

Explain to the pupils that they are going to prepare a presentation of the story to show to another class or parents. Let children choose whether to present *Brown Bear, Brown Bear, What Do You See?* or their class book. Choose a child to ask the first question, e.g. 'Brown bear, brown bear, what do you see?' and then a child for each animal, e.g. the bear: 'I see a red bird looking at me'. 'Red bird, red bird, what do you see?' Red bird: 'I see a yellow duck looking at me.' 'Yellow duck, yellow duck, what do you see?' etc. Make sure children emphasise /you/ in, e.g. *Red bird, red bird, what do you see?* and that children address the next animal in line by turning to look at her. Children who do not have an animal role stand together at the end in front of the animals and chant the last page together: 'We see a brown bear, a red bird...and a monkey looking at us. That's what we see'.

Alternatively, children can act out the story in two groups. One group asks the question and the other group replies. Both groups chant the last page. This form of group presentation will work well with younger children, help maintain pace and build confidence.

Depending on time, children could make a mask for their animals. Set a date for the performance. Children could also make invitations for parents and/or other classes.

Lesson Six

Aims

- To find out about bears around the world and to locate continents on a world map.
- To read about bears and to find highlighted words in a wordsearch.
- To make a ‘bear wheel’.
- To think about bears in danger and what we can do: make a word web, design a slogan and make an action plan.
- To sing a bear song from Sweden.

Materials

- For each pupil: a copy of the world map from page 200.
- Enlarged world map from page 200.
- For each pupil: ‘The bear facts’ worksheet from page 150.
- For each pupil: ‘Bear wheel 1’ from page 151 and ‘Bear Wheel 2’ (page 152) – copied on to card
- YouTube *Brown Bear’s Snoring* song.
www.youtube.com/watch?v=gB4FXpPUQwl
- Reference books about bears (illustrated).
- Paper fasteners, paper, pens, colouring pencils, scissors, glue.
- Further information about bears can be obtained from the following websites:
<http://bearwithus.org>
<http://greatbear.org/bear-species/>
<http://www.bearsoftheworld.net/>
 (If possible, let the children visit these sites.)

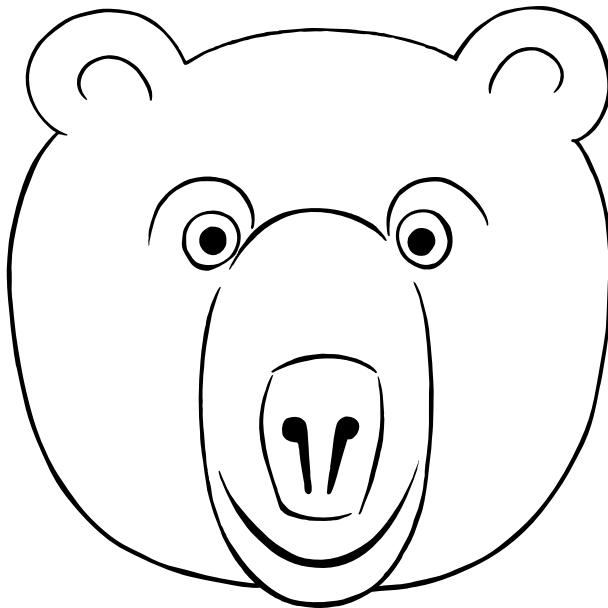
Project: ‘Bears Around the World’

The ideas presented below are to select from depending on the age, linguistic level and interests of your pupils as well as time available.

Where do bears live?

Ask pupils if bears live in their country or if they know of any countries or continents where bears live. Ask: ‘Have you ever seen a wild bear?’ ‘Where?’ Distribute copies of the world map. Introduce or revise continents: North America, South America, Europe, Africa, Asia, Australia and Antarctica. Write the words on the board or on an enlarged world map and ask pupils to label their maps.

Picture dictation. Explain to pupils that they are going to find out where bears live by listening to you. Their task is to draw a bear face on the continents where there are bears.



Read the text below, pausing and repeating as necessary, giving children time to locate the continent and draw a bear face. Repeat for pupils to check. *‘Bears live on the continents of Asia, Europe, North America and South America. No bears live on the continents of Africa, Antarctica, or Australia’.*

The bear facts

Show pupils the picture of Brown Bear in the book and ask: ‘What do you already know about bears?’ If necessary, add concrete questions to guide pupils, e.g. ‘Do you know the names of any different types of bears?’

Notes. There are eight different species of bear: brown bears who are also called grizzly bears; American and Asiatic black bears; polar bears; sloth bears; giant panda bears; sun bears and spectacled bears. Children may also mention koala bears but although they may look like bears, they are actually marsupials (animals with a pouch that protects developing young).

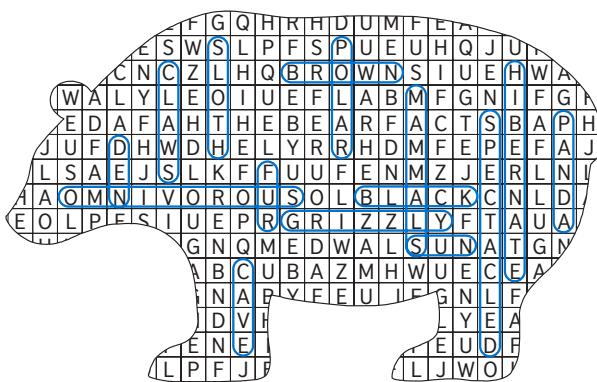
Tell pupils that of the different types of bears only American black bears are safe because they are relatively well-protected. All the other bears are in danger. Pupils may also mention imaginary/fictional bears: Baloo the bear, Winnie-the-Pooh, teddy bears, Rupert Bear, Yogi Bear, Paddington Bear, or any special bears from their own culture.

Distribute 'The bear facts' worksheet and ask pupils to read the short text. Help as necessary, or read aloud to the pupils checking unknown vocabulary as it arises. Ask pupils to find the answers to the following questions:

1. Are bears mammals, reptiles or amphibians?
2. Do you know which bear is the biggest?
3. What do bears eat?
4. Do bears hibernate (sleep) during the winter?
5. Do you know what a baby bear is called?

Next ask pupils to find the 16 underlined words in the wordsearch. Pupils may work in pairs if they wish. Circulate and help as necessary and check pupils' understanding.

Key



Make a 'bear wheel'

Refer pupils to 'The bear facts' worksheet and ask them to name the different types of bears. Explain to pupils that they are going to make a 'bear wheel' in order to find out more about the eight types of bears. Write the names of the following bears on the board: *giant panda, American black bear, Asiatic black bear, sloth bear, polar bear, brown/grizzly bear, spectacled bear and sun bear*. Activate children's previous knowledge about the different bears, e.g. 'What colour is the panda/polar bear?' 'Where does the panda live?' 'What does the polar bear eat?' 'Can bears swim?' 'Can bears climb trees?' 'Where does the brown bear live?'

Distribute the 'bear wheel' sheets and explain how to make the wheel. Make one yourself beforehand so you can demonstrate confidently to pupils. Cut out the wheels. Cut out the flap on wheel one and fold it up so that it can be opened and closed easily. Put wheel one on top of wheel two and join together at the centre with a paper fastener.

Children can move the handle with arrows on wheel two to reveal descriptions of the eight different types of bears. Read the descriptions together and encourage pupils to guess which bear is being described. They then copy the name from the board on to the description wheel. Make sure pupils understand that they must write the bear names under the flap opposite the description. The giant panda has been provided as an example. Once they have made their wheels, ask pupils to identify the pictures of the bears on wheel one.

Next divide the pupils into pairs. Pupil A turns her wheel to a bear description and reads the first sentence making sure the flap is down. Pupil B tries to guess which bear is being described. If she can't guess, Pupil A reads the next sentence, continuing until Pupil B guesses the bear. They lift the flap to confirm the correct answer and then exchange roles.

Key

Giant panda – It's black and white. It lives in China. It eats bamboo. It can climb trees. It does not hibernate.

American black bear – It lives in North America. It's black but can also be brown or light brown. It eats meat, fish, insects, fruit, nuts and honey. It hibernates. It can climb trees.

Sloth bear – It's got white fur. It lives in North America and Asia. It can swim and dive. It eats seals. It hibernates.

Brown/grizzly bear – It's got brown fur. It lives in Asia, Europe and North America. It can run very fast. It eats plants, nuts, roots, insects, meat and fish. It's the biggest bear. It hibernates.

Polar bear – It's got white fur. It lives in North America and Asia. It can swim and dive. It eats seals. It hibernates.

Sun bear – It's the smallest bear. It lives in South-East Asia. It's got short, black fur. It eats insects, small animals, fruit and honey. It does not hibernate. It can climb trees.

Asiatic black bear – It lives in Southern and Eastern Asia. It's black. It eats small animals, insects, fruit and nuts. It can climb trees. Some hibernate.

Spectacled bear – It lives in South America. It's got black fur and white fur around its eyes. It can climb trees. It eats plants, fruit and small animals. It does not hibernate.

Bears in danger

Notes. The bear's habitat is becoming smaller and smaller as more forests are cut down and land is cultivated for farmland and homes. Some bears are shot by hunters and their hides and heads used as wall hangings and trophies. Other body parts are kept as

good-luck charms. In Taiwan, bear paws are served as luxury dishes in smart restaurants. Blood, bones and body parts, especially the gall bladder and bile, are used in traditional Chinese medicines. Cubs are often captured and then sold as dancing bears in India and Pakistan. Bears are also trained for circus acts. Sometimes people go too close to bears in national parks or nature reserves and this sometimes results in the death of a bear. Bears are attracted to food at campsites and rubbish dumps where they come into contact with people. Despite warnings, people sometimes try to give bears food.

Ask pupils if bears live in their country and, if so, where. Ask if the bears are safe in their country or in other countries. Ask: 'Why do you think bears are in danger?' Brainstorm ideas and build up a word web on the board helping with vocabulary as necessary, as below.

Pupils could make a 'Bears in Danger' poster by copying the word web and decorating it with pictures of different types of bears downloaded from the Internet along with the slogans.

Design a slogan. Ask pupils if they have heard of any campaigns to help save animals, e.g. 'Save the Rhino' or 'Save the Whale'. Ask pupils to think of a slogan for bears.

Put some key words on the board, for example:

verbs: save, protect, be kind to, care for, give...
a chance, matter

nouns: bears, rights

adjectives: fair, unfair...

and let the children create a slogan.



Here are some examples: *Save our bears! Unfair to bears!*
Be kind to bears! It's not fair on bears! *The bear facts...*
Did you know? Care for bears! Give bears a chance!
Bears matter! Rights for bears! Protect the bear!

Make an action plan. Ask the children what they can do to help bears in their country/around the world. This will provide practice in using *Let's...!* and *We can...!* Brainstorm ideas and write them on the board and then pupils can copy to make their own personal action plan. If possible, let children look up some of the following websites:

WWF – the global environment network: www.wwf.org

Friends of the Earth: www.foe.co.uk/

Greenpeace: www.greenpeace.org/international/en/

Examples of action plans might include:

- Let's protest and write to the government!
- Let's join the WWF or a local protection group!
- Let's organise a meeting in our school!
- We can read, ask questions and find out about bears!
- We can protect wildlife in our country!
- We can respect the life of the countryside!
- Let's collect some money to send to an organisation that protects bears!
- We can organise a competition or sponsored run/swim/disco!

Song: Brown Bear's Snoring

Explain to children that they are going to learn a song from Sweden about bears. Ask a pupil to locate Sweden on the world map on the inside back cover and to say which continent it is in (Europe). Ask pupils to say which type of bear lives on this continent. Play the YouTube clip and as children become familiar with the words and tune encourage them to join in. Add actions as appropriate:

*Brown bear's snoring, brown bear's snoring
 in his winter sleep,*

*Brown bear's snoring, brown bear's snoring
 in his winter sleep.*

*But snow and ice are melting, icicles are
 dropping, Brown bear's ears are listening
 and his eyes begin to peep.*

Polar Bear, Polar Bear, What Do You Hear?

This sequel story to *Brown Bear, Brown Bear, What Do You See?*, by the same author and illustrator, could allow children to classify the animals Brown Bear sees and those Polar Bear **hears** into the following groups: mammals, birds, amphibians, fish, reptiles. You could also introduce the animal noises to accompany Brown Bear, Brown Bear, What Do You See?: growling like a brown bear; singing/chirping/tweeting like a red bird; quacking like a yellow duck, etc.

Story notes by Gail Ellis

The Kangaroo from Woolloomooloo

Author: Joy Cowley

The Kangaroo from Woolloomooloo is a story about a child's trip to the Sydney Zoo and the native Australian animals that he sees there. The full text of the story is provided on page 158. The story contains repetition and rhyme and is structured around the familiar question and answer technique: 'When I went to the Sydney Zoo, what did I see? The [bandicoot playing a flute], and the kangaroo from Woolloomooloo'.

Each animal is associated with an object that rhymes with its name (cockatoo/didgeridoo, magpie/patch on one eye, etc.), and the refrain *and the Kangaroo from Woolloomooloo* is repeated for each animal.

Main outcomes

- To compare Australia to pupils' own country.
- To make a personalised storybook of *The Kangaroo from Woolloomooloo*.
- To make a zigzag book of Australian animals.
- To give a presentation of the story and to produce a display/exhibition of work covered.

Linguistic objectives

Skills

- Listening: for general understanding and specific information while recognising key pronunciation features.
- Speaking: repetition of the key lexical items and phrases providing pronunciation practice and leading to story sequencing (pupils anticipate and predict what comes next).
- Reading: recognition of key vocabulary, reading for specific information, story sequencing and making sentences by joining lines that rhyme.
- Writing: labelling, filling out charts, copying and writing simple sentences.

Functions/structures

- Asking for and giving information about the animals in the story using Yes/No questions.
- Asking for and giving information about abilities using the structures Yes, I can/No, I can't.
- Describing animals (body parts, colour, size) using the verb *has got*, practising word order with adjectives and nouns.
- Asking and answering questions about the animals using *Is it a...?* and Yes, it is/No, it isn't.

Vocabulary

- Animals: *kangaroo, bandicoot, koala bear, rainbow snake, crocodile, goanna, wombat, cockatoo, dingo, magpie, platypus*.
- Rhyming words: *Woolloomooloo, flute, rocking chair, big cream cake, smile, piano, party hat, didgeridoo, banjo, patch on one eye, who danced for us*.
- Adjectives: *big, fat, old, cheerful*.
- Verbs: *dance, sing, play (an instrument), jump, knit, make, smile, wear, see*.
- Animal body parts: *crest, (duck's) bill, pouch, wings, feathers, skin, fur, tail*.

Pronunciation

- Word and sentence stress, rhythm, individual sounds (phonemes), connected speech, syllable count.

Cross-curricular links

- Science: animal descriptions.
- Geography: talking about Australia (climate, population, etc.) to compare it with pupils' own country/countries.
- Art and design: drawing, colouring, making *My Book of Australian Animals*.
- Music and drama: identifying musical instruments, singing a song, acting out the story.
- Learning strategies: memory training, prediction, classifying, comparing, sequencing, matching, hypothesising.
- Citizenship/diversity: developing pupils' awareness of other countries where English is spoken and of animals that are native to a specific country.

Cultural information

The story takes place at the Taronga Park Zoo in Sydney, Australia. See the website: <http://taronga.org.au/taronga-zoo>

Woolloomooloo is an inner-city area of Sydney. Woolloomooloo supposedly means baby black kangaroo, although most kangaroos in Australia are grey or reddish in colour.

Children may be familiar with some of the Australian animals, like kangaroos, crocodiles and koalas. See the appendix on page 70 for further information about the Australian animals featured in the story.

Lesson One

Aims

- To introduce the topic and the animals the pupils will be learning about.
- To learn some information about Australia.
- To do a comparative study – Australia/My country to encourage cross-cultural awareness.

Materials

- ‘Story pictures 1 and 2’ from pages 153 and 154 – enlarged on to card and cut out to make ‘animal flashcards’ (you only need the pictures – not the text).
- Map of the world enlarged from page 200.

Introducing the topic

Hold up the kangaroo flashcard and ask pupils if they know the name of the animal: ‘Has anyone ever seen a kangaroo?’ ‘Do you know anything about kangaroos or where they come from?’ Tell the pupils they are going to work on a story from Australia and learn about Australian animals. Show them the world map and ask them to locate Australia. See if they know the names of any other Australian animals, e.g. *koala*, *crocodile*. Praise and hold up pictures as they say the animals. They may say them in their own language; just repeat in English, show the picture, and invite pupils to repeat. Now ask some general questions about Australia. For example, ‘What language do people in Australia speak?’ ‘What is the capital city?’ This may have to be conducted in the pupils’ first language, depending on the level of the class.

Tell the class that in the story, the kangaroo comes from Woolloomooloo, an area of inner-city Sydney. Get pupils to locate Sydney on the map and then Woolloomooloo.

Explain that kangaroos do not live in cities in Australia except in zoos. Normally, kangaroos live in the ‘bush’ (Australian desert). You can give some information about the Taronga Park (Sydney) Zoo where this story takes place (see ‘Cultural information’ on page 63).

Comparative study

Discuss Australia with the children, telling them how big it is, how many people live there, what currency is used, etc. (see information in the chart opposite). Ask the children to think about the same information for their own country, working in groups or pairs. If pupils do not know all the information, you can either suggest they find it out for homework or give it to them.

Draw the following charts on the board for the children to copy. Help pupils complete the chart for their country as necessary. Pupils could make posters for the classroom walls with pictures of the currency and native/common animals found in their country, etc.

Finish the lesson by reviewing Australian animals and key facts about Australia.

Australia

Size	7,686,848 sq km
Main language(s)	English
Population	23 million (approximately)
Money	Australian dollars and cents
Capital city	Canberra
Native wild animals	kangaroos, koalas, dingos
Famous zoo	Taronga Park Zoo in Sydney

My country

Size	
Main language(s)	
Population	
Money	
Capital city	
Native wild animals	
Famous zoo	

Lesson Two

Aims

- To introduce or revise the animal vocabulary in the story.
- To read the story, providing extended listening practice with pupils actively involved in the storytelling process.
- To discuss the animals featured in the book (optional).

Materials

- ‘Animal flashcards’ from Lesson One.
- One set of ‘Animal and rhyming word cards’ from page 155 – enlarged on to card and cut out.
- *The Kangaroo from Woolloomooloo* story from page 158.
- Blu-Tack.

Introducing animal vocabulary

Show pupils the animal flashcards and see if they know the names of the different animals. Practise this vocabulary using some of the following games:

- **Alphabet animals:** ask the pupils to give you the name of an animal that begins with the letter *c*, two animals beginning with *k*, etc.
- **Total physical response:** using the flashcards, ask pupils to point to certain animals; to put one animal next to another; to give another pupil a certain flashcard, etc.
- **Classifying:** ask the pupils to give you the name of two reptiles/birds, etc.
- **What's missing?:** hide one of the flashcards and ask the pupils which animal is missing.
- **Repeat if it's true:** make up sentences about the animals. Ask pupils to repeat the sentence if it is true.

Reading the story

Again using the animal flashcards, read the story to the whole class (see page 158 for the full text). Suggest they pay particular attention to the names of the animals. Hold up each flashcard and read: 'When I went to the Sydney Zoo, what did I see?' Point to the animal and invite children to say the word. Repeat 'The rainbow snake with a big cream cake pointing to the cake.' Encourage children to join in and repeat... 'and the kangaroo from Woolloomooloo'. Read again paying particular attention to the rhythm of the story.

Invite eleven pupils to come to the front of the class. Give each pupil a flashcard (in random order). Read the story pausing as necessary. Pupils must hold up their flashcard and move into the correct order when they hear the appropriate part of the story. At this point pupils are still focusing on the key animal words. Repeat with another eleven pupils, if necessary.

More practice of animal words

Put the animal flashcards on the board and show the animal words from page 155 saying the word aloud and inviting pupils to repeat. Choose individual pupils to match the word to the picture. Repeat several times until all pupils have matched one word to an animal.

Optional activity

You might like to have a discussion about what some of the animals remind the children of, e.g. a dingo looks like a dog, a goanna looks like a big lizard. The children may already be familiar with the words, *dog* and *lizard*. If possible, show pictures of the real animals from the following websites:

www.enchantedlearning.com/coloring/Australia.shtml
www.australianwildlife.com.au/

Finish the lesson by reading the story again, pausing as necessary and encouraging pupils to join in where they can.

Lesson Three

Aims

- To make a storybook – pupils to put the story pictures in the correct order to make their own personalised storybook.
- To work on the animals and rhyming words in the story.
- To promote awareness of other pronunciation features in the story such as number of syllables and word stress.
- To retell the story using written and visual clues.

Materials

- Animal flashcards from Lesson One.
- For each pupil: a copy of 'Story pictures 1 and 2'.
- For each group: one set of animal and rhyming word cards from page 155 – enlarged on to card and cut out.
- For each pair or group of children: one copy of 'Join the lines that rhyme' from page 156.
- Scissors for each child/pair of children.

Making a storybook

Give each pupil a copy of the 'Story pictures 1 and 2'. Ask pupils to cut out the pages by following the cutting lines. Challenge pupils to order the pictures from memory in the sequence they appear in the story. Read the story, pausing as necessary, leaving pupils to adjust the sequence of their pages as appropriate. Check and ask pupils to write numbers on their pages. Now help pupils to put their pages together to make their own book and staple when finished. Depending on time available, allow pupils to start colouring one of the pages. Most of this can be completed as homework.

Rhyming words

Put the animal flashcards on the board in sequence, point to the animals and invite children to name them. Now elicit the rhyming word(s) for each animal and invite the children to match the rhyming word cards with each animal. Say the word(s) aloud and pupils repeat. Gradually build up speed as children gain confidence. Repeat one more time, putting the animal word cards next to the pictures on the board as pupils say the words.

Remove the word cards from the board leaving the animal pictures only. Divide the class into two teams, A and B. Call out an animal and team A must give the rhyming word(s). If they say the correct word they win a point. Continue for team B and so on. The team with the most points wins.

Counting syllables

Invite the children to sit in a large circle on the floor. Arrange the enlarged 'Animal and rhyming word cards' on the floor in groups according to how many syllables they have:

One syllable: *flute*.

Two syllables: *wombat, dingo, magpie*.

Three syllables: *kangaroo, bandicoot, rainbow snake, crocodile, goanna, cockatoo, platypus, rocking chair, big cream cake, party hat, cheerful smile*.

Four syllables: *koala bear, Woolloomooloo, patch on one eye, didgeridoo, who danced for us, swinging banjo, grand piano*.

Encourage pupils to think about why you have grouped the words as such. Ask them to say the words aloud and to think about the number of syllables. Do an example from each group with the class. Collect the cards and give each pair of children a word and ask them to take it in turns to put the word in the right category. If necessary, you can clap the words out for them to help with recognition of the number of syllables. When the syllable groups have been established, do some choral repetition as well as individual repetition. Try clapping your hands one/two/three/four times and inviting individual children to give you a word with that number of syllables.

If time permits, you can draw a chart on the board for the children to copy into their notebooks. Show the number of syllables as well as 'blobs' to indicate the stress.

Pelmanism

Use this game to check the pupils know the rhyming pairs. Invite the pupils to sit in a big circle. Lay out a large set of the animal and rhyming word cards. Make sure the cards are face down. Pupils take it in turns to turn over two of the cards. Make sure the children practise saying the words as they turn over the cards. If they turn over two words that rhyme, they keep the cards. If not, they replace them face down. The winner is the person who has collected the most pairs of cards by the end of the game. If it is a large class, the pupils can play in groups – with a set of animal and rhyming cards for each group.

Join the lines that rhyme

Give out one copy of the handout 'Join the lines that rhyme' to each group or pair to complete. This will establish whether they know which words/phrases rhyme. Correct this as an oral exercise, asking individual pupils to read out their sentences in the sequence of the story, followed by some choral repetition of the sentences, paying attention to rhythm and word stress. Use the enlarged story pictures to remind pupils of the story sequence, if necessary.

Lesson Four

Aims

- To revise adjectives of size and colour.
- Pupils to write sentences to describe animals using adjectives of colour and size with the verb *have got*.
- To start the *My Book of Australian Animals* project (zigzag book) in order to extend the language beyond the story.
- To play a guessing game using the question, 'Is it a...?' while listening for specific information in order to guess the correct animal.

Materials

- Animal flashcards from Lesson One.
- Pictures of the animals from the story – children can cut out the pictures from pages 153–154 or draw their own, or you can provide pictures from websites/magazines.
- For each pupil: two sheets of A4 paper and sticky tape or one piece of card approximately 60 cm x 10.5 cm (for the zigzag book).

Introduction

Display the animal flashcards on the board and ask pupils what colour each animal is (see appendix). Ask simple questions about the appearance of each animal. For example: 'Has it got long/short legs?' 'Has it got big/small paws?' 'Has it got sharp claws?' 'Has it got a big nose?' etc. Visual clues, like pointing to the body part in question, may be enough to aid understanding.

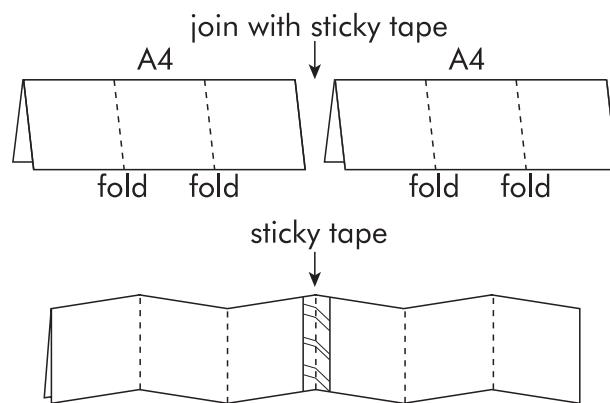
Pupils can answer with a simple 'yes/no'. Now encourage pupils to look at and identify unusual features: *a long tail* (kangaroo), *a pouch* (kangaroo, koala), *a long nose/snout* (bandicoot), *a coloured body* (rainbow snake), *green skin* (crocodile), *big sharp teeth* (crocodile), *a yellow crest* (cockatoo), *wings* (cockatoo), *a duck's bill* (platypus). You will need to teach words specific to the appearance of the animals as you go along: *beak, tail, wings, pouch, snout, crest*, etc. Write useful vocabulary, including colours, on the board next to the animals' pictures.

Divide the class into groups. Assign each group an animal or animals so that all eleven animals are allocated. Ask them to write (as a draft in their exercise books first) one sentence to describe each animal assigned to them. Write a model on the board for children to follow. For example: *The kangaroo is brown and has a long tail, short arms and a pouch*. Check the children's sentences and when they are correct, invite one pupil to write his sentence on the board next to the animal's picture. Here are some descriptions you can use as models:

- *The kangaroo's got brown fur, a long tail, short arms and a pouch.*
- *The bandicoot's got brown fur and a long nose.*
- *The koala's got grey fur, a big black nose, big ears and a pouch.*
- *The rainbow snake's got a long, multicoloured body.*
- *The crocodile's got green skin and big sharp teeth.*
- *The goanna's got grey-green skin and a big head.*
- *The wombat's got brown fur, short legs and a big nose.*
- *The cockatoo's got pink and grey feathers, a yellow crest and wings.*
- *The dingo's got brown fur and a bushy tail.*
- *The magpie's got black and white feathers and a long yellow beak.*
- *The platypus has got a duck's bill and a funny tail.*

Making zigzag books

An easy way to make the zigzag book is to take two sheets of A4, fold them in half lengthwise, and then fold twice at right angles to the fold to make a concertina shape with three square 'pages'. Join both zigzags together with sticky tape. Alternatively, fold a 60 cm x 10.5 cm piece of card five times to make the same concertina shape.



Ask pupils to design a cover, e.g. with a map of Australia or the Australian flag, and write the title *My Book of Australian Animals*. This could be done for homework.

Distribute the animal pictures or suggest children cut them out from the photocopied pages 153–154 to stick into their books. Alternatively, if there is time, you could suggest pupils draw their own pictures. Ask pupils to copy the corresponding descriptions from the board into their books. Circulate and help as necessary. When completed, display the books in the classroom.

Guessing game: 'When I went to the Sydney Zoo, what did I see?'

Describe an animal to the pupils and ask them to guess what it is. For example: 'When I went to the Sydney Zoo, what did I see? It's pink and grey. It's got wings and a yellow crest' (a cockatoo). The first pupil to say the correct answer then chooses an animal description from his list and repeats the procedure. You may wish to write *Is it a/an...?* on the board to help pupils. You can ask the class to play the game in groups or pairs.

Lesson Five

Aims

- To identify musical instruments from the story.
- To use the verb *can* for ability and other verbs from the story.
- To carry out a survey in the class practising listening for specific information.
- To learn a song to a traditional Australian tune using the vocabulary from the book as well as other information acquired through the lesson.

Materials

- Animal flashcards from Lesson One.
- Blu-Tack.

Identifying musical instruments

Hold up the animal flashcards and ask pupils to point to the illustrations featuring the musical instruments. Ask: 'What's this?' and encourage the reply ('it's a flute/piano/didgeridoo/banjo'). Write the names or draw pictures of the instruments on the board.

If possible, let children listen to the music each instrument produces – especially the didgeridoo, which they may not know. Examples can be found on YouTube at www.youtube.com/watch?v=JEgXAu30yuY

Ask the children which instruments they like: 'Do you like the sound of the didgeridoo?' Explain that the didgeridoo (also spelt didjeridu) is an Australian instrument made from naturally hollowed tree trunks or branches. It was developed by Aborigines about 1,000 years ago, and became part of traditional music in the north-western area of Australia. The didgeridoo has become integrated into some Western bands such as Jamiroquai. It may be useful to print out some pictures from the following website:

www.didgeridooaustralia.com/

Class survey

Ask individual pupils: 'Can you play the flute?' 'Can you play the piano?' 'Can you play the didgeridoo?' 'Can you play the banjo?'

Focus pupils' attention on the other flashcards and point to the actions of the animals to elicit the verbs: *jump* (kangaroo), *knit* (koala bear), *make a cake* (rainbow snake), *smile* (crocodile), *wear a party hat* (wombat), *see with one eye* (magpie), *dance* (platypus), *dance and sing* (all the animals on the last page). Ask pupils: 'Can you jump?' 'Can you knit?' etc.

Have the class repeat the questions after you, to encourage correct pronunciation. Children can answer with a simple 'yes/no' or, if the group is stronger: 'Yes, I can/No, I can't'. Write the verbs on the board and attach the corresponding animal card alongside using Blu-Tack. Invite the class to copy these verbs in their notebooks.

Put pupils into groups of three and write down three verbs for each group. Pupils need to ask each other if they can do these things and fill in answers for themselves too. Show them on the board how to do a simple chart, with the three verbs listed down the left-hand column and the names of the pupils listed across the top. For example:

Names	Sarah	Clara	Paul
Can you make a big cake?	No	Yes	Yes
Can you dance and sing?	Yes	No	Yes
Can you play the flute?	No	No	No

Explain that when they are doing the survey, they must ask the full question: 'Can you play the flute/knit/make a cake?' The reply can be a simple: 'Yes, I can/No, I can't'. Afterwards, they can write yes or no or tick or cross as appropriate, according to the reply.

Meanwhile, you can do a big chart on the board, listing all the children's names and all the activities. When the children have finished, ask each group to fill in their results on the board chart. Pupils can then compare their answers.

Kangaroo song

Tell children they are going to learn a song based on a traditional Australian song, *Kookaburra* (a kookaburra is an Australian bird distinguished by its laughing cry).

Play the YouTube clip www.youtube.com/watch?v=l1Uq6AB_4hM and tell children to listen to the tune.

Play again. Introduce the words below encouraging children to repeat after each line. Next invite them to sing all the way through. This song is traditionally sung as a round, when the class is divided into groups, and each group starts the song at a different time. You may like to try this with your class.

Kangaroo comes from Woolloomooloo

Kangaroo lives in the Sydney Zoo

Jump Kangaroo! Jump Kangaroo!

Strong legs and long tail.

Lesson Six

Aims

- To play 'Australian animals dominoes' in order to practise the pronunciation of the animal names and rhyming words (individual sounds, word stress).
- To make an invitation for families, friends or other classes to attend a presentation of the story, which will take place next lesson.

Materials

- Animal and rhyming word cards from Lesson Two.
- For each pupil: one set of 'Australian animals dominoes' from page 157.

Review/warm-up activity

Begin by singing the song from Lesson Five. Then revise animal names and rhyming words by distributing the Animal and rhyming word cards – one to each pupil. Pupils hold up their cards and find the person with the rhyming word(s). Partners then sit down together on the floor, for example, koala bear/rocking chair. Finally, call out the words and children go back to their tables when their pairs are called.

Dominoes

Explain to pupils that they are going to play dominoes to practise the animal names and rhyming words. Either cut the domino cards in advance or suggest children do this in class. When preparing the cards, be careful not to cut along the solid lines. There are eleven domino cards altogether.

Check vocabulary with the pupils making sure they look at the domino cards carefully. You may need to point out the difference between some of the cards, e.g. the old magpie and the card showing an old magpie with a patch on one eye; the crocodile and the card showing her cheerful smile; and the platypus and the card showing one 'who danced for us' (with musical notes).

Arrange the class into groups of three and ask them to mix their three sets of domino cards together face down on their tables. Each child takes four domino cards. The remaining cards are left face down in a pile on one side of the table. Pupil one begins by laying down one of his domino cards on the table and says the words aloud, e.g. big cream cake – *wombat*. Pupil two tries to place one of his cards on either side of the first one. He can only do this if he has a domino card which rhymes with the previous card. The rhyming card is then placed down alongside and the words read aloud: *wombat* – *party hat* so that dominoes are matched animal–rhyming word(s) – animal–rhyming word(s). Pupil three, if possible, lays down a card and says the word(s) aloud and the game continues with each child laying down a domino in turn. When children cannot lay down a domino, they must take another one from the remaining pack on the table and wait until their next turn before placing another domino. The winner is the first child to use up all his dominoes.

Set a time limit of about ten minutes per game, and allow the pupils to play a maximum of three games. Help as necessary and monitor pronunciation carefully.

Making an invitation

Explain to the class that next lesson they will give a presentation of the story and they are going to prepare an invitation. You can write the text on the board for pupils to copy and children decorate their invitations with a picture of their favourite Australian animal(s). The invitation could read as follows:

Class
invites
to meet Australian animals at the Sydney Zoo in their presentation of the story
The Kangaroo from Woolloomooloo
on
at
RSVP

Note: Explain to children that RSVP is an acronym that means 'please reply' from the French 'répondez s'il vous plaît'.

Children could make their invitation in the shape of a boomerang.

To finish, sing the song from Lesson Five again.

Lesson Seven

Aims

To consolidate all vocabulary and structures acquired by inviting pupils to take part in a retelling of the story and to give a short presentation (either individually or in pairs) of one of the animals (name of the animal, description of body parts, colour, etc.).

To round off and review all the work children have done and to make a display/exhibition of work produced.

Materials

Optional: children could create a mask of their favourite animal from the story and include any unusual features. Provide paper plates and other craft materials such as coloured cardboard/paper, glue, scissors, string, etc.

Rehearsing for the presentation

Begin the lesson by allocating each child an animal from the book. (You may have to allocate one animal to two children depending on the class size.) Explain to the pupils that they are going to rehearse for a presentation of *The Kangaroo from Woolloomooloo*. You can warm up for the presentation with some flashcard activities (see Lesson Two). You can also practise by using some fairly simple listening and speaking activities:

Finish off the sentence: read the story and pause so that children can complete the sentences.

Listen and respond: call out animals' names randomly and whoever has been assigned that animal responds as quickly as possible by reading the relevant sentence.

Rhythm: read the story with the class and clap the rhythm at the same time. You can then have one half of the class read/recite and the other half clap the rhythm, and then swap roles.

Giving the presentation

Choose one child to be the narrator or narrate yourself. The narrator reads the story and each child (or pair) comes forward at the appropriate time and reads the line relating to their animal, e.g. 'the bandicoot playing a flute,' and then joins in with '...and the kangaroo from Woolloomooloo.' All children join in with 'They danced and sang at the Sydney Zoo, and I did too.'

At the end of the presentation, children could come forward with their masks (if they have made one) and give the short description of these animals, based on what they have written in their book, *My Book of Australian Animals*. Children may like to demonstrate the dominoes game as part of the demonstration or sing the Kangaroo song.

Organise a display

You can set up a display area where the pupils' personalised versions of *The Kangaroo from Woolloomooloo* and their zigzag books of Australian animals are exhibited for other classes or parents to look at. Pupils may also like to display their charts comparing Australia and their own country.

Story notes by Mardi Michels

Appendix

Kangaroo: a marsupial found naturally only in Australia, New Guinea and neighbouring islands. There are three main types of kangaroo – grey, red and the wallaroo.

Bandicoot: a light-brown Australian marsupial similar to a rabbit. It hops and burrows but eats insects rather than vegetation – hence its long pointed snout.

Koala: a small, grey marsupial that lives only in the eucalyptus trees of Australia eating their leaves. A single baby is born and nurtured in its mother's pouch until fully formed, then carried on her back for a further six months.

Rainbow snake: in Australian Aboriginal mythology, a large multicoloured snake associated with water.

Crocodile: a greyish-green, lizard-like reptile found in the warm parts of Australia. It has a big, long snout. Females lay hard-shelled eggs in nests.

Goanna or Monitor lizard: it is greyish green with a long, pointed head and a long, forked tongue. All species of Monitor lizards lay eggs. There are about 28 species on mainland Australia.

Wombat: an herbivorous mammal, primarily nocturnal, that lives in extensive underground burrows. The common wombat has coarse black hair and small ears. The hairy-nosed wombat has finer, grey hair and large ears.

Cockatoo: a large parrot with a long crest on its head. Most parrots are white/grey, tinged with pink or yellow. They feed on fruit or seeds.

Dingo: a wild, carnivorous, brown/grey dog.

Magpie: a bird of the crow family, related to the jay. The common magpie has a loud, chattering cry, a long, dark greenish-black tail and short wings. Its underside is white.

Platypus: a grey-black amphibian with webbed feet like a duck, a broad tail and a soft, duck-like bill. Females lay eggs.

My Cat Likes to Hide in Boxes

Author: Eve Sutton **Illustrator:** Lynley Dodd

My Cat Likes to Hide in Boxes is a classic, cumulative, rhyming story about the various interests of a collection of cats from different countries. The story is told in the narrative past with the repeating and amusing refrain 'But MY cat likes to hide in boxes' in the present simple. The countries that feature in the story rhyme with the subsequent verb or noun, e.g. France/dance, Spain/aeroplane. The combination of the infectious rhythm, rhyme and humour make the book very appealing to children.

Main outcomes

- To make a cat-shaped book of cats and countries.
- To make a box, to practise listening to and giving instructions and to think about typical things in the children's own countries.

Linguistic objectives

Skills

- Listening for general understanding; developing an awareness of rhyming words; listening to descriptions and instructions.
- Speaking: repeating key vocabulary items; asking and answering questions.
- Reading: interpreting a colour key; matching rhyming sentences; using reference books to find specific information.
- Writing: descriptions of cats, information about different countries, book-making.

Functions/structures

- Asking about ability using *Can you + verb +?*
- Describing location using *in, out, under, on*.
- Describing cats using *It is + colour, It is + size, It's wearing...*
- Asking and answering using Yes/No and *Wh- questions*.

Vocabulary

- Countries/cities: France, Spain, Norway, Greece, Brazil, Berlin, Japan.
- Verbs: *like(d), hide, sing, dance, flew, got stuck, joined, caught, played, waved*.
- Nouns: *cat, box, aeroplane, doorway, police, chill, violin, fan*.
- Colours: *red, blue, white, yellow, green, black, grey, cream*.
- Prepositions: *in, out, on, under*.
- Adjectives of size: *big, fat, small, thin, tall*.

Pronunciation

- Individual sounds: [a] as in dance, France; [eɪ] as in Spain, aeroplane, Norway, doorway; [i:] as in Greece, police; [ɪ] as in Brazil, chill, Berlin, violin; [æ] as in cat, Japan, fan; [aɪ] as in my, hide.
- Intonation and stress: 'But **my** cat likes to hide in boxes'.

Cross-curricular links

- Geography: locating countries on a world map; researching national flags and landmarks.
- Art and design: drawing different pictures for the story; making a cat-shaped book and a box.
- Learning strategies: comparing, classifying, predicting, making associations, using rhyme as an aid to memory, checking instructions and meaning.
- Conceptual reinforcement: colours/location.
- Citizenship/diversity: developing an awareness of other cultures and breaking down stereotypes; valuing national identities.

Cultural information

The story represents cats from seven different countries and some typical national features/pastimes/dress. Ideas for discussion include:

France: the cat is wearing a beret and a striped T-shirt. In the background is the Eiffel Tower, Paris. This was constructed by Gustave Eiffel and erected for the 1889 Paris exhibition. It was originally 295 metres high but was raised to 315 metres in 1959.

Spain: the cat is wearing a matador costume. Bullfighting is the national 'sport' in Spain (though many are opposed to it).

Norway: the cat is wearing a woolly hat and has some skis. Cross-country skiing is very popular in Norway.

Greece: the cat is wearing a Greek national costume. In the background is the Parthenon, the temple on the Acropolis in Athens. It was built in the fifth century BC and is a classic example of Greek architecture.

Brazil: the cat is wearing a hat often worn in parts of South America. The tree in the background is a reminder that one third of the world's tropical rainforest is in Brazil.

Germany/Berlin: the cat is wearing *lederhosen* (leather shorts with H-shaped braces). These are traditionally worn by men in Austria and Bavaria. The decorated tankard is for drinking beer and has a hinged lid.

Japan: the cat is wearing a kimono and holding a fan – both important items of traditional Japanese costume.

Lesson One

Aims

- To introduce the topic.
- To introduce the countries in the story.
- To introduce or revise colours.
- To colour national flags.

Materials

- World map enlarged from page 200.
- For each pupil: national flags from page 159.
- A set of national flags from page 159 – coloured in and cut out.
- Colouring pencils or felt-tipped pens.

Introduction

Ask: 'Has anyone got a pet?' 'Has anyone got a cat?' 'What's her name?' 'What colour is she?' 'What does she like doing?' 'Does your cat like doing any strange things or have any unusual habits?' For example, does she have any special toys or play games? Does she have a favourite food or favourite place to sleep or hide? Encourage children to talk about their pets. Use the mother tongue if necessary.

Show pupils the cover of the story and say 'Look! Can you guess what this cat likes?' Elicit cat and box. Explain to the pupils that this story is about a cat whose unusual habit is to hide in boxes. 'Ask does anyone know of another cat that likes to hide in boxes or another special place?'

Vocabulary: countries

Tell pupils they are going to meet seven cats from different countries. Show pupils the world map and ask them to guess which countries the cats may come from in the story and to name any countries they know. If the pupils do not mention all the countries in the story, point to them on the map and elicit their names: France, Spain, Norway, Greece, Brazil, Germany, Japan. Note that in the story the cat from Germany comes from Berlin.

National flags

Revise colours. Point again to where the countries in the story are on the map. Ask pupils if they know any of the corresponding national flags. Can they describe them or say the colours? Distribute copies of the national flags and ask pupils to follow the key at the top of the worksheet to colour flags. Pupils can draw and colour their own national flag in the spare box if it is not already included. Circulate, help as necessary and check. Invite individual pupils to stick your set of flags on the class world map on the appropriate countries.

Ask pupils to cut out their flags and to arrange them on the table in front of them. Call out simple descriptions and ask children to hold up the corresponding flag and say the country.

For example:

Teacher: 'It's green, yellow and blue! Which country?'
Pupils: 'Brazil/It's Brazil.'

Teacher: 'It's red and white. Which country?'
Pupils: 'Japan/It's Japan.'

Continue in this way. As pupils gain confidence, ask them to work in pairs, one describing a flag and the other guessing the country. The flags are to be stuck on each page of their cat-shaped book at a later stage in Lesson Four, so collect in pupils' sets of flags or make sure they keep them safely.

Lesson Two

Aims

- To encourage children to think about what they associate with different countries by building up word/picture webs.
- To read the story.
- To compare pupils' word/picture webs with illustrations in the story.

Materials

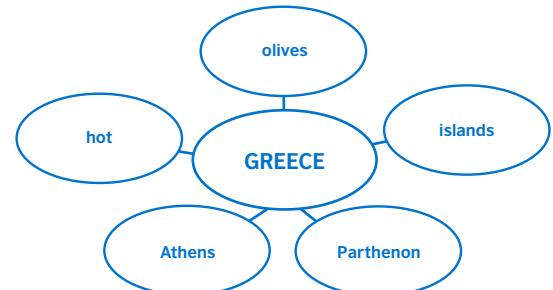
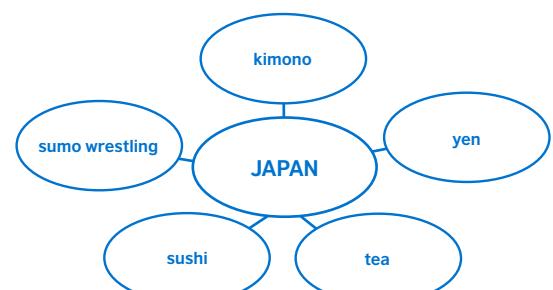
- National flags from Lesson One.
- World map from Lesson One.
- A3 paper for the word/picture webs.

Recap

Revise countries from Lesson One using the world map and play the flag game again.

Thinking about different countries

Have any of your pupils ever been to any of the countries in the story? If yes, are there any typical national features/pastimes/costumes that they remember? What do they associate with the other countries? If your pupils come from one of the countries in the story, ask them what they think a child from another country would notice particularly about their country. Pupils may mention things like food, climate, famous landmarks, currency, language spoken, capital cities, sports/pastimes, etc. Brainstorm as much as you can. Build up word or picture webs for each of the countries and make into posters to display around the class.



Encourage pupils to research the countries in the story and, if possible, bring in other ideas or pictures they can add to the webs. This will prepare them for the book-making activity. Help with vocabulary as necessary.

Storytelling

Show the children the cover and read the title. Begin reading the story making sure you emphasise 'My cat likes to hide in boxes.' Fold the book in half so the pupils see the picture and you have the text facing you.

Show pupils the picture and ask: 'Where is this cat from?' Children should be able to guess 'France/He's from France.' Ask: 'How do you know?' Pupils may mention the Eiffel Tower. If pupils don't know, say: 'Look this is the Eiffel Tower. It's in Paris, the capital of France.' Ask: 'What is the cat doing?' Mime to help pupils guess. Read: 'The cat from France liked to sing and dance.' Turn the page and read 'But my cat likes to hide in boxes.' Turn the page and continue in this way, focusing pupils' attention on details to help them guess the country. Gradually invite pupils to join in with you by repeating the refrain 'But my cat likes to hide in boxes' (and the repeating words), miming as appropriate to help pupils memorise the new words. Children may have difficulties guessing the cat from Brazil. Give them a clue by saying 'We can see the colours of the flag, yellow, green and blue.' When reading the last page, 'Look at all these clever cats, Cats from...', point to each cat and ask children to say the country 'Spain, Brazil,' etc.

Read the story again, this time all the way through, respecting the rhythm and inviting children to join in as much as possible.

Ask children if they liked the story. Who was their favourite cat? Why? Who was their least favourite cat? Why? Did they like the illustrations? What do they like most/least about them? Why?

Comparing ideas about different countries

Ask pupils to compare their picture/word webs with the illustrations in the story and decide whether or not the story images portray a true and fair representation of each country. For example, do all French people wear berets and striped T-shirts? Who would wear a matador's outfit? When would they wear it? Why would they wear it? Is there much bullfighting in Spain? Do they think it is typical of Spain? Do they know any other countries where there is bullfighting? Do they agree with bullfighting? Do all Japanese women wear kimonos? When might they wear a kimono? (at a special occasion/a wedding).

Now invite children to choose one of the cats from the story. Ask them to compare the picture of this cat in the story with their word/picture web for that cat's country. Did they include any of the things that are in the picture in the book? Do they think the picture is representative of the country? Why? Why not? Ask the children to draw another picture to illustrate the story based on their own

ideas. You could divide your class into groups allocating each group a different country. Discuss the children's pictures. Compare them with the pictures in the story and the children's word/picture webs. Make a display of the children's ideas about other countries.

Lesson Three

Aims

- To help pupils become aware of rhyme.
- To reconstruct and sequence the story.
- To do a 'find someone who...' activity practising *Can you...?*

Materials

- 'Join the lines that rhyme', page 160 – enlarged on to card and cut out (to make 14 (cards) for group activity.
- For each pupil: 'Join the lines that rhyme', page 160 – copied on to card, cut out and placed in envelopes – one set for each pupil.

Recap

Retell the story encouraging pupils to join in as much as possible.

Join the lines that rhyme

Show pictures from the story, choosing different countries at random and elicit the rhyming word. For example:

Teacher: *Greece!*

Pupils: *Police!*

Teacher: *Japan!*

Pupils: *Fan!*

Continue in this way until pupils are confident. Pupils can now play in pairs, one saying a country and the other the rhyming word.

Make sure you have enough 'Join the lines that rhyme' cards for your class. Divide the class into two groups. Jumble up the cards. Give each pupil in group A a country card and each pupil in group B a rhyming card. Pupils have to find their rhyming partner and stand together. Once all pupils have found their partner, ask them to reconstruct the story and to line up at the front of the class in the sequence of the story. Help as necessary. Pupils then 'read back' the story. Depending on your class size, you could have two or three 'story groups'. If there are any extra pairs, they can all stand together, e.g. all the cats from France.

Now give each pupil a set of cards from 'Join the lines that rhyme'. Ask everyone to join the cards that rhyme to make sentences. Circulate and help as necessary.

Find someone who...

Show the corresponding pages from the story and ask individual pupils: 'Can you sing?' 'Can you dance?' 'Can you ski?' 'Can you play the violin?' Encouraging the reply 'Yes, I can./No, I can't.' Ask children to suggest other activities and draw up a chart on the board as follows using words or pictures:

Find someone who...	Name
can sing	
can dance	
can ski	
can play the violin	
can speak French/Spanish/ Japanese	
can play tennis	
can play football, etc.	

Ask children to say how they form the question (you put *you* after *can* to make the question) and practise intonation. Practise the reply, 'Yes, I can./No I can't.' Now invite pupils to mingle, asking the questions. They must find a different person's name to go with each activity. Time permitting, you could collate the results from the whole class: eight children can ski, 15 children can dance, etc.

Lesson Four

Aims

- To begin the book-making project.

Materials

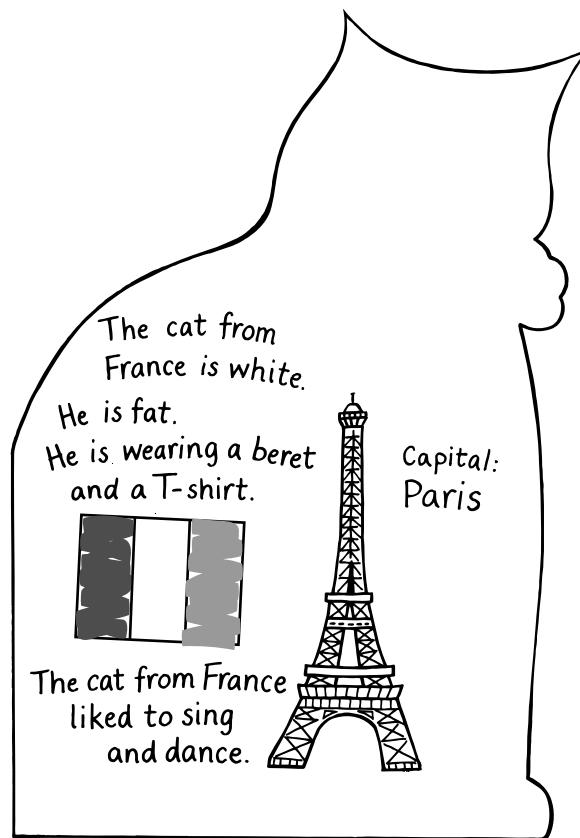
- For each pupil: three sheets of A3 paper.
- Cat-book template from page 161.
- Stapler, glue, colouring pens or felt-tipped pens.
- Flags from Lesson One.

Book-making project

Explain to pupils that they are now going to make a cat-shaped book. Each page will feature one of the cats from the story and its country. Pupils who do not come from any of the countries included can add their own country on page 8 – pupils who do can include an eighth country of their own choice.

Distribute three sheets of A3 paper to each child and the cat template. Ask pupils to fold their sheets in half. They cut out and stick the cat template on to the top page, making sure its back is against the folded edge. Pupils then cut round the cat and the folded sheets of paper. Demonstrate each step checking that pupils are following you. Staple the pages together at the fold. You may wish to prepare the books yourself in advance.

The books can include for each country (both text and pictures): a description of the cat; the flag; the capital city; a famous landmark; the lines from the story. For example:



Retell the story encouraging pupils to listen carefully for all the countries mentioned in the story. Ask the children to sequence their flags from Lesson One as they hear the corresponding country being introduced. They then glue their flags in the middle of each page in the sequence of the story, i.e. page 1: France, page 2: Spain, page 3: Norway, etc.

Pupils next prepare a short description of each cat. Turn to the last double spread in the story. (Note that the cat from Germany is not included in this line up so you will need to turn back a few pages to find him.) Ask: 'What colour are the cats?' Encourage the reply:

'The cat from Spain is grey.'

'The cats from Brazil, Greece and Germany are cream.'

'The cats from Japan, France and Norway are white.'

Point to the cat from Norway and say 'Tell me about the cat from Norway' to elicit *big, fat*. 'Tell me about the cat from Spain' to elicit *'small, thin.'*

Ask children to describe the other cats. Now focus on the cats' clothes. Help with vocabulary as necessary. Write an example on the board and the following model and invite pupils to draft a short description of each cat:

The cat from (country) is (colour)

He is (adjective of size)

He is wearing (clothes)

The cat from France is white. He is fat.

He is wearing a beret and a striped T-shirt.

The cat from Spain is grey. He is small and thin.

He is wearing a matador costume.

The cat from Norway is white. He is big and fat.

He is wearing a woolly hat.

The cat from Greece is cream. He is tall.

He is wearing a Greek national costume.

The cat from Germany is cream. He is fat.

He is wearing shorts (lederhosen).

The cat from Brazil is cream. He is small.

He is wearing a black hat.

The cat from Japan is white. She is small.

She is wearing a kimono.

Circulate and help as necessary and check pupils' drafts before they copy them into their books (see sample page above).

Collect in pupils' books for the next lesson.

Lesson Five

Aims

- To complete the book-making project.

Materials

- Children's atlases or geography (travel) books.
- The cat-shaped books from Lesson Four.
- For each pupil: one set of 'Join the lines that rhyme' cards from Lesson Three.

Recap

Retell the story encouraging pupils to join in as much as possible.

National landmarks

Draw pupils' attention to the pages where a specific landmark is illustrated, for example: France (the Eiffel Tower), Greece (the Parthenon). Ask pupils if they know the capitals of these countries. Ask pupils to illustrate their pages for France and Greece with these landmarks and to write the names of the capital cities too. They can, of course, draw another landmark from that country if they wish.

Pupils will then need to research landmarks/capital cities for the other countries using illustrated atlases or geography books. First, ask the children if they know the capitals of these countries and any special landmarks. They may have included some of this information in their word/picture webs in Lesson Two. Here are some suggestions:

Spain: Madrid, the Royal Palace, the Alhambra.

Norway: Oslo, fjords.

Brazil: Brasilia, rainforests, Sugar Loaf Mountain in Rio de Janeiro.

Germany: Berlin, the Brandenburg Gate, Black Forest, Bavarian castles, Cologne Cathedral, barges on the River Rhine.

Japan: Tokyo, Imperial Palace, Mount Fuji.

Allow children to decide what they wish to include in their books and help as necessary.

Finally ask pupils to copy the lines of the story corresponding to each cat into their books (at the bottom of the page). They could copy them from the 'Join the lines that rhyme' activity cards.

If the pupils' country is not included or they have included a country of their own choice, encourage them to think of rhyming lines. For example:

The cat from Venezuela

Waved a big blue umbrella.

The cat from Morocco

Played the piano.

The cat from Peru

Caught very bad flu.

Allow children to add any further details they wish to their books.

Ask children to bring some small objects from home that they think are representative of their culture/country for the next lesson. For example, postcards, stamps, sweet papers, bus tickets, coins, badges, flags, etc. They will have lots of ideas.

Lesson Six

Aims

- To practise prepositions *in, out, on, under*.
- To brainstorm uses for boxes.
- To make a box.

Materials

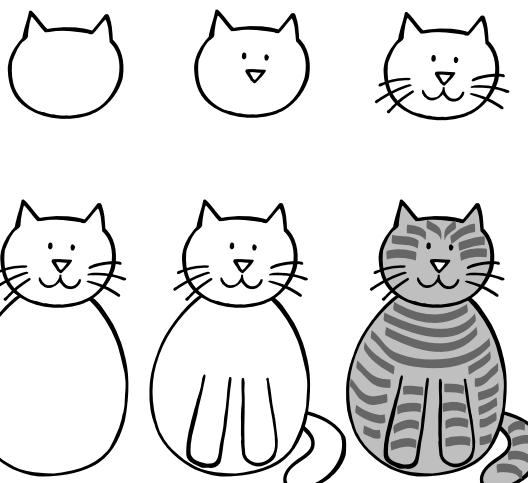
- An old box (shoe box, etc.) and, if possible, a toy cat (or make a cardboard cut-out).
- For each pupil: 'Listen and draw' picture dictation from page 160.
- For each pupil: box template from page 162 – enlarged on to card to the size of your choice.
- A box made from the template on page 162.

Introduction

Show pupils a box. Ask: 'What's in the box?' Pupils guess. Accept all suggestions. Finally, say, 'Yes, it's a cat!' Take out your cat and say, 'My cat likes to hide in boxes.' Now demonstrate. 'Look! My cat is in the box.' Take him out and say, 'My cat is out of the box.' Put your cat under the table and ask: 'Where's my cat?' Elicit the reply: 'He's under the table.' Put the cat on the table and ask: 'Where's my cat?' Elicit: 'He's on the table.' Repeat several times until children master the prepositions and feel confident: 'He's in the box. He's out of the box. He's under the box. He's on the box, etc.'

Picture dictation

Distribute the picture dictation sheets. Explain to the pupils that they are going to be drawing cats and that they will need to listen very carefully. Show the children an easy way to draw a cat, which will revise parts of the body: *head, ears, eyes, nose, mouth, whiskers, body, legs, tail*:



Ask the children to listen and draw the cats in the positions described.

Dictate:

There is a fat cat under the table.

There is a small cat in the box.

There is a tall cat on the chair.

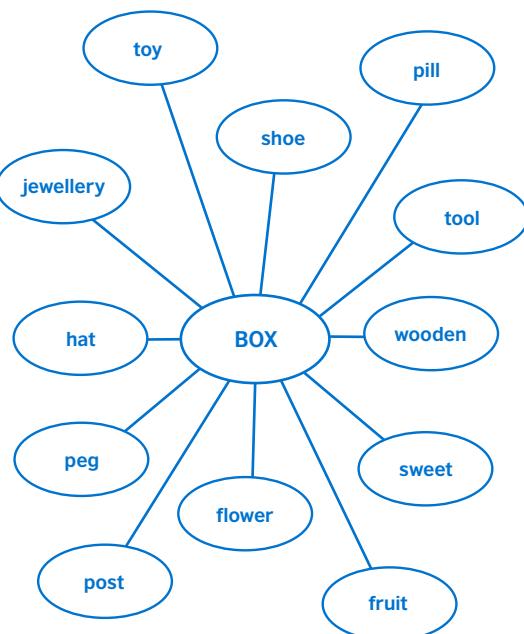
There is a thin cat out of the box.

(Pupils can draw the cat where they like except in the box.) Ask individual pupils: 'Where's the thin cat?'

Check the pupils' pictures.

Making a box

First show pupils the different types of boxes in the story and elicit: a *wooden box*, a *parcel*, a *flower box*, a *peg box*, a *hat box*, a *jewellery box*, a *toy box*. Ask pupils to name other types of boxes they know. Build up a word or picture web on the board.



Then show pupils the box you made in advance. Give out the box templates. Once pupils have cut out the shape, take them through the steps one by one, demonstrating and checking that pupils are following before you move on to the next step:

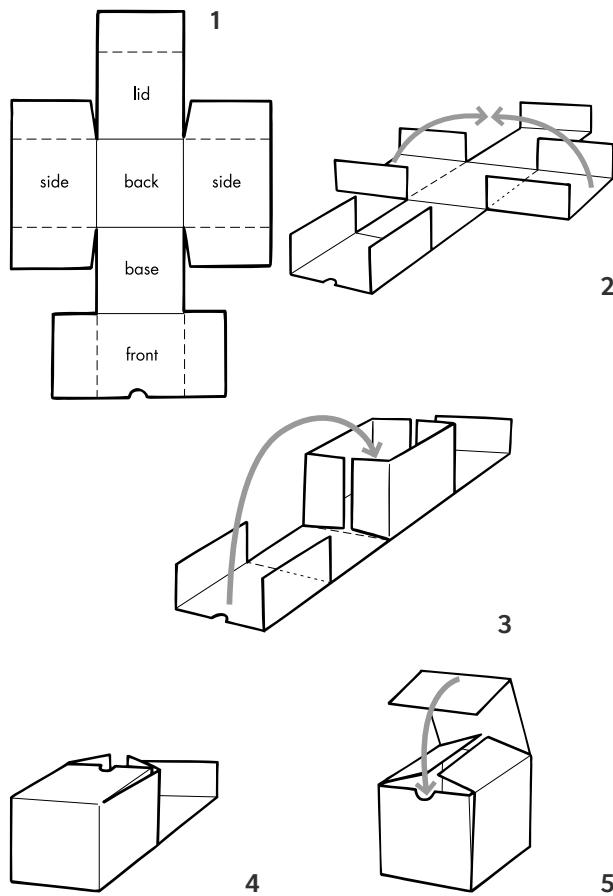
'Cut out the shape. Cut carefully.'

'Watch me! Fold up the tabs: one, two, three, four, five, six, seven. Now you do it.'

'Watch carefully. Fold up the two side squares. Like this.'

'Good. Next fold up the bottom and top squares like this and tuck in the tabs.'

'Now tuck in the lid.'



Game: 'My Cat Likes to Hide'

Ask pupils to draw a picture of a cat that will fit in their box, and to cut it out. Invite them to put their cat on the table in front of them with their box. Ask everyone to listen carefully and to position their cats as follows:

My cat likes to hide in the box.

My cat likes to hide under the table.

My cat likes to hide on the chair.

My cat likes to hide out of the box.

Time capsules

Explain to the pupils that their boxes are now going to be sent into outer space for people from other cultures and countries to discover in the future with the objects children have brought in from home. Ask children to show the objects they brought in from home. Ask children to say why they think the objects are representative of their culture/country. Tell children to put the objects in their boxes. Finally, invite pupils to decorate their boxes with images they consider to be typical of their country and display in the classroom.

Story notes by Gail Ellis

Mr McGee

Author and illustrator: Pamela Allen

Mr McGee is an award-winning nonsense story rhyme written by one of New Zealand's favourite author-illustrators. The story is told in the narrative past and includes direct speech. The last word of the first half of the sentence generally rhymes with the final word in the sentence, e.g. *Then Mr McGee looked down and found, a bright red apple on the ground*. The language is easy to understand for post-beginners – many of whom may soon be able to recite the story rhyme by heart. To be able to recite helps develop children's self-esteem in English, and rhymes learned naturally in childhood tend to remain in deep memory for life to form a resource of language and sounds for reference. Children will also be able to transfer some phrases and vocabulary to their own spoken or written English.

Main outcomes

- To read the story aloud for auto-dictation.
- To give a recital or performance of the story.

Linguistic objectives

Skills

- Listening: listening to the story, instructions and questions.
- Speaking: asking and answering questions.
- Reading: reading instructions to complete a drawing, reading aloud/silently.
- Writing: copying and spelling.

Functions/structures

- Discussing and listing what Mr McGee has got; what Mr McGee did, e.g. *Got dressed, peeled an apple...*; what Mr McGee says, e.g. *I'm brave and I'm clever...*!
- Describing personal qualities, e.g. *I'm clever*.
- Discussing situations/environments, e.g. *the town*.
- Describing movements, e.g. *upwards, outwards, slowly, surely*.

Vocabulary

- Clothes: *shirt, trousers, socks, shoes, coat, hat*.
- Colours: *(bright) blue, red, yellow, brown, pink, black, violet, etc.*
- Prepositions of place: *up, down, on, out, in, under, over*.
- Adverbs: *slowly, sharply, surely, carefully*.
- Verbs: *put on, pulled on, looked up/down, woke up, got out of, shouted down*.

Pronunciation

- Rhyming sounds; intonation and stress.

Cross-curricular links

- Art and design: drawing, painting, making puppets, invitations, programmes, props and scenery.
- Drama: creating a performance, learning a finger rhyme.
- Learning strategies: comparing, classifying, inferring, transferring language, training the memory, reviewing, self-assessing, researching.
- Conceptual reinforcement: colours, personal qualities (brave and clever), locations.
- Citizenship/diversity: developing an awareness of the importance of thinking about others in the community and their cultural communities; developing tolerance of divergent behaviour.

Cultural information

Mr McGee was written in Australia where it won its New Zealand author an award. For further information on Australia see the story notes for *The Kangaroo from Woolloomooloo* on page 63.

Lesson One

Aims

- To introduce the storybook.
- To introduce and revise vocabulary for clothes.
- To play a memory game.

Materials

- An overnight bag packed with some clothes as described below (optional).
- Paper, pencils, coloured pencils and felt-tip pens for a drawing activity.
- Enlarged world map from page 200.

Introducing the topic

Explain to the children that they are going to work on a story written by the author, Pamela Allen, who is from New Zealand. Ask children to locate New Zealand on the world map. Show pupils the cover and say: 'We're going to read a story about Mr McGee. Look, this is Mr McGee. Look at his clothes. What's he wearing?' Elicit vocabulary, encourage children to repeat and practise.

Show double spread of Mr McGee getting dressed to revise and consolidate vocabulary: shirt, trousers, socks, shoes, coat, hat.

Show children an overnight bag in which you have packed some clothes, or draw a picture of an overnight bag on the board. Elicit from the children what clothes they need for an overnight stay at a friend's house. Make a list on the board. This can be a picture list or a written list or both depending on the English level of the children. For example:

I am going to stay with...

My overnight bag contains:

some socks

some shoes

some trousers

a T-shirt

a pullover

a hat

some pyjamas

and my toothbrush.

Draw a picture of a suitcase or an overnight bag on the board if you have not already done so. Give all the children a piece of paper and ask them to copy the picture. Children draw or write the clothes' names in their bag. Then compare the lists. Children hold up their own list and read it out starting with 'In my bag I put some...' 'and some...' 'I am going to stay with' (name of their friend in the class).

Memory game: I packed my bag and in my bag I put some socks and...

Play in groups of five or six. The children take it in turns to add to the list of things put in the bag. If children forget something on the list, they drop out of the game. Demonstrate with one group first. Pupil one: 'In my bag I put some socks'; pupil two: 'In my bag I put some socks and a T-shirt'; pupil three: 'In my bag I put some socks, a T-shirt and a hat', etc. Invite one of the children to draw pictures on the board of the things as they are added to the bag.

Finish the lesson by showing the story cover and revising the names of Mr McGee's clothes.

Lesson Two

Aims

- To begin reading the story.
- To revise colours and learn *bright*, *dark* and *light* to further describe colours.
- To revise clothes vocabulary and transfer this to talking about Mr McGee's clothes.

Materials

- A selection of red and green apples, if possible.
- Colour flashcards made out of different coloured card as listed below or use coloured crayons.
- Blank paper, coloured pencils, etc. for picture dictation.
- Blu-Tack.

Revising colours

Show children some apples and elicit colours *red* and *green*. Say: 'This is a red apple; this is a bright-red apple. This is a green apple; this is a bright green apple'.

Introduce and revise other colours *blue*, *yellow*, *pink*, *purple*, *black*, *brown*, *white*, *gold* using colour flashcards or crayons. Have cards that also differentiate between bright blue, light blue, bright green, light green, etc. Elicit colours and then play a selection of games with the flashcards:

What's missing?: hide one of the flashcards and ask which colour is missing.

Repeat if it's true: point to a flashcard and say: 'This card is purple'. Pupils repeat the sentence if the card is purple or stay silent if it's not true.

Guess the flashcard: arrange the cards in two columns. Ask 'Which colour is next to/above/beneath red...?'

Looking at Mr McGee's clothes

Show children spread three (He put on his shirt...) and say: 'Look at Mr McGee.' Ask: 'What is Mr McGee doing?' Elicit 'He's putting on his shirt' and ask 'What colour is his shirt?' Encourage the reply: 'It's pink.' Continue with the other clothes.

Picture dictation

Give children a blank piece of paper. Dictate the following while the children draw and colour what you say:

Draw a red T-shirt.

Draw some blue and white pyjamas.

Draw some green trousers.

Draw two bright-red apples.

Draw a pair of shoes, one white and the other black.

Draw a funny hat and colour it your favourite colour.

Draw one bright-green apple.

Let the children correct in pairs. If you have time invite them to show the funny hats they have drawn to the rest of the class.

Guessing game: Who is it?

A child describes two things someone in the room is wearing, e.g. 'He's wearing a bright red T-shirt and some bright blue socks'. He then asks a pupil: 'Who is it?' If he gets it right, it is his turn to ask. If not, the questioner asks someone else.

Reading the story

Read spreads one, two and three (from the beginning to *He didn't forget his coat or his hat*), and elicit from the children what they think Mr McGee is going to do next.

Finish the lesson by revising colours and the words for Mr McGee's clothes.

Lesson Three

Aims

- To read the story to spread four.
- To revise clothes and colours.
- To introduce or revise facial features: *eyes, nose, moustache, mouth, hair*.
- To discuss Mr McGee's name and social titles: *Mr, Ms, Mrs, Miss*.
- To introduce the adjectives *brave* and *clever* and make concept webs.
- To complete a picture of Mr McGee.

Materials

- Enlarged world map from Lesson One.
- A copy for each child of 'Complete the picture' from page 163.
- Coloured pencils for each pupil.

Introduction

Show pupils Mr McGee on the cover of the book. Revise his clothes and colours. Point to his face and elicit *eyes, nose, moustache, mouth, hair*.

Game: Have you got blue eyes?

Explain to children that you are going to ask them questions, e.g. 'Have you got blue eyes?' If they have got blue eyes, they touch them with their hands. If not, they freeze. Demonstrate a few times. Then play. Call out questions: 'Have you got red hair?' 'Have you got a big nose?' 'Have you got a moustache?' 'Have you got three ears?' 'Have you got brown eyes?' etc.

Once children gain in confidence, extend by incorporating clothes and colours: 'Have you got black shoes?' 'Have you got blue trousers?' etc.

'Miss' or 'Ms' + family name for girls and women. (See also page 134.) Compare with the equivalent in the children's mother tongue.

Next point out the 'Mc' prefix. Ask if anyone knows any other names beginning with 'Mc' or 'Mac' (children probably know McDonald's – the fast-food chain or may know the song *Old MacDonald*). Explain that McGee and MacDonald are Scottish family names and the prefix 'Mc' or 'Mac' means son of someone. So Mr McGee is the son of Mr Gee. Ask: 'Who is Old MacDonald the son of?' (Mr Donald). Invite a child to locate Scotland on the world map. Explain that many people in England, America, New Zealand and Australia have names starting with 'Mc' or 'Mac' and we know that their families originally came from Scotland. Ask children if there are any names in their language that have similar prefixes or suffixes.

Reading the story

Read the story to the end of spread four (...I'm brave and I'm clever, I'M MR McGEE).

Concept webs

Discuss *brave* and *clever* referring to world heroes like Neil Armstrong or Albert Einstein and any others that pupils are familiar with. Ask pupils to think about people or friends they know who are brave and/or clever and to share their ideas.

Encourage children to think about the type of jobs people do where they have to be brave and/or clever, e.g. *doctor, fire fighter, police officer, scientist, astronaut, teacher*, etc.

Write the words *brave* and *clever* in the middle of the board and complete the concept webs by asking children to tell what a clever person and a what brave person is like. Encourage pupils to reply: *A clever/brave person is someone who...* The following webs contain examples of language from eight- and nine-year-old boys and girls.



Read and complete the picture

Give each child a copy of 'Complete the picture'. Ask them to check the list and to complete the drawing of Mr McGee. Then ask them to colour Mr McGee's clothes. Once Mr McGee is completed, they can add a speech bubble to his mouth and write in *I'm brave and I'm clever, I'm Mr McGee* as in the book. If necessary, write this on the board for children to copy. If some children finish early suggest they make a drawing of Mrs McGee. Display the drawings of Mr McGee and Mrs McGee and discuss them. Alternatively, children could draw a modern version of Mr McGee to compare with his Western, old-fashioned clothes.

Finish the lesson by re-reading the story to spread four. Elicit from the children their ideas: 'Why does Mr McGee think he is brave and clever?' 'What did he do?' (he lived under a tree). 'Do you think he is brave?' 'Could you live under a tree?' 'Why does Mr McGee think he is clever?' (He can look after himself.) 'Can you look after yourself?' 'Are you clever?' 'Are you brave?' 'Why?' 'Why not?'

Lesson Four

Aims

- To read the story to spread eight (...through the branches of the tree).
- To discuss the things that Mr McGee has got under the tree (nouns).
- To do a picture dictation to practise the nouns.
- To play a game practising prepositions of place and adverbs used in the story.

Materials

- Paper, coloured pens and pencils, etc. for picture-dictation activity.

Recap

Revise language by talking about Mr McGee: 'What is he wearing?' 'What is he like?' 'What did he do?' etc.

Reading the story

Read the story to spread eight giving the children time to look at and comment on the pictures. Use mime to show: *put on* and *pulled on*, *looked down*, *peeled*, *gobbled*, *wiggly*, *grow*, *outwards and upwards*, *slowly*, *up he went*. Ask children to join in making the actions.

Re-read a second time and stop to look at details such as what is under the tree, how many apples are on the tree, and what Mr McGee's cat is doing. Elicit from the children what Mr McGee has got under the tree and list or draw on the board. Encourage pupils to reply: 'He's got...' 'a table', 'a tablecloth', 'two chairs', etc.

Picture dictation

Draw on the board an outline of a tree similar to the one on the first spread in the story. As you draw you may like to introduce or revise words like branches, leaves, trunk and roots. Then give the children a sheet of paper each and ask them to copy the tree. Dictate some of Mr McGee's things and suggest the children draw them in pencil under the tree. Add a few surprises like two birds in the tree, a cat under the bed and a dog under the table. Ask the children to colour the objects and add apples to the tree.

Suggest the children exchange their drawings with a partner to check that they have included everything in the dictation. If time is short drawings can be coloured at home.

Action activity: What is Mr McGee doing?

Begin by telling the children you are Mr McGee and follow the movements he made. Movements are made using mime and both arms – not the whole body. Say: 'Mr McGee moves upwards.' Children copy you. Continue doing this until they have tried all the movements: 'Mr McGee moves outwards'; 'Mr McGee goes up slowly and surely'; 'Mr McGee goes up through the branches of the tree'. Then say one movement but do not demonstrate it. Encourage the children to do the appropriate action and see how many mime it correctly. Continue this way until children are familiar with all the movements. Then you can ask children in turn to suggest movements.

As children become familiar with the movements, extend this activity into a game of 'Mr McGee Says'. Play in the same way as the game 'Simon Says', changing to 'Mr McGee says... move upwards/downwards!' Where a child follows an instruction not prefaced by *Mr McGee* says, he or she is eliminated. Include other actions that children have seen Mr McGee do so far in the story: *Mr McGee says wake up! Mr McGee says get out of bed! Mr McGee says put on your hat/your socks/your coat! Mr McGee says pick up a bright red apple! Mr McGee says peel an apple...!*

Finish the lesson by re-reading the story to the end of spread eight encouraging the children to guess what happens to Mr McGee. 'Where do you think Mr McGee goes?' 'Do you think he gets stuck in the tree?' 'Do you think Mr McGee can fly?' 'What do you think happens to him?'

Lesson Five

Aims

- To re-read the story so far and continue to the end.
- To introduce a finger rhyme.
- To complete a picture and talk about the town in the story and the children's own environment and learn related vocabulary.

Materials

- Paper, coloured pencils, etc. for Mr McGee picture activity.

Reading the story

Re-read the story up to the end of spread five. Pause at each spread to talk about Mr McGee's cat. 'Where's the cat?' 'What is it doing?' 'Where is the cat now?' Ask the children to add cat *miaows* or *purrs* where they feel appropriate.

Continue reading the story to the end of spread eleven ('...Just the thing for my lunch,' said she), translating where necessary.

Look at the pictures of the town in spread nine. Invite children to say what they can see. Help with vocabulary as necessary: *a church, a church with a steeple and a bell in the steeple*. Talk about church bells and how they make *ding-dong, ding-dong*. Ask: 'How many houses can you see?'

Finger rhyme

Explain to the pupils that they are going to learn a traditional finger rhyme. Say the rhyme and demonstrate the hand movements. Gradually invite children to join in and then imitate the words.

Here's the church,



Here's the steeple,



Open the doors,



And here are the people



Elicit from the children what buildings are in their town or village. Help with vocabulary as necessary: *a church, a mosque, a temple, a school, a hospital, a station, shops, a town hall, a library*, etc. Write the words on the board.

Mr McGee picture

On the board draw a picture of Mr McGee and a speech bubble flying in a cloudy sky. Give the children a sheet of paper each and invite them to copy your picture. Ask children to fill in the speech bubble with the phrase *Look at me!* Explain that Mr McGee is flying over their home town/village and they can add it to the picture. Ask them to put themselves and their family in the picture, too. Finish at home.

Re-read the story to the end asking the children to join in and finish by repeating the finger rhyme.

Lesson Six

Aims

- To compare verbs *said*, *sung* and *shouted down*.
- To revise the finger rhyme.
- To increase children's knowledge of rhyming words.
- To re-read the story with children reading the character parts.

Materials

- For each pupil: one copy of 'Find the rhyming words' worksheet from page 164.
- Coloured pencils for each pupil.

Re-reading the story and reviewing

Re-read the story inviting children to join in by adding the last phrases or rhyming words. Draw the children's attention to where language is *said*, *sung* or *shouted down*. Note that 'sung' here does not mean to a specific tune, but rather sung in the way children chant in the playground. Let children try repeating with you:

- Mr McGee said, 'It's time that I got out of bed.'
- Mr McGee sang, 'I'm ready for anything now, I'm brave and I'm clever, I'M MR McGEE.'
- Mr McGee shouted down, 'Look at me!'
- The bird said, 'Just the thing for my lunch.'

Say the finger rhyme together, then in groups. Re-read the story letting children take the parts of Mr McGee, the bird and the cat (adding *miaow* where appropriate).

Find the rhyming words

Give each child a copy of 'Find the rhyming words' and read aloud together the contents of each box and the words at the bottom of the page. Encourage the children to complete the sheet individually. The pictures provide clues for children who find it difficult. Ask those who finish quickly if they can add any other words that rhyme with those in the boxes. Words can include:

McGee: tree/bee/me/she/we/sea/flea/key/TV.

Cat: hat/mat/fat/sat/pat/bat/that.

Bed: head/said/fed/dead.

Steeple: people.

Skin: thin/fin/bin.

Town: down/crown/gown.

Game: Find a rhyming word

Begin by asking one pupil: 'What rhymes with *found*?' (answer: *ground*). If the child answers correctly, he can then ask someone else a new rhyme. If he fails to answer correctly, he drops out and another child is asked. Play until only two children are left. The questioner and the questioned are both winners.

Finish by re-reading the story again inviting different groups of children to say the character parts.

Lesson Seven

Aims

- To prepare for a performance of *Mr McGee*.
- To auto-dictate the story using worksheets.

Materials

- For each pupil: one copy of 'Auto-dictation' from page 165.
- Blank CD and CD player (optional).
- Materials (paper, glue, scissors, stapler) to make props, scenery, puppets, etc.
- A4 paper, card and envelopes for writing invitations.

The performance

There are three types of performance possible, depending on your resources and time available:

1. A recitation with two Mr McGees (one fat, one thin), and a bird and a cat speaking the parts.
2. A simple puppet show with puppets of Mr McGee (two models: one fat and one thin), the bird and the cat – all made by cutting out paper shapes and sticking them on to a piece of wood (e.g. a chopstick, or a pencil).
3. A stage performance with props and scenery. Use what you have in the classroom to make the props, e.g. use a school desk for the table, two chairs (fixed together for safety) for the bed, etc. Mr McGee's hat could be made out of cardboard cut into the shape of the hat and fixed on to a strip of paper that fits the pupil's head (so the hat is in fact only at the front of the head). The tree could be painted as scenery or made by putting a branch in a large plant pot and adding paper leaves and apples to it. A simple background can be painted on to paper – only two scenes are necessary: the tree with apples and the sky.

Preparing for the performance

Read the story aloud together with different children playing the parts of Mr McGee, the bird and the cat. At first you 'direct' by setting the speed of speech and bringing in the different speakers. As children become used to your role invite a child to take over as director. Repeat and, if possible, record and play back for children to hear. Generally children are self-critical about their performance and want to re-record immediately to correct their mistakes and improve the performance.

Divide the class into groups/pairs to complete the following:

1. **Making invitations.** Before children write the invitation, revise time, date and place with them. Decorate with a picture of Mr McGee down one side and the cat in the opposite bottom corner. The cat could have a speech bubble with RSVP in it.
2. **Making programmes.** Explain that the purpose of a programme is to give information, e.g. the names of the actors, etc. Make the programme by folding a piece of paper in two to make an outside front cover with the title *Meet Mr McGee*, and an inside page with a picture of Mr McGee flying in the air with a speech bubble saying *Look at me!* (Instead of flying over the village as in the book, Mr McGee can fly over the children's school.) The back page of the programme can show the cat with a speech bubble saying *Thank you for coming.*

Auto-dictation

Read the story and then re-read it with the children saying it aloud together. Distribute the auto-dictation sheet and read them together, inviting the children to tell you the missing words. Then ask the children to complete the text by writing in the missing words. Let them check from a master copy or the book to find any words that they may have misspelt.

The completed handouts will give the children their own copy of the story. They may like to make their own books in their spare time, adding their own illustrations. Make some small books available for children by folding eight sheets of paper in half and stapling the spine to make a book.

Dress rehearsal

Have a dress rehearsal, directing together with a child. Repeat a second time with the child directing. You may like to use some music to lead into the performance. End the lesson with a round-up discussion about the dress rehearsal and preparations for the performance.

Final lesson: the performance

If possible, record or film the performance and make copies available for the children to keep. It is also a good idea to make a book of the performance based on photos and text created by the children. Elicit from the children what they would like written under each photo; you can learn a lot from what they thought about the show and how they saw its success. This book can be kept in the Book Corner so children can refer to it when they want.

Other books in the Mr McGee series: *Mr McGee and the Blackberry Jam*, *Mr McGee Goes to Sea*, *Mr McGee and the Perfect Nest*

Story notes by Opal Dunn

The Very Hungry Caterpillar

Author and illustrator: Eric Carle

The Very Hungry Caterpillar is an amusing story about growth and change. A very tiny and hungry caterpillar grows from a small egg to a beautiful butterfly. It is a repeating story featuring counting and sequencing, told in the simple past narrative. The cut-away pages, through which the caterpillar nibbles his way, reinforce children's understanding of the caterpillar's great hunger and add a tactile dimension to the book. This story has become a modern classic of children's literature and the very hungry caterpillar is the most famous of Eric Carle's characters.

Main outcome

- To play a board game to review the story and information about caterpillars and butterflies.

Linguistic objectives

Skills

- Listening: for general understanding and specific information.
- Speaking: repetition of key vocabulary and phrases; asking and answering questions; singing a song; saying an action rhyme.
- Reading: recognition of key vocabulary and phrases; reading instructions and websites; reading questions for the board game.
- Writing: vocabulary sets; labelling diagrams; simple sentences; completing charts; food diary.

Functions/structures

- Asking for and giving information about quantity: *How many... are there?/There are...*
- Asking about and expressing likes and dislikes using *Do you like...?/Yes, I do./No, I don't.*

Vocabulary

- Days of the week, numbers, fruit, colours, food.
- Life cycle of the butterfly: *egg, caterpillar, cocoon, butterfly.*
- Adjectives: *little, tiny, hungry, big, fat, beautiful.*

Pronunciation

- Intonation patterns in questions.
- Rising and falling intonation in lists.
- Individual sounds: [tʃ] as in *cherry, cheese, chocolate*; /i:/ as in *cheese, cream*.
- Word and sentence stress.

Cross-curricular links

- Maths: numbers and quantity, interpreting a bar graph, completing a calendar, symmetry, comparing wingspan sizes.
- Science: life cycle of the butterfly.
- Geography and the environment: food, butterflies of the world.
- Art and design: making models, colouring.
- Music and drama: singing songs and rhymes, poetry, drama.
- Learning strategies: comparing, classifying, predicting, sequencing, hypothesising and problem-solving, memorising, researching.
- Conceptual reinforcement: time, size and shape.
- Citizenship/diversity: developing an awareness that some butterflies are in danger of extinction; looking at the importance of a healthy diet.

Cultural information

Butterflies exist in most countries of the world so children will be familiar with them.

Female butterflies lay batches of very small eggs, no bigger than pinheads. They die soon after and never see the caterpillars (larvae) that hatch. The caterpillars spend all their time feeding and growing. Most feed on leaves – usually only one sort of leaf. This stage can last from a few weeks to several months.

During this time they grow rapidly. When they have stopped growing, they stop eating, weave a cocoon and become a chrysalis (pupa). The butterfly then emerges from its cocoon. It will visit flowers for their nectar, mate and lay eggs to produce the next generation. Its life may last no more than a few days, or up to two months. Unfortunately, the beauty of butterflies has often been their downfall, as they have been collected on a vast scale. Some of the big tropical butterflies, such as the morphos from South and Central America and the birdwing butterflies from South-East Asia and northern Australia, are now in danger of extinction.

Lesson One

Aims

- To introduce key words from the story: *egg, caterpillar, cocoon, butterfly*.
- To learn about the life cycle of the butterfly.
- To introduce or revise days of the week and sing a song. The sheet music is provided on page 201.

Materials

- 'The life cycle of the butterfly' from page 166 – enlarged for display.
- For each pupil: a copy of 'The life cycle of the butterfly'.
- Flashcards with the days of the week written on them (optional).
- Blu-Tack (optional).

Introduction

Show pupils the cover of the book, point to the caterpillar and ask, 'What's this?' (elicit *caterpillar*). Explain to the pupils that they are going to listen to a story about a caterpillar, a very hungry caterpillar. Ask pupils, in their mother tongue if necessary, 'What do caterpillars eat?' Write or draw their suggestions on the board. Now find out what else your pupils know about caterpillars, using the mother tongue if necessary. 'What does a caterpillar become?' (pupils will probably say *a butterfly*). Ask 'What does it become before a caterpillar?' (elicit or teach *cocoon*). Ask 'What is a caterpillar before it becomes a caterpillar?' (elicit *egg*). 'How big is the egg?' (elicit *tiny/small*). 'What do caterpillars do?' (elicit *eat/grow*). Write or draw these key words on the board. Repeat pointing to the pictures on the board: *egg, caterpillar, cocoon, butterfly*.

Life cycle of the butterfly

Revise or introduce the adjectives, *tiny, big, and fat*. Distribute 'The life cycle of the butterfly' sheets and ask pupils to label and colour the diagram. You may want to practise the phrases *a tiny caterpillar/a big, fat caterpillar*. Circulate and help as necessary.

Days of the week

Ask: 'What day is it?' Teach or revise days of the week, starting with the day of this lesson. Check pronunciation by asking pupils how many syllables each word has and which syllable is stressed, clapping to help.

Song: 'Monday, Tuesday, ...'

Sing the song so children can familiarise themselves with the melody. Invite children to join in, first humming and then saying the words. Once confident, pupils stand opposite each other in pairs. For each stressed syllable, they make the following actions:

One	Two	Three	Four
Hands on thighs	Clap hands	Clap partner's hands	Clap hands
Monday Friday	Tuesday Saturday	Wednesday Sunday	Thursday X X

The class could later be divided into two groups, each group singing an alternate day. The song can also be sung as a round.

Optional follow-up activities

Introduce the written form of the days of the week using the flashcards. Show a card to the pupils and ask: 'What day is it?' Teach the reply, *It's Tuesday*. Show the cards again and ask: 'Is this Monday?' Encourage the reply, *Yes, it is!* or *No, it isn't!* Play the following games:

What's Missing? Stick the cards on the board, ask pupils to close their eyes, remove a card and ask: 'What's missing?'

Sequencing. Stick the cards on the board in a jumbled order and ask pupils to put the days of the week in the correct sequence. Pupils make their own cards and jumble them up. Call out a day and ask pupils to sequence the days of the week from that day onwards. For example, if you say 'Wednesday' pupils put *Wednesday* first and then sequence, *Thursday, Friday, etc.*

Lesson Two

Aims

- To begin the story up to: *On Friday he ate through five oranges, but he was still hungry.*
- To learn or revise vocabulary for fruit.
- To revise colours.
- To complete an information gap activity: *How many... are there? There are...*

Materials

- 'The life cycle of the butterfly' from Lesson One.
- For each pupil: 'How many...?' (information gap activity sheets) from page 167.
- Plastic fruit or copy the pictures of fruit in the book to make flashcards.
- For each pupil: an envelope to store fruit pictures.

Introduction

Begin this lesson by revising key vocabulary from 'The life cycle of the butterfly'. Then revise the days of the week by singing the song from Lesson One.

Reading the story

Show pupils the cover again and ask what they think the story is going to be about. Read the title and the name of the author. Turn to the first page, read the title and author's name once more. Read the dedication if you wish. Turn the page and begin reading. Use the pictures to help the children understand. Turn the page and continue reading. After ...*a tiny and very hungry caterpillar* ask 'What do you think the caterpillar is going to do?' Accept suggestions and say 'Let's see'. Turn the page and read *On Monday he ate through one apple. But he was still hungry*. Continue. After the Tuesday page, say 'On...' inviting pupils to predict Wednesday and three. Continue, encouraging pupils to predict and join in. After Friday ask 'What's the next day?' (elicit Saturday). Then ask: 'What do you think the caterpillar is going to eat on Saturday?' Some pupils will have recognised the pattern and may say *six bananas, six pineapples*, etc. Tell pupils they will find out next lesson. Make sure pupils don't see the rest of the story as it will spoil the surprise and humour for the next lesson.

Vocabulary

Revise colours by showing the different fruit from the story so far and asking, 'What colour is it?' Give the following instructions: 'Draw a red strawberry!' 'Draw a purple plum!' etc. If this takes too long, ask pupils to draw each fruit and to mark it with the corresponding colour and finish at home. Pupils can label their pictures either with the name of the fruit or with a sentence, e.g. *It's an apple*. Pupils can cut up their pictures and store them in an envelope and use the cards for self-testing.

If you have time, you could play 'Simon Says' with the pictures. For example, *Simon says show me a plum! Simon says put the plum down! Show me an orange!* After a few games led by you, pupils could play in small groups with one pupil calling out the instructions.

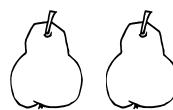
Memory game

Ask pupils if they can remember how many different sorts of fruit the caterpillar ate. Can they remember what the caterpillar ate on each day? Build up a table on the board using the days-of-the-week cards. Invite pupils to come and draw the fruit next to the corresponding day.

Monday



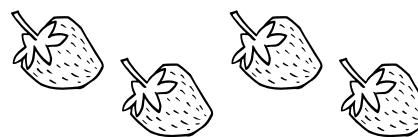
Tuesday



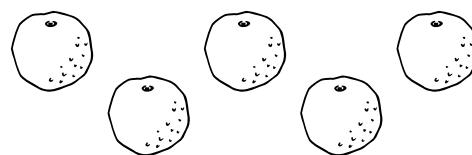
Wednesday



Thursday



Friday



Ask how many pieces of fruit the caterpillar ate all together (15).

Information gap activity: How many...?

Referring to the illustrations in the book ask: 'How many oranges are there?' Teach or revise the reply, 'There are five oranges'. Add in the names of other fruit the pupils may know and teach or revise *lemons, bananas* and *cherries*.

Divide pupils into pairs, A and B. Give each pupil the corresponding A or B copy of 'How many...?' and ask them not to show their partner. They have to find out the missing information by asking their partner how many pieces of each fruit there are. Invite two pupils to demonstrate. Pupil B begins, 'How many lemons are there?' Pupil A replies, 'There are seven lemons'. Pupil B writes seven in the empty box and so on. When they have finished they can compare their worksheets and work out the total number of fruits (37). Fast finishers can colour and label their worksheets and make up other calculations for their classmates. For example, 'How many yellow/red/green fruits are there?' 'How many orange and purple fruits are there?' 'How many round fruits are there?' etc.

Finish this lesson by singing *Monday, Tuesday....* For the next lesson, ask pupils to think about what the caterpillar eats on Saturday.

Lesson Three

Aims

- To read the story up to *That night he had a stomach ache!*
- To introduce or revise vocabulary for food.
- To introduce and practise the question and reply, *Do you like...? (Yes, I do./No, I don't.)*
- To conduct a class survey, and collate and interpret results in a bar graph.
- To make cross-cultural comparisons.

Materials

- For each pupil: a copy of the food survey worksheet 'Do you like...?' from page 167.
- Copy the pictures of food in the book to make flashcards.
- Blu-Tack.

Reading the story

Retell the story up to *On Friday he ate through five oranges, but he was still hungry*. Encourage pupils to join in by repeating the days of the week, the quantity and names of the fruit and the refrain ...*but he was still hungry*, making sure they stress 'still'. Ask pupils to tell you what they think the caterpillar eats on Saturday and write or draw their suggestions on the board.

Turn the page and before reading give pupils time to look at the pictures so they can appreciate the surprise and humour. Start reading, pointing to each item one by one and making sure your intonation rises after each item and falls on the last. Ask pupils how they think the caterpillar feels to elicit *sick/ill*. Read *That night he had a stomach ache!* Ask pupils why the caterpillar had a stomach ache. Ask pupils if they have ever had a stomach ache because they ate too much. How did they feel?

Practising food vocabulary

Put the flashcards of each food item for Saturday one by one on the board eliciting or saying the word. Explain any food that the children may not be familiar with, such as *pickle* – a general word for a vegetable preserved in vinegar: onions, cauliflower and – in the story – a gherkin. To practise the vocabulary, use one or more of the following games and activities:

What's Missing? Attach the cards to the board. Allow children a few minutes to look at them. Ask them to close their eyes and remove one of the food cards. Ask pupils to open their eyes and say: 'What's missing?' You can make the game more difficult by removing two or three cards at a time.

Sequencing. Show children the page for *On Saturday he ate through...* and ask children to try to remember all the pieces of food and the order in which the caterpillar ate them. Close the book and put the flashcards on the board in a random order. Ask the children to help put them in the correct sequence.

Sweet or salty? Draw two columns on the board and put *sweet* as a heading on the left and *salty* as a heading on the right. Check pupils understand the difference between *sweet* and *salty*. If possible, allow the pupils to taste something sweet and then something salty. Jumble up the food flashcards and arrange them on a table. Ask individual pupils to sort them into the two groups. For example, say, 'Mary, choose something salty'. The pupil selects an item and attaches it with Blu-Tack to the appropriate column:

Sweet	Salty
cupcake	cheese
lollipop	salami
ice cream	pickle... etc.

Different types of food

Revise the fruits from Monday to Friday. Draw the table below on the board and invite pupils to put the foods (including Saturday's) into the correct column either writing, drawing the foods or sticking the flashcards. Can they add any more food to the columns?

Fruit	Dairy products	Meat and fish
apple	ice cream	salami
pear	cheese	sausage
plum		
strawberry		
orange		
cherry		
watermelon		

Vegetables	Bread, cereals, rice, pasta (carbohydrates)	Sweets, cakes (snack foods)
pickle	chocolate cake cherry pie cupcake	lollipop chocolate cake cherry pie cupcake

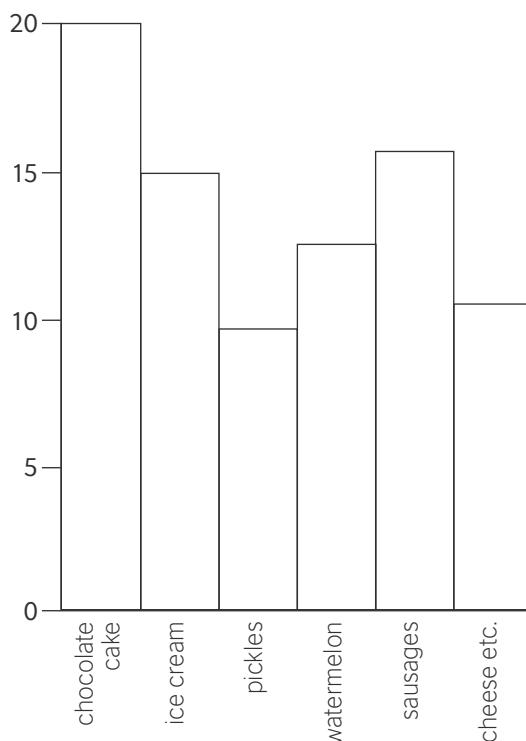
Ask pupils to decide which foods are healthy/unhealthy for them and why. Ask what is the most healthy food for a caterpillar (leaves). Draw up a list of tips for a healthy diet:

- eat different foods from each food group
- eat plenty of bread, cereals and potatoes
- always try to eat fresh fruit and vegetables
- try not to eat too many cakes and chips
- try not to eat too much sweet food and drink.

Do you like...? survey

Hold up individual food flashcards and ask pupils if they like the food, e.g. 'Do you like chocolate cake?'

Encourage the reply *Yes, I do./No, I don't*. Practise until pupils are confident and then invite individual pupils to ask you questions using *Do you like...?* Drill the question as necessary for pronunciation and confidence. When pupils are ready, give out the 'Do you like...?' sheets and pupils conduct a survey interviewing each other in pairs or small groups. They should fill in the relevant boxes on the sheet with the name of their classmates and put a tick for 'yes' and a cross for 'no'. Put their results in a bar graph on the board:



Now ask questions to encourage pupils to interpret the graph, e.g. *How many pupils like...?*

Intercultural comparison: a caterpillar in my country

Ask pupils in which country they think the caterpillar in Eric Carle's story lives. The food will give clues.

Now ask pupils to rewrite and illustrate the double spread for Saturday for a caterpillar living in their country. For example, a caterpillar in Poland/Brazil/Thailand.

Allow children to be imaginative and include foods typical of their culture. Make a display of their pictures. You may like to put Eric Carle's picture in the middle surrounded by your pupils' pictures for contrast. Pupils can read back their versions, e.g. *A caterpillar from France: On Saturday the caterpillar ate through one slice of apple tart, one slice of camembert, etc.*

Lesson Four

Aims

- To finish the story.
- To start looking at different butterflies from around the world.

Materials

- For each pupil: 'Butterflies of the world' handout from page 168.
- For each pupil: a copy of the world map from page 200.

Reading the story

Re-read the story up to *That night he had a stomach ache!* inviting pupils to join in as much as possible. Ask pupils: 'What day is it next?' (elicit *Sunday*). Ask pupils to say what they think the caterpillar is going to do on Sunday. Turn the page and read, pointing to the corresponding illustrations.

Ask pupils to reflect on the time span of the story. 'How long did it take for the egg to become a butterfly?' (elicit *about one month*). Draw a chart on the board as below. Pupils copy the chart and use it to record a month in the life of the very hungry caterpillar. Circulate and help as necessary.

Optional: you may like pupils to complete the story text reconstruction activity described in Chapter 5 on page 51.

Ask pupils to work out how many things the caterpillar ate all together. Pupils try to remember and draw or write each category of food. Answer: 26.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	Hatched from egg	Ate one apple	Ate two pears	Ate three plums	Ate four strawberries	Ate five oranges	Ate one piece of chocolate cake etc. Had stomach ache
Week 2	Ate one green leaf. Felt better	Built cocoon	In cocoon	In cocoon	In cocoon	In cocoon	In cocoon
Week 3	In cocoon	In cocoon	In cocoon	In cocoon	In cocoon	In cocoon	In cocoon
Week 4	In cocoon	In cocoon	In cocoon	In cocoon	In cocoon	Nibbled hole in cocoon. Pushed his way out.	Became a beautiful butterfly!

Read the next page. After *...and he wasn't a little caterpillar any more...* elicit: *He was a big, fat caterpillar.* Point to the picture of the cocoon and read *He built a small house, called a...* and elicit *cocoon.* After *...pushed his way out and...* encourage pupils to predict: *he was a beautiful butterfly!* Give pupils time to admire the beautiful picture of the butterfly.

Ask pupils if they liked the story. What was their favourite part? Why? Did they like the caterpillar's food? How do they feel about the ending? Do they like the pictures? What do they think about the holes in the pages?

If you have time, read the story again, pausing deliberately to encourage children to join in the storytelling with you.

Butterflies of the world

Ask pupils if they know the names of any butterflies that are found in their country. Do they know the names of any butterflies from other countries they have seen in books or in museums? Distribute the 'Butterflies of the world' handouts. Revise colours. Explain to pupils that they are to colour the butterflies following the key. This activity can be started in class and finished at home if necessary. Give out copies of the world map. Revise continents. Dictate the following and ask pupils to cut out and stick the butterflies on to the corresponding continent on the world map.

Number one. The Blue Mountain Swallowtail is found in Australia and South-East Asia.

Number two. The Blue Morpho is found in South and Central America.

Number three. The Queen Alexandra's Birdwing is found in South-East Asia.

Number four. The Viceroy is found in North America.

Number five. The Peacock is found in Europe.

Number six. The Red Admiral is found in North America, Asia and Europe.

Pupils may like to research the wingspans of the different butterflies and compare their sizes. Notes: Blue Mountain Swallowtail: 14 cm, Blue Morpho: 15 cm, Queen Alexandra's Birdwing: 30 cm, Viceroy: 7 cm, Peacock: 6 cm, Red Admiral: 6 cm.

Lesson Five

Choose from the activities below depending on your time and facilities available, and the interests and level of your pupils. These activities could spread over more than one lesson.

Materials

- Action rhyme: *Ten Fat Sausages* and poem: *The Butterfly*.
- For egg-box caterpillars: egg boxes, scissors, pipe cleaners, felt-tip pens and paints.
- For tissue-paper butterflies: tissue paper of various colours and cotton or thread.

Language focus

1. **How many words can you make?** Ask children to make as many words as they can out of the word C A T E R P I L L A R. They could sort the words into groups according to the number of letters (two-, three- or four-letter words), or they could sort them into word types (adjectives, nouns, verbs, etc.).
2. **Singular or plural?** Look at the singular and plural form of words in the story and make a chart with the children on the board. Draw a column for the singular words and next to this a column listing plural forms that appear in the story. You could then ask pupils to form the singular or plural of the nouns in the story drawing their attention to exceptions like *leaves*, *strawberries* and *butterflies*.

Say the rhyme *Ten Fat Sausages*. As children become familiar with the rhythm and words, ask them to join in:

Ten fat sausages sizzling in the pan (children show ten fingers)

One went POP and another went BANG! (children clap on POP and BANG)

Eight fat sausages sizzling in the pan... etc.

...Two fat sausages sizzling in the pan... etc. None left! (children put their finger and thumb together to form zeros).

3. A or an? Say *an apple, an orange, a strawberry*, emphasising the use of a or an. Repeat the sentences or write them on the board and ask pupils, 'Why is it a strawberry but an apple?' Encourage pupils to discover the rule themselves (*an* comes before a vowel sound). Find other examples in the story.

4. Writing

- **Write a food diary:** encourage pupils to keep a food diary for a week. What do they eat? How much fruit do they eat? How many different types of fruit do they eat? Pupils could then 'read back' their diet, for example, *On Monday I ate two bananas*.
- **Write a story and make a book:** pupils could write their own story about the Very Hungry Caterpillar or another insect of their choice. They can incorporate other food that the creature might eat and build these ideas into the story. The book could be made in the shape of the creature.
- **Poetry:** the poem below by Frank Collymore fits into the theme of conservation. Read the poem aloud for children to listen to the rhythm. Help with vocabulary as necessary. Ask children to repeat. Children could copy the poem and illustrate it for display.

The Butterfly

*I always think the butterfly
Looks best against a clear blue sky;
I do not think he looks so good
Pinned down within a box of wood.*

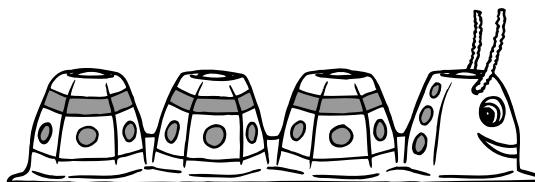
Cross-curricular focus

1. Researching. Using the internet or reference books, pupils could investigate what different types of caterpillars eat or research a butterfly of their own choice: Where does it come from? How big is it? How long does it live? What do its caterpillars feed on? etc. The following websites could be useful: www.enchantedlearning.com, www.heatersworld.com/bugworld, www.ent.iastate.edu/imagegallery

2. Observation. You may like children to observe caterpillars in the classroom. Keep the caterpillars in a fish tank and feed them on the leaves from the plant on which they were found. Make sure you change the leaves often and keep the tank clean!

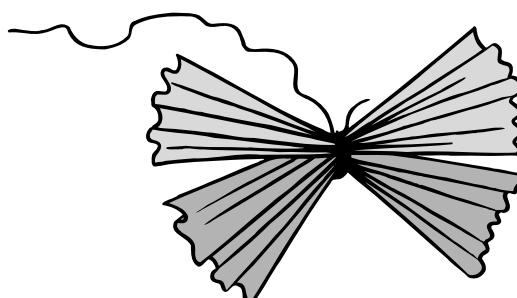
3. Symmetrical pictures. A butterfly is a beautiful example of symmetry in nature. Give pupils a sheet of paper and ask them to fold it in half and open it out. They then drip different coloured paints on one half, fold over and gently smooth over with their hand. They then carefully open out again. What does the picture look like? Ask children if human beings are symmetrical. We are almost symmetrical though there are slight differences between our two sides. We may have a mole on one cheek, or one arm may be very slightly longer than the other.

4. Egg-box caterpillars:



Separate four, five or six cups from an egg box – if possible keep them joined together in a line. If you want to add more cups, turn the box upside down and make two small holes on opposite sides of each cup/line of cups (near the base). Join the boxes together by linking with pipe cleaners. Decorate and paint. Make two small holes on the top of one end for the antennae, which could be made from pipe cleaners. Add eyes and a mouth.

5. Tissue paper butterflies. Cut tissue paper into 15-cm squares. Take two squares of tissue paper of different colours and gather them along the centre to make the wings. Tie a piece of cotton or thread around the middle. Fan out the edges of the paper. Hang the butterflies in the classroom.



6. Drama. The story could be acted out using props made by the children.

Lesson Six

Aims

- To review the story by playing a board game.

Materials

For each group of four pupils:

- 'Caterpillar game' enlarged from page 169 to A3 size.
- Counters: red, green, blue, yellow.
- A coin.

Recap

Retell the story inviting pupils to join in as much as possible. Review pupils' work to date: 'The life cycle of the butterfly', a month in the life of a very hungry caterpillar, etc.

Caterpillar game

Explain to the pupils that they are going to play a game to review the story and the information they have found out about caterpillars and butterflies.

Children play in groups of four. Each group will need one board game, counters (red, green, blue, yellow) and a coin. Pupils play the game starting on number one. Players take turns to toss a coin: if it lands on 'heads' they move one place and two places if it lands on 'tails'.

Go through the questions on the game board and check children understand. Explain the meaning of go forward/go back. Ask them to read out the question as they land on each number. If they are unable to answer, they miss a turn. The winner is the first child to arrive at the caterpillar's head. Allow each group to play again to give different pupils the chance to win. Circulate and help as necessary.

1. What do you begin life as? (an egg).
2. Which day do you hatch? (Sunday).
3. What are you when you hatch? (a caterpillar).
4. You are very hungry. Go forward two.
5. What do you eat on Monday? (one apple).
6. You eat a green leaf. Go forward two.
7. What do you eat on Tuesday? (two pears).
8. What do you eat on Wednesday? (three plums).
9. What do you eat on Thursday? (four strawberries).

10. You eat too many strawberries. Go back two.
11. What do you eat on Friday? (five oranges).
12. How many pieces of fruit do you eat? (15).
13. What do you eat on Saturday? (one piece of chocolate cake, one ice-cream cone, one pickle, etc.).
14. How many things do you eat on Saturday? (ten).
15. Name three foods beginning with c (cake, cheese, cherry pie).
16. You have got stomach ache. Go back two.
17. What do you eat on Sunday? (one green leaf).
18. What do you build on Monday? (a cocoon).
19. How long do you stay inside your cocoon? (more than two weeks).
20. You sleep too long in your cocoon. Go back two.
21. What do you change into? (a beautiful butterfly).

Other books by Eric Carle: *1, 2, 3 to the Zoo*, *The Bad-Tempered Ladybird*, *The Very Clumsy Click Beetle*, *Draw Me a Star*, *From Head to Toe*, *Little Cloud*, *The Mixed-Up Chameleon*, *Rooster's Off to See the World*, *The Tiny Seed*, *Today is Monday*

Story notes by Gail Ellis

Meg's Eggs

Author: Helen Nicoll **Illustrator:** Jan Pieńkowski

Meg's Eggs is one of several titles in the *Meg and Mog* series about a witch (Meg) and her cat (Mog). In this story, another of Meg's spells goes wrong when the eggs she makes for supper hatch out as dinosaurs! The egg theme lends itself to Easter or other spring festivals.

The story is told in the narrative past with direct speech and repetition of the question *Who are you?* The story contains two rhyming spells that children will enjoy learning. The story also contains lots of onomatopoeic words that children will enjoy imitating: *plink, plonk, plunk, tap tap, peck peck, whoo, creak, crack, croak, zzzzzz, bump, thump, snap.*

Main outcome

- To put on a finger-puppet show to review and consolidate language presented through the story.

Linguistic objectives

Skills

- Listening: listening for general understanding and recognising highlighted key words and phrases; listening to numbers; listening to stress patterns.
- Speaking: asking and answering questions, describing dinosaurs, imitating spells, singing a song, acting out the story.
- Reading: a quiz, words to play bingo, instructions and questions.
- Writing: transferring information into a chart, writing simple descriptions, writing numbers (millions), writing questions for a competition.

Functions/structures

- Asking for and giving information: *How tall is...?*
- Describing dinosaurs.

Vocabulary

- Dinosaur-related: *egg, dinosaur, plant-/meat-eating, bony plates, spikes.*
- Parts of the body: *head, neck, back, tail, teeth, arms.*
- Adjectives: *long, small, big, sharp, short, ferocious.*
- Witch-related: *cauldron, spell.*
- Miscellaneous: *supertime, hungry, bed, night, pond, water plants, cabbages.*

Pronunciation

Intonation in questions: *Where's my egg?*
Who are you? etc.

Rhythm and rhyme in Meg's spells.



Word stress: **egg, gar/den, wa/ter/plants,**



fe/ro/cious

Cross-curricular links

- Maths: time, calculating size.
- History: prehistoric animals.
- Art and design: making a greetings card, decorating an egg, making finger-puppets.
- Music and drama: singing a dinosaur song, chanting spells, putting on a finger-puppet show.
- Learning strategies: making associations, using prior knowledge, predicting, checking, scanning, memorising.
- Conceptual reinforcement: time, size, scale.
- Citizenship/diversity: raising awareness of the origins of a special festival; developing an awareness that some creatures have become extinct.

Cultural information

Dinosaurs lived about 230 million years ago. The largest dinosaurs were over 30 metres long and up to 15 metres tall and the smallest dinosaurs were about the size of a chicken. They dominated the Earth for over 165 million years but mysteriously became extinct 65 million years ago. Although the image of humans interacting with dinosaurs is well established in fiction, children need to understand that people didn't evolve until about 65 million years after the dinosaur's extinction, that is about a million years ago. In the story, children learn about three different types of dinosaurs: *Diplodocus, Stegosaurus and Tyrannosaurus Rex.*

Easter is a time when people celebrate the start of spring and new life. Eggs are important symbols of Easter as they represent birth. At Easter, it is traditional for people to give each other Easter cards and chocolate eggs. Other symbols of Easter are daffodils, lambs, rabbits and chicks.

Lesson One

Aims

- To introduce the story characters.
- To introduce key story words via a quiz.
- To activate prior knowledge about dinosaurs.

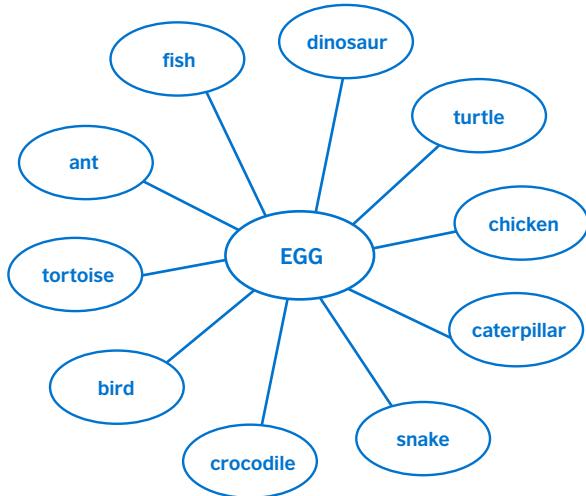
Materials

- A cardboard egg (usually available at Easter).
- To fit inside the egg, a toy Diplodocus, Stegosaurus or Tyrannosaurus Rex.
- For each pupil: a copy of the 'Quizzosaurus' dinosaur quiz on page 170.

Introduction

Show pupils the cover and introduce Meg, Mog and Owl. Point to the title and read *Meg's Eggs*.

If possible, show pupils a brightly coloured cardboard egg that contains a toy dinosaur. Shake the egg and ask the pupils to guess what is inside. What's in this egg? What creatures come out of eggs? Use the mother tongue if necessary. Encourage children to suggest the names of all the creatures they can think of that hatch out of eggs. Draw up a word web on the board for children to copy:



Shake your egg again and ask 'What do you think is in this egg?' Allow children to guess. Show them your toy dinosaur and ask children if they know its name.

'Quizzosaurus'

Ask if anyone has ever seen a dinosaur and, if so, where – in a museum, a book or a film? Explain to the pupils that they are going to do a quiz to find out how much they know about dinosaurs. Give out the quiz sheets and let pupils answer the questions in pairs. Encourage pupils to try to work out the meanings of any questions they don't understand by:

- using prior knowledge (i.e. thinking about what questions they would expect to find in a quiz about dinosaurs)
- thinking of cognates (i.e. noticing a word that is the same or similar to a word in the child's mother tongue or another language they know)
- looking carefully at the answer options to work out the question.

Circulate and help as necessary. Bring the class together and go through the questions.

Key to 'Quizzosaurus'

1. (b); 2. (b); 3. (c); 4. (a); 5. some only (a); some only (b); some (c); 6. (c).

Lesson Two

Aims

- To read the story and encourage children to make predictions.

Storytelling

Show pupils the cover of *Meg's Eggs* and revise the names of the characters. Show the children the back cover and ask: 'What do you think is in the egg?' Read the title, show pupils the title page and read the first page (*It was suppertime...*). Disguise your voice for the different characters. Ask 'What do they want for supper?' Point to the egg cups to elicit eggs. Ask 'When is suppertime?' (Supper is a light evening meal.) Point to the cauldron and ask: 'Why has Meg got out her cauldron?' (to make supper). 'What do you think Meg puts in her cauldron?'

Turn to the next page (*She put in...*) and read the ingredients pointing to each one in turn (the newts are the red creatures). As you read Meg’s spell disguise your voice and make three hoots. Ask pupils what they think is going to happen. Turn the page, read the words *Plink! Plonk! Plunk!* Point to the eggs and ask ‘What’s happened?’ Point to Meg, Mog and Owl. Ask ‘How do they look?’ ‘Are they frightened?’ ‘Are they scared?’ ‘Are they surprised?’ ‘How would you feel?’

Turn the page and make the *Tap! Tap!* sound effects by tapping on the table. Ask pupils: ‘How do you think they feel not having any supper?’ (hungry, sad, fed up, worried). Ask pupils how they would feel. Turn the page, and read *Creak! Crack! Whoo!* Ask ‘What’s happening?’ (An egg is hatching.) ‘What do you think is in the egg?’ Read the next page and put plenty of surprise into Meg’s voice (*Who are you?*). Turn over the page and point to the pond as you read (*Meg took Diplodocus...*). Read the next page pointing to the water plants and mime *Haven’t you grown.*

Read the next page disguising your voice for Mog and Stegosaurus. Turn the page (*Mog took Stegosaurus into the garden*), point to the plants and read *98 cabbages, 99 cabbages..., 100 cabbages...* inviting pupils to join in. Then repeat *He ate all the plants.*

Read the next page accelerating your voice and increasing the volume to signal that something frightening is going to happen – *Out jumped Tyrannosaurus, the most ferocious of all the dinosaurs.* *SNAP!* Turn the page and mime *They were very frightened.* *Tyrannosaurus wanted to eat them all.* Ask pupils how they would feel. ‘What would they do?’ ‘What do they think Meg is going to do?’ Turn the page and read Meg’s spell disguising your voice: *Bacon and eggs....* Ask pupils what they think is going to happen.

Show the final spread and give children time to look at the pictures. Ask ‘What’s happened?’ (The dinosaurs have shrunk/been transformed into tiny dinosaurs/become tiny dinosaurs.) Ask: ‘Where’s Tyrannosaurus/Diplodocus/ Stegosaurus?’ (on Mog’s tail/on the floor/on Meg’s hat). Point to the thought bubble and read *I must have put in too much bacon.* Ask pupils why the spell went wrong.

Turn to the final page and ask pupils if they liked the story. Why? Why not? Who was their favourite character/ dinosaur and why? Did they like the illustrations? Discuss.

Read the story again inviting pupils to participate by repeating key words and phrases.

Lesson Three

Aims

- To describe the dinosaurs.
- To sing a song about the dinosaurs.
- To transfer information into a chart.

Materials

- Large pictures of the three dinosaurs from the story (optional).
- *Who Are You?* song. The music is provided on page 202.
- For each pupil: ‘Fact file’ sheet from page 170.

Introduction

Retell the story encouraging pupils to repeat key words and phrases. Now focus pupils’ attention on the three dinosaurs in the story. If possible, stick a picture of each dinosaur on the board, or draw one on the board, and label it by writing the key vocabulary as it arises.

Diplodocus. Show pupils the picture and point to its legs. Ask ‘How many legs has Diplodocus got?’ (four). ‘Look at his neck. It is very...’ (elicit *long*). ‘Look at his tail. It is very...’ (elicit *long*). ‘Look at his head. It is very...’ (elicit *small*). Show pupils the picture of Diplodocus in the pond. Ask ‘What is Diplodocus eating?’ (elicit *water plants*). Ask pupils if they know how long Diplodocus is (about 28 metres long).

Stegosaurus. Show pupils the pictures and point to its legs. Ask ‘How many legs has Stegosaurus got?’ (four). ‘Look at his back. He’s got...?’ (elicit *bony plates*). ‘He’s got bony plates along his back. Look at his tail. He’s got...’ (elicit *spikes*). ‘He’s got spikes at the end of his tail. Look at his head. It is very...’ (elicit *small*). Show pupils the picture of Stegosaurus in the garden. Ask ‘What is Stegosaurus eating?’ (elicit *cabbages*). Say Stegosaurus and Diplodocus like plants. They are plant-eating dinosaurs. Ask pupils if they know how long Stegosaurus is (about 9 metres long).

Tyrannosaurus. Show pupils the pictures and point to its legs. Ask: ‘How many legs has Tyrannosaurus got?’ (two). ‘Look at his tail. He’s got a...’ (elicit *long tail*). ‘Look at his head. It is very...’ (elicit *big*). ‘Look at his teeth. They are very...’ (elicit *sharp*). ‘Look at his arms. They are very’ (elicit *short*). Ask ‘What does Tyrannosaurus want to eat?’ (elicit *Meg, Mog, Owl, Stegosaurus and Diplodocus. He wanted to eat them all*). Say: ‘Tyrannosaurus likes meat. He is a meat-eating dinosaur.’ Ask ‘Do you know how long Tyrannosaurus is?’ (about 12 metres long).

Song: Who are you?

The song revises the question *Who are you?* and descriptions. Sing the song for pupils to familiarise themselves with the tune. Introduce the words (without music) and ask pupils to repeat:

'Who are you?' asked Meg

'I'm Diplodocus

Very big and very long

And eat plants all day long.'

'Who are you?' asked Mog

'I'm Stegosaurus

Bony plates along my back

And eat plants all day long.'

'Who are you?' asked Owl

'I'm Tyrannosaurus

Big and ferocious

And eat meat all day long.'

Now introduce the words with the music, drawing pupils' attention to the rising and falling intonation and to the way the syllables fit to the music. Sing line by line inviting pupils to repeat. Practise. Children will enjoy 'acting out' the song and walking round the classroom like dinosaurs, if possible.

Once they are confident, you can invite three pupils to play Meg, Mog and Owl, who then sing the first line of their character's verse. Divide the class into three groups: Diplodocus, Stegosaurus and Tyrannosaurus who then reply to the question by singing the rest of each verse depending on which dinosaur group they are in. Verse one, for example, would work as follows:

'Who are you?' asked Meg [sung by 'Meg']

'I'm Diplodocus

Very big and very long

And eat plants all day long.' [sung by 'Diplodocus' group]

Fact file: Dinosaurs

Give out the dinosaur 'Fact file' sheets and ask pupils to complete the chart using the information from the story and the song. They can copy key words from the board.

Key

Name	Walked on two legs	Walked on four legs	Plant-eating	Meat-eating	Description
Diplodocus	No	Yes	Yes	No	Long neck, long tail, small head
Stegosaurus	No	Yes	Yes	No	Bony plates along his back, spikes on the end of his tail, small head
Tyrannosaurus	Yes	No	No	Yes	Big head, sharp teeth, long tail, ferocious

Fast finishers may like to draw a picture of their favourite dinosaur and write a short description, e.g. *Diplodocus is a plant-eating dinosaur. He is very long.*

Finish the lesson by singing the song again.

Lesson Four

Aims

- To make predictions about size and scale and calculate sizes.
- To complete a dinosaur time-line by listening for and writing numbers (number dictation).

Materials

- For each pair of pupils: 'Size and scale' worksheet from page 171.
- For each pupil: 'Dinosaur time-line' worksheet from page 171.

Introduction

Begin the lesson by singing the song from Lesson Three.

Size and scale

Ask a child to come to the front of the class.

How tall is he? Write his size on the board. Draw a chart on the board with two columns: *Guess* and *Check*. Ask children the following questions and write their estimations in the *Guess* column:

How tall is (child from your class)? (...metres)

How tall is an average person? (1.5 to 2 metres)

How tall is an elephant? (3 to 4 metres)

How tall is a giraffe? (5 to 6 metres)

How tall is Tyrannosaurus? (4.6 to 6 metres)

How tall is Stegosaurus? (2.75 metres)

How long is a car? (3.5 metres)

How long is a bus? (12 metres)

How long is Diplodocus? (28 metres)

How long is a blue whale? (30 metres)

Note: One of the biggest dinosaurs was the Brachiosaurus, which was about 14 metres tall and 2 to 6 metres long.

Distribute the ‘Size and scale’ worksheets between pairs of pupils and ask them to calculate the sizes and answer the questions. Explain the scale: each square represents 3 metres. Show pupils how to calculate how tall or how long the things are by counting the squares and multiplying. For example, the whale covers 10 squares, so 10×3 metres = 30 metres. Do a couple of examples together, and then ask pupils to work in pairs. Check their answers encouraging them to say *A car is... metres long/ An elephant is... metres tall*. Write the correct answers on the board under *Check*. How close were their guesses?

Dinosaur time-line

Ask the following questions:

What year is it now?

How old are you?

When did dinosaurs live? (Refer pupils back to the ‘Quizzosaurus’, if necessary.)

Did people live at the same time as dinosaurs?

Ask pupils to look at the ‘Dinosaur time-line’ worksheets. Check pupils can write in millions (six zeros). Now dictate the following while pupils write the numbers. Help as necessary:

We are in the year... (dictate current year).

People evolved: one million years ago (1,000,000).

Dinosaurs became extinct: 65 million years ago (65,000,000).

Dinosaurs evolved: 230 million years ago (230,000,000).

Ask: *How long were dinosaurs on the Earth?* (165,000,000 years). *How long have people been on the Earth?* (only 1,000,000 years so far). *How old are you? How long does an average person live?* It may be difficult for children to understand the concept of time and that dinosaurs lived millions of years before people evolved.

Lesson Five

Aims

- To sensitise children to common stress patterns in English words by playing ‘Stressosaurus Bingo’.
- To sensitise children to rhythm and rhyme by chanting Meg’s spells.
- To make a greetings card and play some traditional Easter games.

Materials

- For each pupil: ‘Stressosaurus Bingo’ from page 172 – copied on to A4 card.
- Extra copy of ‘Stressosaurus Bingo’ – copied on to card and the word footprints cut out into individual cards.
- For each pupil: card for greetings card (18 cm x 12 cm) and A4 card.
- For each pupil: egg template copied on to A5-sized card for decorating.
- Scissors, colouring pencils or felt-tipped pens.

Introduction

This lesson provides a variety of activities to choose from according to the interests, needs and level of your pupils.

Begin the lesson by re-reading the story, inviting pupils to participate by repeating key vocabulary and phrases.

Language focus: pronunciation

1. 'Stressosaurus Bingo'

The children will by now be familiar with the pronunciation and meaning of the words in the story. There are several words that display common stress patterns in English. Sensitise children to syllables and stress by looking first at the polysyllabic names of the dinosaurs. Say each name and ask pupils to identify the number of syllables. Write the dinosaur name on the board and indicate the syllables by drawing a forward slash (/). Now repeat the dinosaur name and ask pupils which syllable is stressed. Mark the syllables and stressed syllable with small and large circles:

• • • •

Di/**plod**/o/cus

• • • •

Steg/o/**saur**/us

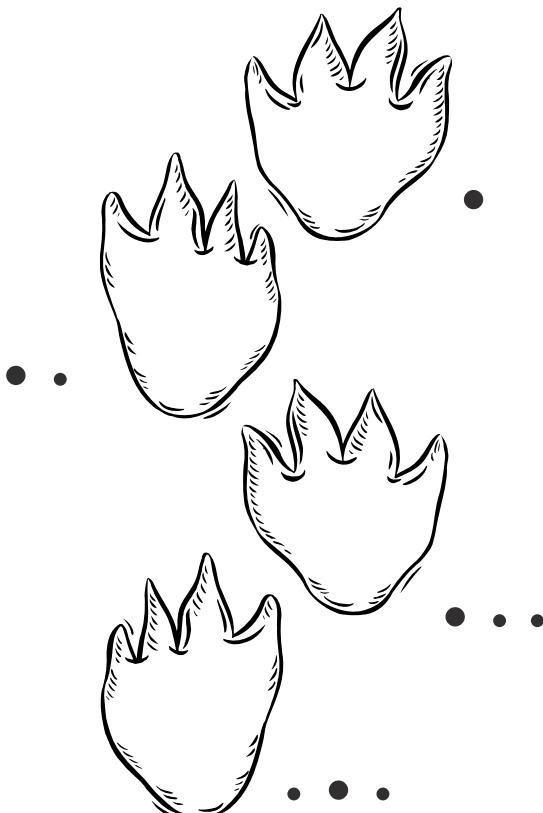
• • • • •

Ty/rann/o/**saur**/us

Draw four large dinosaur footprints on the board and write the following stress patterns beneath each footprint:

•, •, •, •, •, •, •.

Give out the bingo game sheets. Go through the words in the dinosaur footprints asking children to identify the stress patterns and to come to the board and write the words in the corresponding footprint.



Ask pupils to look at the bingo board. Point at random to the different stress patterns and see if children can give you a word to match it. For example, • • • matches *wa/ter/plants*. Continue with other words.

Explain to the pupils that they are going to play 'Stressosaurus Bingo' after they have cut out the footprint words on the bingo game sheet. Emphasise the need to listen very carefully.

How to play

- Ask pupils to cover any four stress-pattern squares on their board by placing a footprint word **face down** on the corresponding stress pattern, e.g. *caul/dron* on • •, *spell* on •. (This will ensure that pupils have slightly different boards for the start of the game.) Pupils now arrange the remaining 12 footprint words **face up** on their desks.
- Take the extra set of footprint words and shuffle them. Place them **face down** in front of you in a pile. Pick up the top card, read out the word, repeat it and place the card **face down** (starting a separate pile for cards that have been read). If you read out *garden*, pupils must select the *garden* footprint and cover the corresponding stress pattern (• • square) with the footprint placed **face up**.
- Continue calling out the words until one of the pupils has covered all the stress-pattern squares on his board. The first player to do so shouts *Bingo!*
- This player must check that his board is correct by reading back the words that are **face up**. Check against your pile of discarded footprint cards. If they can all be matched up, this player is the winner.

Variations

Alternative objectives for the game:

- covering a diagonal of four words
- all corner words
- any column of four words
- any horizontal row of four words.

2. Chanting spells

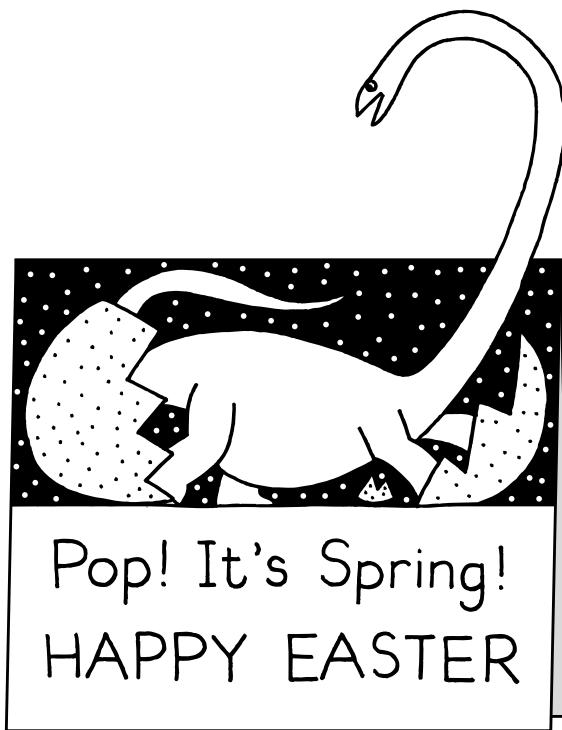
Read Meg's two spells aloud. Ask pupils to listen and repeat and then act out the spells. They may like to draw Meg's cauldron with the different ingredients and copy the spells.

Cultural focus

1. Make a greetings card

If you are using the story around springtime, pupils could make a pop-up greetings card picking up on the egg theme from the story. Children could refer to the word web in Lesson One for ideas as to which creature will hatch out of their egg card.

Pupils fold a piece of card (18 cm x 12 cm) in half to make the actual card. On a piece of A4 card ask pupils to draw an egg in two pieces (not as big as the A5 folded card) and also a creature, such as Diplodocus, to ‘hatch’ out of the egg. (The creature should be slightly taller than the shortest side of the folded card.) Ask pupils to colour and then cut out these images. Next they glue the creature in position, so that its body extends beyond the folded edge. Overlap the creature with part of the two shells so that it looks as if it is hatching.



Pupils can write messages such as:

Pop! Hello! I’m Diplodocus. It’s spring!

Happy springtime!

Happy Easter!

2. Painted eggs and an egg hunt

Two traditional activities to do at Easter time are painted eggs and an egg hunt. Draw an egg-shape template and photocopy this on to card – one for each child. Show pupils the eggs in the story and also, if possible, show them some traditional painted-egg designs. Let children design their own pattern, colour their egg and then cut it out.

Ask children if they can remember what Mog said at the beginning of the story. (*Where’s my egg?*) Practise the question and make sure pupils use a falling intonation. Revise prepositions *on, in, under, in front of, behind, next to*, etc. Explain to children they are going to have an egg hunt. Ask a child to give you his or her egg. Either ask the child to close his eyes or to go out of the classroom. Hide the egg. The child then asks ‘Where’s my egg?’ and hunts for it. When the child finds the egg he must describe its position, e.g. *It’s under the table/in the box/ behind the book*, etc. The game can either be played as a whole-class activity or in pairs.

Curriculum focus

Research: Dinosaurs

The children can find out more about dinosaurs on the web or by referring to books. They may like to visit the following websites:

www.enchantedlearning.com
www.bbc.co.uk/nature/14343366

Lesson Six

Aims

- To put on a finger-puppet show to review and consolidate language presented through the story.

Materials

- For each child: finger-puppet templates from page 173 – copied on to strong card.
- Scissors, coloured pencils or felt-tipped pens.

A finger-puppet show

Distribute the finger-puppet templates and ask pupils to cut out the template for their character and to colour it in. Help children cut circular holes in the puppets so that they can fit the puppets over their fingers. Divide the class into groups (if necessary) and choose children from each group to perform the following tasks:

- six children to play the characters from the story using their finger puppets (or three with two puppets each): Meg, Mog, Owl, Diplodocus, Stegosaurus, Tyrannosaurus
- one child to be the narrator, or play this yourself
- a small group of pupils to make the sound effects from the story
- children to design and draw simple scenery – on the board or on paper clipped on to a board.

Invite children to rehearse and then act out the puppet show in groups, standing in front of the board or the paper board.

Script

Narrator: *It was suppertime, so Meg got out her cauldron.*

Owl: *I'm hungry.*

Mog: *Where's my egg?*

Narrator: *Meg made a spell.*

Everyone: *Lizards and newts, three loud hoots, green frogs' legs, three big eggs.*

Everyone: *Plink, plonk, plunk!*

Narrator: *The eggs were very big and very hard. (Pupils make tapping noises.) They could not break the eggs and went to bed without any supper. They were very hungry! In the middle of the night Meg heard a noise.*

Owl: *Who!*

Everyone: *Creak, crack!*

Narrator: *Meg's egg was hatching.*

Diplodocus: *Croak!*

Meg: *Who are you?*

Diplodocus: *I'm Diplodocus.*

Narrator: *Meg took Diplodocus to the pond to eat water plants. (Diplodocus makes chomping noises and other pupils make the quacking sounds of the ducks.) Now Mog's egg was hatching.*

Mog: *Who are you?*

Stegosaurus: *I'm Stegosaurus.*

Narrator: *Mog took Stegosaurus to the garden to eat cabbages. He ate all the cabbages!*

Everyone: *98 cabbages, 99 cabbages, 100 cabbages, 101 cabbages, 102 cabbages.*

Narrator: *Now Owl's egg was hatching. It was Tyrannosaurus – the most **ferocious** of all the dinosaurs. Watch out everyone!*

Tyrannosaurus: *SNAP! I'm hungry. I want to eat you all!!*

Narrator: *Meg made a good spell.*

Everyone: *Bacon and eggs, jump over their legs! Those three big lumps, will be three little bumps!*

Mog: *Where are the dinosaurs?*

Owl: *Here's one. It's very small!!*

Meg: *I think I put in too much bacon!*

If you have time, pupils could make an invitation for other classes or for parents to come and see their show.

Other titles in the Meg and Mog series include: *Meg and Mog, Meg at Sea, Meg on the Moon, Meg's Car, Meg's Castle, Meg at the Zoo, Meg in the Fog.*

Story notes by Gail Ellis

The Clever Tortoise

Traditional story

The Clever Tortoise is a traditional tale known in many countries of West Africa. A small tortoise uses a clever trick to win the respect of the other animals. The story is told in the narrative past and with direct speech. The repetition of events, sentence structure and vocabulary in the story helps pupils to follow and memorise parts of the story. The story text is provided on page 175.

Main outcomes

- To sing an African song.
- To make and play a board game of the story.

Linguistic objectives

Skills

- Listening: for general understanding and specific information; listening to a song.
- Speaking: retelling the story and predicting events; singing a song.
- Reading: recognising key vocabulary; story sequencing; matching words to pictures.
- Writing: completing a crossword; labelling a map; writing sentences; filling gaps in a song.

Functions/structures: present and past tenses

- Asking for and giving information and exchanging instructions.
- Saying where things are on the map using *there is* and *there are*.
- Describing an animal using *to be (is)*, *to have (has got)* and correct word order: size + colour + noun.
- Comparing using superlatives.
- Adding and contradicting using *and* and *but*.

Vocabulary

- Animals: *elephant, cheetah, giraffe, hippo, tortoise, wildebeest, monkey, snake, lion*.
- Animal features: *tusks, trunk, mane, shell, scales, spots, tail, beard, horns*.
- Parts of the body: *head, eyes, ears, face, nose, mouth, neck, legs, body*.
- Geographical features: *desert, rainforest, grassland, lakes, mountains, trees, rivers, waterholes*.
- Adjectives: *long, big, tall, fat, small, clever, fast, strong, friendly, funny*.
- Colours: *red, blue, green, purple, brown, black, white, yellow, orange*.
- Shapes: *circle, triangle, square, rectangle*.

- Vocabulary specific to the story: *vine, equals, backwards, meeting, tug of war, middle, half, crash, splash*.

Pronunciation

desert – word stress on first syllable

tortoise – /ə/

triangle – /aɪ/

circle, purple – /ɜː/

Cross-curricular links

- Science: physical appearance of animals.
- Geography: physical features of the African continent.
- Art and design: making a board game, colouring an African design.
- Music and drama: singing an African song, acting out the story.
- Learning strategies: predicting, memorising, sequencing, correcting, matching, comparing and recognising patterns.
- Conceptual reinforcement: colours, size and shape.
- Citizenship/diversity: developing an awareness of world cultures; animals native to a specific country, equality between people and respect for people who are different.

Cultural information

Making the board game cover sensitises children to African patterns, designs and colours, and a song, taught in Lesson Four, introduces the sounds and rhythms of African music.

‘Tug of War’ is a game played by two people or two teams. The two teams hold opposite ends of a rope and each attempts to pull the other across a centre line marked on the ground.

Lesson One

Aims

- To introduce some general information about Africa and to teach some geographical terms.
- To introduce the types of animals in the story and practise vocabulary with a crossword.

Materials

- Enlarged world map from page 200.
- For each pupil: a copy of a physical map of Africa and one copy enlarged for yourself. The map should show the eight geographical features listed below. Maps can be found on the following websites: www.nationalgeographic.com, www.newafrica.com
- Enlarged word cards of geographical features from page 176: *trees, waterholes, grassland, mountains, lakes, desert, rainforest, rivers*.
- Enlarged word cards of animals from page 176: *elephant, giraffe, hippo, tortoise, snake, cheetah, lion, wildebeest, monkey*.
- Animal silhouette flashcards: make by copying and enlarging the images from the 'African animals crossword' on page 177.
- For each pupil: copy of 'African animals crossword' on page 177.
- Blu-Tack.

Introducing the topic

Explain to the children that they are going to be working on a story from Africa. Show them the world map and ask a pupil to locate Africa. Ask 'Has anyone ever been to Africa?' 'Which country did you visit?' 'What did you see?'

Geographical features

Put the enlarged map of Africa on the board. Ask children what they know about Africa. Either elicit or teach *mountains, desert, grassland, lakes, trees, rivers, waterholes, rainforest*. Accompany each word with the following actions and encourage children to imitate the action. Then drill for pronunciation.

Mountains – make big peaks with your hands; *rivers* – make wave motions with your hands; *desert* – put your hand on your forehead for heat and your tongue out for thirst; *grassland* – show hands pushing through tall grass; *lakes* – pretend to swim; *trees* – put your hands above your head once; *rainforest* – put your hands above your head for trees (repeated action); *waterholes* – bend down and drink water like an animal.

Say the words again and introduce the word cards asking children to repeat. Invite individual pupils to place the cards next to the corresponding feature on the map. Ask the class to say the word and do the action.

Play the following games to revise the words:

1. Take down the word cards one by one, saying the words and inviting pupils to do the corresponding actions. Next, do the actions and ask the children to say the corresponding words.
2. Divide the class into groups of eight. Give the cards to one group. Whisper to each of the children in the other group the action they must do. The children holding a card look for the person who is doing the action on their cards and stand next to that person. Finally, ask the children who did the actions to go up to the board one by one and place the word cards next to the correct feature on the map.

Now give each child a copy of the map of Africa. Ask the children to label their maps by copying the words from the board.

Animals

Ask the children to tell you which animals they might find in Africa. Then place the animal flashcards on the board around the map of Africa. Ask the children to guess which animal each silhouette represents. Elicit the names of the different animals from the story and drill for pronunciation.

Word and sound recognition games

1. For each of the animal flashcards do a mime and ask children to guess which animal you are miming: *elephant* – place one arm in front of your face and move it from side to side imitating the trunk; *lion* – stand in a regal manner and shake your head to demonstrate the mane; *giraffe* – lift one arm way above your head and stand on your toes; *tortoise* – curl up as if under the shell and walk very slowly; *cheetah* – move your arms and legs as if you're running very fast; *monkey* – tickle your armpit; *hippo* – open your mouth very wide and look up; *wildebeest* – put your hands on your head to look like horns; *snake* – move your hands apart to indicate long and make a hissing sound. For each animal that the children guess correctly show them the corresponding picture flashcard and place it on the board (to make a vertical column of cards).

2. Ask a child to come to the front of the class and mime an animal. The other children guess. Let each child have a turn. As the children say the name of each animal put the word card next to the corresponding animal picture on the board.
3. Take down the cards from the board. Give some children the pictures and others the words. Ask pupils to find their partner and then to place the two cards on the board.

Crossword

Take down the word cards. Distribute the 'African animals crossword'. Pupils can work in pairs to do the crossword. Explain that they have to find the hidden word (waterhole). Circulate and help as necessary. When they have finished ask children to exchange their worksheets with a partner. Put up the word cards again for children to correct each other's work.

1		W	I	L	D	E	B	E	E	S	T
2	S	N	A	K	E						
3	T	O	R	T	O	I	S	E			
4	E	L	E	P	H	A	N	T			
5	G	I	R	A	F	F	E				
6			H	I	P	P	O				
7	M	O	N	K	E	Y					
8		L	I	O	N						
9	C	H	E	E	T	A	H				

Lesson Two

Aims

- To revise animal vocabulary.
- To introduce and teach adjectives: *big, strong, tall, small, fast, funny, fat, friendly, long*.
- To describe animals using the verb *to be* + adjectives.
- To practise the conjunction *but*.

Materials

- Animal silhouette flashcards from Lesson One.
- Enlarged adjective word cards from page 176.
- Blindfold.
- Blu-Tack.

Adjectives to describe animals

Revise animals by holding up the animal flashcards and eliciting the animal names. Then elicit an adjective to describe each animal by asking children to guess your actions: *The elephant is...* (open arms above head) ...big; *The lion is...* (flex arm muscles) ...strong; *The giraffe is...* (lift one arm way above head and stand on your toes) ...tall; *The tortoise is...* (put forefinger and thumb close together) ...small; *The cheetah is...* (rapid movements of arms and legs) ...fast; *The monkey is...* (put arms in front of stomach and laugh) ...funny; *The hippo is...* (fill cheeks with air and open out arms on your sides) ...fat; *The wildebeest is...* (smile sweetly) ...friendly; *The snake is...* (move hands apart) ...long.

Games

1. Mime the adjective that describes an animal and say the word, e.g. *strong* (flexing arm muscles). Children guess which animal it describes and say the answer: *lion*.
2. Say the adjectives only and children call out the animal it could describe. For example, say *strong* and children say *lion*.
3. Do the actions only and children call out the adjective. For example, demonstrate rapid movement of arms and legs and children say *fast*.
4. 'Word tennis': divide the class into two groups. One group says the name of an animal and the other group must give the corresponding adjective, for example, Group A says: *lion*, Group B answers: *strong*.
5. 'Blindman's Bluff': ask for a volunteer to be blindfolded in front of the class. Invite another child to come and pose in the shape of an African animal and to stand very still. The blindfolded child has to guess what the animal is supposed to be by asking questions:

Blindfolded child asks: 'Are you small?'

African animal answers: 'No, I'm not.'

Blindfolded child asks: 'Are you big?'

African animal answers: 'Yes, I am.'

Blindfolded child asks: 'Are you an elephant?'

African animal answers: 'Yes, I'm a big elephant.'

Practise the dialogue. Monitor the activity carefully and guide the blindfolded pupil with suggested questions if necessary.

Writing

Put the adjective words cards on the board next to the appropriate animal flashcards. Ask children to choose an animal and to describe it. Encourage them to use the verb *to be*, the conjunction *and* and two or more adjectives, e.g. *The monkey is funny and small./The elephant is big and strong.* Write their suggestions on the board as models for all the pupils to copy. Pupils then write their own sentences to describe animals.

Finish the lesson by reviewing the animals and the adjectives.

Lesson Three

Aims

- To tell the story of *The Clever Tortoise*.
- To sequence the pictures of the story.
- To start making the board game.

Materials

- For each child: *The Clever Tortoise* story pictures from page 174 – cut out to make 12 pictures and stored in envelopes.
- *The Clever Tortoise* story pictures – enlarged on to card, numbered 1–12 in sequence on the reverse, and cut out as flashcards.
- For each child: game board from page 178 – enlarged on to card to A3 size.
- Enlarged map of Africa from Lesson One.
- Glue and Blu-Tack.
- For each child: a sheet of blank A3 paper/card.

Storytelling

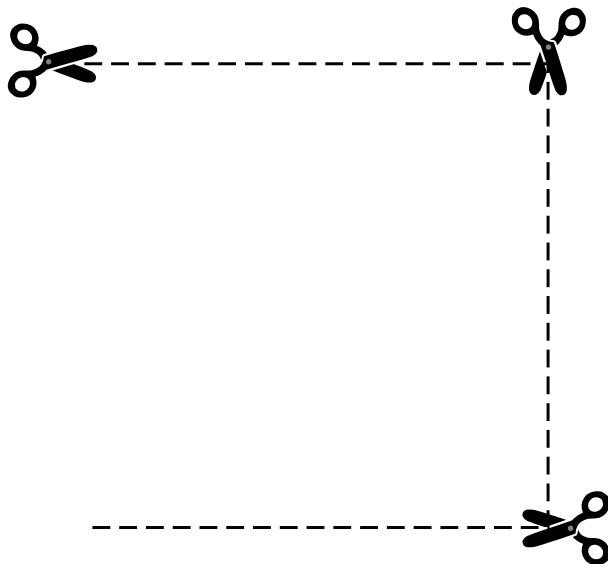
Say the title of the story, *The Clever Tortoise*. Explain that the story comes from West Africa and point to the map. Read the story aloud and as you do so show the corresponding enlarged story picture (the correct order is from left to right across the page). Make sure that all the children can see the pictures and use mime, expressions and gesture to help support their understanding. During the first reading, children listen and follow the pictures. At the end of the story, ask if they liked the story and what they thought of the tortoise. Elicit the word *clever*. Ask them if they have ever played a game of 'Tug of War'. If yes, ask what the game is called in their language.

Put the enlarged picture flashcards on the board in random order. Tell the story again and invite individual pupils to the board to place the corresponding pictures in the correct order.

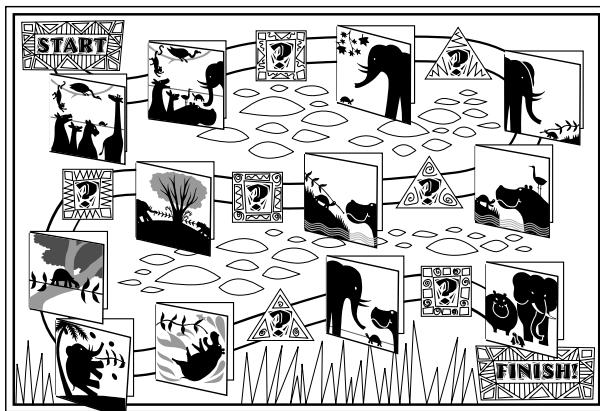
Read the story again but this time invite the children to join in where they can. Show the corresponding picture flashcards as you read and encourage pupils to provide the key words to complete your unfinished sentences. Use questions and mime, and point to illustrations to elicit and prompt language. For example: show card one and read 'One day at a...' (elicit *meeting*). Ask 'Have you ever been to a meeting?' 'Lion said "We are all special. I am strong. Giraffe is... Cheetah is... Snake is..."' (elicit the adjectives introduced in the previous lesson: *tall/fast/long*, etc.).

Making the board game

Give each child a copy of the A3 game board and a set of the cut-up story pictures. Ask the children to select the first picture (the animals at the meeting) and to place it on square number one on top of the flap (the story text from page 175 goes underneath). Then read the story slowly as they continue to place the remaining pictures in the correct order on the board-game flaps. Next, read the story and hold up your enlarged picture flashcards so children can check their sequencing and then glue the pictures into position on the game board. Next the flaps need to be cut along the dotted lines. Make sure the children leave the left-hand side intact. This is very important, so help them do the cutting if necessary. (You may prefer to do the cutting yourself).



Give the children an A3 sheet of paper or card and ask them to stick the game board on it, making sure that the flaps are NOT stuck down. The end result should look like this:



Lesson Four

Aims

- To revise adjectives and teach superlatives.
- To sing a song.

Materials

- Adjective word cards from Lesson Two.
- Animal flashcards from Lesson One.
- For each pupil: copy of the song worksheet from page 179.
- *Oh wa de he* song. The sheet music is provided on page 203.
- Blu-Tack.

Superlatives

Revise the adjectives for each of the animals. Give out the animal flashcards and adjective word cards and ask children to match them and put them on the board. Introduce the idea of the superlative by contrasting the size of the animals, e.g. *The monkey is small. The tortoise is small. The snake is small. Which one is the smallest?* Then put all the animals in order of size and emphasise that the tortoise is *the smallest*. Write on the board, next to the tortoise, *the smallest*. Write *the* in one colour and *smallest* in another to bring the children's attention to the construction: *the + adjective + -est*. Repeat for all the animals and their adjectives, encouraging the children to help form the superlative so they can gradually recognise and use the pattern themselves.

Game to practise superlatives

Divide the class into two teams (A and B). A pupil from Team A says the superlative and Team B must say the corresponding animal.

For example, Team A: *the fastest!*

Team B: *the cheetah is the fastest.*

They then change over. Each team wins a point for a correct answer. The team with the most points is the winner.

African song: *Oh wa de he*

Explain to the pupils that they are going to learn an African song. In many African songs, a leader sings one sentence and a chorus replies. The chorus often moves or dances as they sing, and they accompany the song with rhythmic hand clapping. Sing the song and ask pupils to listen.

Oh wa de he wa de ho (First two times is a Wa de he he he ho (x4) solo, then the chorus joins in.)

The cheetah is the fastest

The lion is the strongest (x2) (Everybody sings.)

Oh wa de he wa de ho (First time is a solo, then Wa de he he ho (x2) the chorus joins in.)

The elephant's the biggest

The hippo is the fattest (x2) (Everybody.)

Oh wa de he wa de ho

Wa de he he ho (x2) (Solo – then everybody.)

The giraffe is the tallest

The tortoise is the cleverest (x2) (Everybody.)

Oh wa de he wa de ho

Wa de he he ho (x2) (Solo – then everybody.)

Sing the song again and pause as you come to the superlative. Children supply the missing words.

Gap-filling

Give children the song worksheets with the gaps. Sing the song and ask them to listen again and fill in the missing words.

Singing activities

Give children the animal flashcards. Sing the song. When the children hear the corresponding animal to their card they must stand up quickly to show the card.

Divide the children into two groups and explain that one group will sing the first part of each line, e.g. *The lion* and the other group will sing the superlative (*is the strongest*).

Still in groups, ask one group to sing the song and the other group to do the actions for the animals and the adjectives, then vice versa.

Ask the children to sing the song dancing to the rhythm of the African beat. Demonstrate by swaying from side to side, clapping your hands and clicking your fingers:

The cheetah (clap) is the *fastest* (click).

The lion (clap) is the *strongest* (click).

Optional writing activity: comparing animals

Pupils write sentences in class or for homework comparing and contrasting animals, e.g. *the monkey is small but the tortoise is the smallest; the hippo is big but the elephant is the biggest*, etc.

Lesson Five

Aims

- To introduce or revise colours: *purple, red, green, blue, brown, white, black, yellow, orange*.
- To introduce or revise shapes: *square, triangle, circle, rectangle*.
- To introduce or revise word order: *size + colour + noun*, e.g. *a big blue triangle*.
- To make the front cover for the board game by colouring an African design.

Materials

- Shape cards. Make the following in a selection of the colours listed above: big circle, small circle, big rectangle, small rectangle, big square, small square, big triangle, small triangle.
- Coloured crayons.
- For each child: photocopy from page 180 of African design for front cover of board game.
- The children's game boards from Lesson Three.
- A4 paper for each child.
- Blu-Tack.

Shapes

Place the following large shapes on the board: circle, square, rectangle, triangle. Point to each shape and say the word. Ask pupils to repeat. Drill for pronunciation.

Word recognition: write the names of the shapes on one side of the board and ask pupils to come up to the board and place the corresponding shapes next to the shape names.

Shape dictation: clean the words off the board. Give the children a sheet of A4 paper and ask them to draw the shapes as you call them out. For example, *Draw a big triangle! Draw a small circle! Draw a big square!* (They should be drawn relatively large.) Pupils then write the words inside each shape, e.g. *a big triangle/a small circle/a big square*, etc. Rewrite the words on the board for children to check spelling.

Colours

Hold up each shape and ask 'What colour is it?' (elicit *It's blue*). 'Yes, it's a **blue**' (emphasise the word *blue*) triangle. Ask children to repeat a 'blue triangle'. Attach the shape to the board and write *a blue triangle* underneath. Do the same for the other shapes. Drill for pronunciation. Hold up a big blue triangle and say 'a big blue triangle'. Repeat with other shapes.

Next hold up a shape and give a statement about it. If the statement is correct the children repeat it and if it is not true they remain silent. For example, if you hold up a small blue triangle and say 'a big blue triangle' children should not repeat as it is not true. Continue for other shapes.

Now add the adjectives of size to the shapes written on the board. Take down the shapes, leave the writing on the board and ask four volunteers to place the shapes under the correct description.

Ask the children to colour their shapes from the shape dictation the same colour as the shapes on the board. They then cut them out and stick them in their exercise books and write the descriptions on the board under the appropriate shape.

Making a cover for the game

Distribute the covers for the game. Hold up the design, point to the different shapes and revise. Ask the children to draw a picture of a tortoise, in the big circle on the hill and to colour it black, in keeping with the silhouettes in the story pictures and to colour the background around the tortoise blue. Ask the children what the title of the story is and then to write *The Clever Tortoise* in the big rectangle at the top.

Colour dictation

Explain to the pupils that they are now going to colour the African design on the cover. Point to the shapes and differentiate between big and small shapes. To save time, encourage pupils to colour just a small part of each shape and to finish the rest of the colouring for homework. Ask pupils to listen carefully and to colour as follows. Point to the shapes to support understanding as necessary and to show the meaning of background and border:

‘Colour the small squares purple!’

‘Colour the circles brown!’

‘Colour the big squares red!’

‘Colour the small triangles green!’

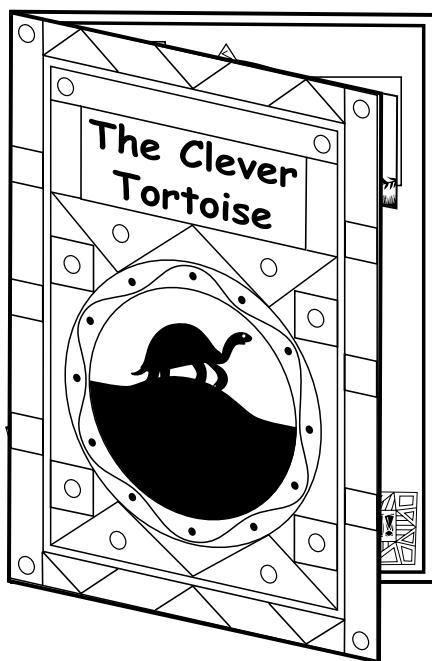
‘Colour the big triangles blue!’

‘Colour the rectangles yellow!’

‘Colour the background orange!’

‘Colour the border of the circle purple!’

Repeat if necessary for pupils to check. Suggest they finish the colouring at home. Now distribute the pupils’ game boards from Lesson Three. Ask them to fold them in half and to stick the African design on the front of the game:



Finish the lesson by revising shapes and colours and then sing the song.

Lesson Six

Aims

- To learn a chant about an elephant.
- To introduce or revise parts of the body: ears, eyes, legs, body, mouth, head, face, nose, neck.
- To introduce and teach special features of certain animals: trunk, tusks, mane, long tail, spots, shell, big mouth, scales, long neck, beard, horns.
- To revise adjectives.
- To write a description of an animal using the verbs *to be (is)* and *to have (has got)*.

Materials

- Enlarged animal flashcards from Lesson One.
- Word cards: parts of the body and special features, from page 176.

‘Elephant Chant’

Revise the animals in the story. Focus on the elephant and ask the children to tell you what is special about it, e.g. *An elephant is big. An elephant has got a trunk/tusks.* Explain to the children that they are going to learn a chant about an elephant. Demonstrate the chant and as children listen ask them to look at your actions.

‘The elephant has got one long trunk
(arm extending from your nose).’

‘The elephant has got one big mouth
(open your mouth wide).’

‘The elephant has got one fat body
(open arms around body).’

‘And the elephant has got one short tail
(arm behind back, wagging).’

‘The elephant has got two small eyes
(point to both eyes).’

‘The elephant has got two big ears
(hands behind ears, flap).’

‘The elephant has got two long tusks
(forefingers, either side of nose).’

‘And the elephant has got four strong legs
(point to legs and stamp your feet).’

Action games

1. Ask children to listen again and do the actions with you.
2. Repeat the parts of the body, only accompanied by the action, e.g. *trunk* (arm on nose); *mouth* (open mouth wide), etc. Ask children to repeat after you. Drill for pronunciation.
3. Ask pupils to say the parts of the body as you point to them on your body.
4. Ask individual pupils to say a part of the body. Check their understanding by pointing to the wrong part of your body and encouraging pupils to correct you.
5. Repeat the chant and ask the children to do the actions.
6. Repeat the chant, stopping just before the parts of the body and wait for pupils to supply the missing word.

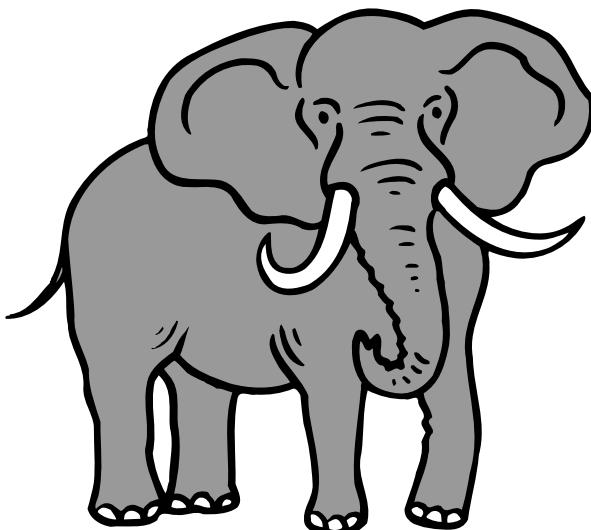
Special features

Revise the special features of the elephant: *the tusks* and *the trunk*. Place the relevant word cards on the board next to the picture of the elephant. Place the other animal flashcards on the board and ask children what is special about each animal. If they produce the word in their mother tongue repeat it in English and drill for pronunciation.

As the children mention a word, place that word card on the board next to the corresponding animal picture. Repeat the words and then remove the cards from the board to see if children can remember them.

Animal descriptions

Give the pupils a description of the elephant as a model, for example:



The elephant is big and strong. It is grey. It has got a long trunk and two white tusks. It has got strong legs and a fat body. It has got big ears and a short tail.

Ask the children to write a short description of a different animal of their choice using both the verb *to be* (*is*) for adjectives and the verb *to have* (*has got*) for nouns. They can illustrate their description at home. Make a display of the children's descriptions in the classroom.

Finish the lesson with the 'Elephant Chant'.

Lesson Seven

Aims

- To finish making and to play the board game.
- To act out the story (optional).

Materials

- For each pupil: story text from page 175 – cut up into squares and stored in envelopes.
- For each group of four pupils: markers and spinner from page 179 and one set of game cards cut out from page 181.
- Game boards made by the pupils.
- A4 card.
- Paper fasteners, glue, scissors.

Reading

Explain to the children that they are going to complete their board game and stick the words of the story under the flaps. Distribute the story text. Working in pairs, the children read the text and place it under the flap of the corresponding story picture. Ask pupils not to stick down the text yet. Read the story aloud allowing children to correct the sequence as necessary. Check the sequence of the text before the pupils glue them under the flaps.

Preparing the game board

Explain to the pupils that they are going to play the game in this lesson. Give children copies of the markers and spinner, A4 card and some glue. Check vocabulary for the markers: *tortoise*, *lion*, *hippo*, *elephant*. Ask the pupils to stick the game pieces on to the card and to cut them out. Next they line up the centre of the spinner with the middle of the arrow and fasten them together with a paper fastener.

Introduce the following game language: *It's my/your turn./Spin the arrow./Retell the story./Pick up a card./Is it true or false?/Put the card at the bottom of the pile.*

Pupils should now be ready to play the game. Divide them into groups of four and give each group a set of game cards to play the game with. Explain how to play and monitor and help as necessary.

The 'Clever Tortoise' Game

The game is played by four players, who have to get from the start to the finish by retelling the story and/or answering *True/False* questions. The player who reaches the finish first is the winner.

1. Put the game cards face down on the table.
2. Each player chooses a marker and places it at the start.
3. Player One spins the arrow on the spinner and moves her marker the number of squares indicated. If the player lands on a picture square, she must retell the part of the story that it represents (without reading the story under the flap). The retelling does not have to be word for word but it should be easily understood using key words from the story. If the player lands on a small square or triangle, she must pick up a card from the pile and, without looking at it, give it to Player Two who reads the card. Player One must say *true* or *false* or follow the instructions. (*True/False* answers are given on the cards). If she answers incorrectly or gives no reply, Player One loses a turn. Cards are placed at the bottom of the pile.
4. Player Two then spins the arrow, moves her marker to the number indicated and retells the story or takes a game card, and so on.

Story notes by Nayr Ibrahim

The Elephant and the Bad Baby

Author: Elfrida Vipont **Illustrator:** Raymond Briggs

The Elephant and the Bad Baby is an amusing and moral tale about an elephant who goes for a walk and meets a bad baby. They go into town and visit various shops until the elephant decides the bad baby is not behaving very well.

The story is told in the narrative past and includes direct speech. It has all the elements of the traditional cumulative story: repetition, an infectious rhythm and a predictable ending, which helps children to anticipate what comes next in the story, to participate in the storytelling and memorise parts of the story. The repeating pattern allows one or two characters to be omitted if the story is too long, or for the more unusual ones to be replaced, for example, a greengrocer for the barrow boy.

Lessons One to Four prepare pupils for the storytelling in Lesson Five by pre-teaching key vocabulary.

Main outcomes

- To play a shopping game.
- To create a class code of conduct and polite phrases.

Linguistic objectives

Skills

- Listening: for general understanding via pictures and by recognising highlighted keywords when the story is told; listening to instructions.
- Speaking: repeating key vocabulary items; asking and answering questions; role play; joining in with songs and rhymes.
- Reading: shopping list, game board and questions
- Writing: labelling, copying words, making shopping lists, drawing up a class code of conduct, compiling a phrase book.

Functions/structures

- Understanding narrative simple past.
- Understanding instructions using *draw*, *add*, etc.
- Offering something politely using *Would you like...?*
- Accepting or refusing something politely using *Yes, please./No, thank you.*
- Asking for something politely using *I'd like... please./Can I have... please?/Have you got... please?*
- Expressing intention using *we will/we will not...*

Vocabulary

- Places to buy food: *ice-cream stall, butcher's shop, baker's shop, snack bar, grocer's shop, sweet shop, fruit barrow.*
- Shopkeepers: *ice cream man, butcher, baker, snack-bar man, grocer, sweet-shop lady, barrow boy.*
- Food: *ice-cream, pie, bun, crisps, chocolate biscuit, lollipop, apple, pancakes.*
- Parts of the body plus *hump, trunk, tusks, tail.*
- Verbs: *stretch(ed) out, pick(ed) up, go/went, meet/met, say/said, put/put, come/came, take/took, sit/sat, fall/fell.*
- Adjectives: *bad, good, big, small, strong, large, long, thick, heavy.*
- Linking words: *soon, next, then, first, second, third, next, then, so, but.*

Pronunciation

- Intonation for questions and answers:

Would you like a bun? (Yes, please!).

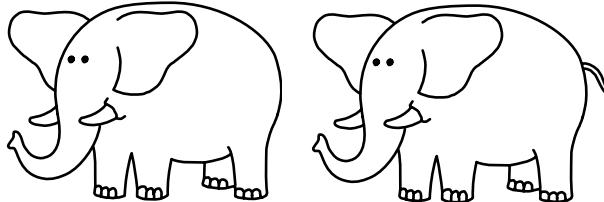
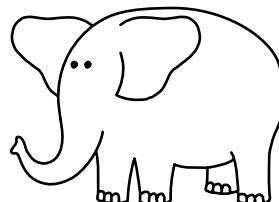
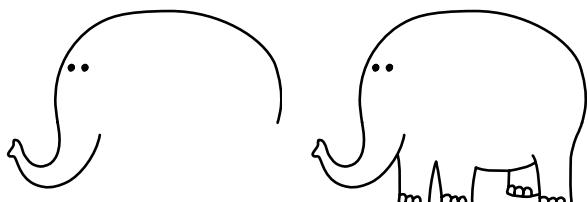
- Individual sounds: [ə] as in *butcher*; [ʌ] as in *bun/rumpeta*.
- Consonant cluster: /sps/ as in *crisps*.
- Stress: RUMpeta, Yes, PLEASE!, ice CREAM.

Cross-curricular links

- Geography and the environment: shops and food.
- Art and design: making a book, drawing.
- Music and drama: acting out a rhyme and a song, role play.
- Learning strategies: predicting, sequencing, problem-solving, sorting and memorising.
- Conceptual reinforcement: size and shape, cause and effect.
- Citizenship/diversity: reinforcing the importance of polite and respectful behaviour.

Cultural information

This book is beautifully illustrated by Raymond Briggs and shows street scenes and shop interiors typical of those found in Great Britain in the 1950s and 60s. There is much to discuss: a *grocer* usually sells dried foodstuffs and other household goods; a *greengrocer* usually sells fresh fruit and vegetables; *tea* is a light afternoon meal eaten in Britain around four or five o'clock, consisting usually of sandwiches, cake and a cup of tea. In the story the Bad Baby's mummy is making pancakes for tea and the illustration shows her tossing them. They are served with fresh lemon juice and sugar or jam.



Lesson One

Aims

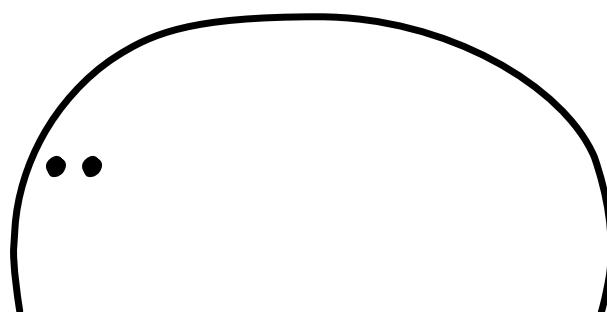
- To contextualise the story and introduce the main characters: the Elephant and the Bad Baby.
- To give practice in listening to instructions for a picture dictation.

Materials

- For each child: a sheet of paper for the picture dictation.
- Pencil crayons or felt-tipped pens.

Picture dictation

Explain to pupils that you are going to dictate some instructions to help them draw something. Do not tell them what they are going to draw, encourage them to guess. Use mime to help convey the meaning of unfamiliar words. Draw a semicircle on the board and two eyes, like this:



Instructions: 'Draw a big hump. Look! Copy the semicircle and eyes in the middle of your piece of paper.' Hold up a sheet of paper to show pupils. 'Draw a long trunk. Add four legs. Draw two big ears. Add two tusks. Draw a small tail.'

Dictate each instruction several times. Then repeat the instructions again, drawing and labelling each feature on the board for any pupils who have not understood. This will enable those who have not understood to clarify understanding and keep up with the class. Point to your own eyes, ears and legs to convey meaning, if necessary. When the drawings are completed ask pupils to show them to each other and then to colour them. Check everyone has an elephant!

Check understanding of vocabulary by asking pupils to come to the board and point to different parts of the elephant: 'Stephanie, point to the tail! Helena, what is this?'

Ask pupils to label their elephants and then display the drawings.

Elephant rhyme

Introduce the following rhyme. Once children are familiar with the words they can walk round slowly, swinging from side to side, head down and one arm hanging down as a trunk.

*The elephant is big and strong,
 His ears are large, his trunk is long.
 He walks around with heavy steps,
 Two tusks, one tail and four thick legs.*

Introducing the story

Explain to pupils that they are going to work on a story about an elephant. Show pupils the cover of the book. Say 'It's a story about an elephant and a bad baby' (pointing to the baby). Check their understanding of *bad* by using the antonym *good* to help convey meaning, and give the appropriate intonations and facial expressions to highlight the difference between good and bad. Ask questions like: 'Were you a **bad** baby or a **good** baby?' 'Do you have a baby brother/sister?' 'Is he/she **good** or **bad**?' etc.

Ask if anyone has ever seen a real elephant. 'Where?' 'What was it like?' 'What colour was it?' Ask if anyone has ever been for a ride on an elephant. Has anyone ever seen an elephant in a town, perhaps in a parade, or at the zoo?

Finish the lesson with the elephant rhyme.

Invite pupils to draw a picture of a shop of their own choice in the blank square. Help with vocabulary as necessary. Ask pupils to cut out their flashcards and put their initials on the back of each card.

Vocabulary practice

Use a selection from the following games. Once pupils have understood how to play, you could divide them into groups of four or five to play.

What's missing? Place the shop flashcards on the board. Ask pupils to close their eyes. Remove a flashcard. Ask pupils to open their eyes and say which shop is missing.

Sequencing. Begin with the flashcards on the board in the order they appear in the story. Then jumble them up and ask pupils to stick them on the board in the correct order. For example, 'Christel, put the ice-cream stall first! Michel, put the butcher's shop second!' etc. You could use this opportunity to introduce *next* and *then*. For example, '**Next**, put the butcher's shop on the board! **Then** put the baker's shop on the board!'

Memory game. Play a variation of the memory game 'I went to market':

Pupil 1: *I went to the butcher's shop.*

Pupil 2: *I went to the butcher's shop and to the baker's shop.*

Pupil 3: *I went to the butcher's shop, the baker's shop and the grocer's shop, etc.*

Give each child an envelope to store their cards in. Ask them to label the envelope 'shops' and to colour the pictures at home. Remind them they need these again in the next lesson.

Lesson Two

Aims

- Introducing new vocabulary: *shops*.

Materials

- Shop flashcards from page 182 – enlarged on to card and cut out (coloured if possible).
- For each pupil: shop flashcards from page 182 – copied on to card (not cut out) – and an envelope.
- Scissors.
- Blu-Tack.

New vocabulary: places to buy food

Show pupils the cover of the book again and revise vocabulary for the *Elephant and the Bad Baby*. Say 'The Elephant and the Bad Baby go into town and visit different places where you can buy food. Where do you think they go?' Allow pupils to make suggestions, e.g. *supermarket*, *cheese shop*, *market*, etc. If their suggestions do not match the places included in the story say something like 'Yes, but they don't visit the... today', or 'Yes, they could do, but there isn't a... in this town', or 'Yes, but it's not open today'. When the pupils do suggest a shop that is in the story, e.g. *baker's shop*, repeat it and then ask the class to do so too. Stick the flashcard on the board or wall. Continue until you have introduced all the shops – your pupils may not suggest *snack bar* and *fruit barrow*, so introduce these yourself.

Distribute copies of the shop flashcards to all pupils and ask them to label the shops. Write the words on the board for pupils to copy.

Lesson Three

Aim

- Introducing new vocabulary: *shopkeepers*.

Materials

- Enlarged shop flashcards from Lesson Two.
- Shopkeeper flashcards from page 183 – enlarged on to card and cut out (coloured if possible).
- For each child: shopkeeper flashcards – copied on to card (not cut out) and shop cards from Lesson Two.
- Scissors.
- Blu-Tack.

Recap

Begin the lesson by acting out the rhyme from Lesson One.

New vocabulary: shopkeepers

Show pupils the cover and remind them that the Elephant goes into town. Revise the names of the places to buy food and stick the shop flashcards in a column on the board and the shopkeeper flashcards in a column some distance away, introducing these one by one. Now ask 'Who works in the butcher's shop?' (Pupils suggest words.) Repeat the word *butcher* and check pronunciation. Ask a pupil to put the butcher next to the butcher's shop. She selects the relevant picture and sticks it alongside the butcher's shop. Continue with 'Who works in the baker's/grocer's shop?' etc. Practise pronunciation of [ə] as in *baker*. 'Who works in the sweet shop?' (Elicit *sweet-shop lady*) Now encourage pupils to guess *ice-cream man*, *snack-bar man* and finally point to the fruit barrow and teach *barrow boy*. Check pupils' understanding and give further practice of these words by playing the games described in Lesson Two.

Distribute the shopkeeper flashcard sheets and ask pupils to label the shopkeepers. Write the words on the board for pupils to copy. Ask pupils to draw the picture of the shopkeeper for the shop they added in Lesson Two. They can colour the pictures in class or at home.

Card games

Ask pupils to cut out their cards of the shopkeepers and to store them in their envelope labelled 'shops'. Divide your class into pairs.

Matching game. Ask pupils to use only one set of their cards (Pupil A: shop cards; Pupil B: shopkeeper cards). Pupil A shuffles his shop cards and lays them **face down** on the table. Pupil B lays out her shopkeeper cards **face up** on the table. Pupil A turns over a shop card and asks 'Who works in the butcher's shop?' Pupil B finds the butcher card and says 'the butcher.' Pupils continue then change over.

'Snap!' Ask pupils to put their shop and shopkeeper cards together, to shuffle the cards and divide them into two piles placed **face down**. Working in pairs, pupils then play 'Snap!' taking it in turns to put down a card **face up** into a central pile. When there is a matching set, for example, the baker's shop and the baker placed on top of each other, the first pupil to say *Snap!* wins the cards.

'Pairs'. Ask pupils to shuffle the combined shop and shopkeeper cards and to lay them **face down** on the table. Pupils take turns to turn over two cards to see if they have a corresponding shopkeeper and shop. If they don't correspond, the cards are turned **face down** again. The first pupil to collect the most pairs wins.

Pupils should keep their cards in a safe place, as they will need them again in the next lesson.

Lesson Four

Aims

- To introduce or revise vocabulary for food items.
- To learn a song, *Five current buns*.
- To play 'Happy Families'.

Materials

- Shop flashcards from Lesson Two.
- Shopkeeper flashcards from Lesson Three.
- Food flashcards from page 184 enlarged on to card and cut out (coloured if possible).
- For each pupil: food flashcards from page 184 – enlarged on to A4 card.
- Real or plastic coins for the action rhyme.
- Five currant buns drawn on to card and cut out or five real currant buns.
- Blu-Tack.

New vocabulary: food

Revise the names of the places to buy food and the shopkeepers and stick the flashcards in two separate columns on the board. Ask 'What do you think the elephant gets at the ice-cream stall/baker's/ butcher's?' etc. Repeat until all food items have been introduced inviting children to match the food items to the shop and shopkeeper on the board. Explain that a 'bun' is similar to bread but usually sweet and often contains currants. A 'pie' is covered in pastry and baked in the oven and can contain a sweet or savoury filling. In this story the pie will probably contain meat such as pork or steak and kidney.

Check the pupils' understanding of these words and give further practice by playing the games described in Lessons Two and Three.

Distribute the food flashcard sheets among pupils and ask them to label the food. Write the words on the board for pupils to copy. Invite pupils to draw the picture of the food for the shop they added in Lesson Two. They can colour the pictures in class or at home and put their initials on the back of each card. Ask pupils to store their cards in their shop envelope.

Song: Five Current Buns

Introduce the song *Five Current Buns*. You can find a demonstration on YouTube at www.youtube.com/watch?v=pl0fKTPKJz0

*Five currant buns in a baker's shop,
Round and fat with sugar on the top.
Along came a boy/girl with a penny one day,
Bought a currant bun and took it away.
Four currant buns, etc.*

Sing the song together as a class choosing one child at a time to come and buy a currant bun.

Explain that a penny is a coin (plural pennies) or a unit of currency (plural pence) used in several English-speaking countries. It is often the smallest denomination within a currency system. In the UK it represents 1/100 of a pound sterling. Use the children's names while singing the song, e.g. *Along came Sophie with a penny one day...* Once pupils are familiar with the tune and words, they can act out the song in groups of five. They go one by one into the baker's shop and buy a currant bun until there are none left. Make five buns out of cardboard (or have real ones!) and use real or plastic coins for pennies.

‘Happy Families’

Pupils will need their shopkeeper and food cards. Each pupil should have a set of 16 cards (including the shopkeeper and corresponding food of their choice). First introduce the names of the shopkeepers:

Mr Ice Cream the ice-cream man.

Mr Pie the butcher.

Mr Bun the baker.

Mr Crisps the snack-bar man.

Mr Biscuit the grocer.

Mrs Lollipop the sweet-shop lady.

Mr Apple the barrow boy.

Invite two pupils to the front of the class. Both pupils put their sets of cards together and shuffle them. One deals six cards each and puts the remaining cards on the table face down. The object is to collect matching sets of four cards, for example, two cards of Mr Pie the Butcher and two cards of the pie. The first pupil asks, for example, ‘Have you got Mr Pie the Butcher, please?’ or, ‘Have you got a pie, please?’ If the other pupil has the card requested, he must give it. It is then the other pupil’s turn to ask. Once a pupil has collected a set of four cards, he lays them down on the table. The pupil who collects the most sets is the winner.

Drill: *Have you got... please? (Yes, I have./No, I haven’t./Here you are./Sorry).* When the pupils are ready, divide the class into pairs, make sure they have the appropriate cards, and circulate and help as necessary.

Lesson Five

Aims

- To read the story aloud.
- To play a memory game.

Materials

- Enlarged shop, shopkeeper and food flashcards from Lessons Two, Three and Four.
- Pupils’ shop, shopkeeper and food cards.
- Blu-Tack.

Storytelling

If possible, ask pupils to sit in a group on the floor in front of you and revise the shop, shopkeeper and food vocabulary.

Begin the story: ‘Once upon a time there was an Elephant...’ Disguise your voice for the elephant by speaking in a deep voice and taking care to use a rising intonation on the question ‘Would you like a ride?’ Disguise your voice also for the bad baby and say a short, abrupt ‘Yes.’ Mime actions where appropriate, ‘So the Elephant stretched out his trunk, and picked up the Bad Baby and put him on his back.’ Lengthen the vowel sound on *stretched* to emphasise the meaning. When you come to ‘Very soon they met an...’ pause, point to the *ice-cream man* and invite pupils to say ice-cream man. At the butcher’s shop pause after ‘Would you like a...?’ Point to the pie and invite children to say *pie*. Pause again after ‘with the ice-cream man...’, point to the butcher and encourage pupils to say *the butcher*. Continue in this way. When you come to the baker’s shop, pause after ‘And the Elephant said to the Bad Baby...’ Pupils may now be able to repeat the question, ‘Would you like...?’ The noise made by the Elephant, ‘RUMpeta, RUMpeta, RUMpeta’/rʌmpətə/ is great fun to imitate. Gradually, as the story cumulates, pupils should be able to join in more and more, repeating key phrases and vocabulary – especially the ever-increasing list of shopkeepers running after the Elephant and the Bad Baby. Pause after ‘But you haven’t once said...’ Allow pupils to guess the missing word in their mother tongue or in English. Pause again after ‘And they all said, ‘Yes....’ and encourage pupils to predict *please!*

Read the story again, this time allocating a shopkeeper role to each child. Depending on your class size, you may have two or three bakers, butchers, etc. Encourage pupils to join in.

Ask pupils if they liked the story. Who was *their* favourite character? Why? Who was *their* least favourite character? Why? What did they think about the Bad Baby's behaviour? Do they think the Elephant was right to take the food from the shopkeepers without asking? Do they think the Elephant was behaving like this to teach the Bad Baby a lesson? Do they like the illustrations? Which is *their* favourite picture?

Finish the lesson by asking children to sequence their cards in the order of the story, putting them together as sets: the butcher's shop, butcher and pie together, etc. Circulate and check.

Lesson Six

Aims

- To extend the use of *would you like...*?
- To think about shops in children's neighbourhood.
- To extend vocabulary for things you can buy in different shops.
- To write shopping lists and act out a shopping role play.

Materials

- For each child: a sheet of thin A4 card for the 'Would you like...?' activity
- For each pupil: 'Vocabulary activity' from page 185.
- Scissors.

'Would you like...?'

Show pupils the illustration of the ice-cream stand and ask pupils if they remember what the Elephant said to the Bad Baby (*Would you like an ice cream?*). Encourage pupils to think of other things they could offer to their friends and draw up a word or picture web:



Give each pupil a piece of thin card, which they fold into eight squares. Ask them to copy a word or draw a picture on each square from the word or picture web. They then cut the squares out to make cards.

a drink	a book	a pencil	a cake
an apple	a rubber	an ice cream	a drink

Drill the question and answer: *Would you like a bun/an apple?* (Yes, please./No, thank you.). Focus pupils' attention on the use of *a/an*. Ask 'Why is it a bun but an apple?' Encourage pupils to explain the rule for using *a* or *an*. (*An* comes before a vowel.)

Divide your class into pairs and ask children to put the word squares face down on the table. They take it in turns to pick up a card and ask their partner: *Would you like...?* Their partner replies: Yes, please./No, thank you. Invite one pair to demonstrate. Circulate and help as necessary checking pronunciation and intonation.

Extending and revising shopping vocabulary

Revise the names of the shops from the story and ask pupils if they have these shops in their own neighbourhood. Ask them to give the names of any other shops in their neighbourhood: *Fishmonger's, greengrocer's, flower shop, bookshop, chemist's, toy shop, sports shop, pet shop, shoe shop, newsagent's, clothes shop, furniture shop*, etc.

Give each child a copy of the 'Vocabulary activity' and encourage pupils to say where they can buy the different things listed and to write them in the correct shops below. Note that some things can be bought in more than one shop, for example, crisps can be bought in the snack bar and in the grocer's. Circulate and help as necessary. Check and discuss with the class.

Now ask each pupil to write a shopping list consisting of five items chosen from the 'Vocabulary activity'. All five items must come from different shops. For example:

Shopping list

1. Bread (baker's).
2. Sausages (butcher's).
3. Apples (greengrocer's).
4. Chocolate (sweet shop).
5. Biscuits (grocer's).

Shopping role play

Set up shops in your classroom: a butcher's, a baker's, a grocer's, a greengrocer's, a chemist's, a snack bar and a sweet shop. Introduce the dialogue on the board and invite two pupils to demonstrate. One pupil plays a shopkeeper and the other the customer with his shopping list. The dialogue goes like this:

Shopkeeper: *Good morning/afternoon.*
Customer: *Good morning/afternoon.*
Shopkeeper: *Can I help you?*
Customer: *Yes, please. I would like five buns, please/Can I have five buns, please?*
Shopkeeper: *Here you are. That's 50 pence please.*
Customer: *Here you are.*
Shopkeeper: *Thank you. Goodbye.*
Customer: *Goodbye.*

Practise the dialogue and drill as necessary. Allocate pupils to be the different shopkeepers (they can stand behind different desks) and the pupils visit the different shops to buy the things on their shopping list. Build in variety to the dialogue according to their level.

Lesson Seven

Aims

- To play the 'Shopping Game'.
- To think about behaviour that is acceptable, draw up a class code of conduct and to make a book.

Materials

- Shopping lists from Lesson Six.
- For each group of four children: 'Shopping Game' from page 186 – enlarged on to A3 card, a dice and four counters of different colours.
- For each pupil: a sheet of thin A4 card for class code of conduct.

The 'Shopping Game'

Give each group of four pupils a copy of the 'Shopping Game'. Check that pupils understand the key information in the game by asking them to point to the different shops. Ask one group to play the game as a demonstration while the rest of the class watch and listen to your explanation.

Instructions

1. This is a dice game to be played in groups of four. Each group needs a dice and a game board. Each player needs a coloured counter and also a shopping list (from Lesson Six).
2. The pupil places their counter on the HOME square in the centre of the board. He or she looks at his/her shopping lists and decides which shops they need to visit to buy the items on it.
3. The first person to roll a six on the dice begins. Everyone then takes turns to roll the dice and moves around the board the appropriate number of squares. Pupils can move in any direction. When they land on a shop that sells one of the items on their shopping list, they cross out that item.
4. If pupils land on a shop that they do not need to visit their turn is over. If they land on one of the Elephant question squares, roll the dice again. The pupil looks at the number on the dice and then finds the question from the Elephant's list with the same number. They read the question aloud, give their answer and the other players decide if it is correct or not. If correct, they can roll the dice again; if their answer is wrong, their turn is over.
5. If they land on a 'miss a turn' or 'have another turn' square, read the words aloud and follow the instructions.
6. As soon as a pupil has crossed off all the items on their shopping list, they make their way back to the home square in the centre of the board. The first player to reach the home square is the winner.

A class code of conduct

Refer pupils back to the story. What did the Bad Baby say when the Elephant offered him a chocolate biscuit? (Yes). Ask pupils if they think this was the correct way to reply. Ask if they think the Bad Baby was polite or impolite/rude. Ask children to say how they accept something politely in English (elicit Yes, **please**). Ask how they say this in their own language. Now ask pupils to say how they refuse something politely in English (elicit No, **thank you**).

Tell children they are going to create a code of conduct for their class. This helps explain their rights and responsibilities when taking part in their English class. For this to work, children need to be able to develop the codes for themselves, with your assistance. Codes of conduct for children have been shown to be a great exercise to help them develop their own sense of fair play and mutual respect. When children 'own' the code, they will commit to it and support it. An effective code of conduct:

- is discussed and debated by children
- addresses matters that are important to them
- is developed collectively
- is in clear language
- is accepted as fair and reasonable by the children and their teacher.

The ideal time to develop a class code of conduct is at the beginning of a school year.

Draw up a list on the board of issues, such as how to treat each other in class, how to behave appropriately, etc. For example:

We will listen to our teacher.
We will listen to each other.
We will help each other.
We will ask for things politely.
We will give our classmates time to think and answer questions.
We will share our things.
We will be respectful and friendly to everyone in the class.
We will say if we have any concerns or worries.
We will not shout.
We will not laugh if a classmate makes a mistake.
We will not speak when someone else is speaking.
We will not be a bully.

Now elicit useful polite phrases from pupils and write them on the board. For example:

Would you like a book?
Would you like some help?
Can I help you?
Yes, please.
No, thank you.
Can I have a sheet of paper, please?

Can I borrow your pencil, please?
Can I go to the toilet, please?
Can you repeat, please?
Can you help me, please?
I'm very sorry.
Excuse me.

Next give each child an A4 sheet of thin card. Ask pupils to fold the sheet in half, and then in half again to make a booklet. On the cover they write: *Our English Class Code of Conduct and Polite Phrases*. On the left inside page they copy the code of conduct from the board, heading it with a smiley face. On the right inside page they copy the polite phrases from the board. Encourage children to add to these lists and help as necessary.

Make a class code of conduct poster to put on your classroom wall and which all children and the teacher sign. In this way, if there is a problem, you can refer back to the code of conduct the children have signed up to.

The poster begins:

All children in Class XX agree:

We will

We will

Etc.

We will not

We will not

Etc.

Signed:

Date:

Story notes by Gail Ellis

Something Else

Author: Kathryn Cave **Illustrator:** Chris Riddell

Something Else is a touching story about friendship and tolerance that won the 1997 UNESCO prize for Literature in the Service of Tolerance. The main character, Something Else, wants to be like the other creatures but they won't accept him. Then one day a strange creature comes to his house and wants to be friends. At first Something Else is not at all sure about this. Then he is reminded of something.

The story is told in the narrative past and direct speech. Although the text contains some language that is likely to be beyond the children's current productive level, vivid visual contextualisation makes it easily accessible and comprehensible.

Main outcomes

- To act out a role play using pencil puppets.
- To write a group poem about feelings.

Linguistic objectives

Skills

- Listening: listening for global understanding and to identify specific words; listening and responding to instructions in activities and games.
- Speaking: talking about yourself; repeating sentences; describing characters in the story; asking and answering questions; acting out a role play; saying a rhyme with rhythm; describing free-time activities; expressing personal opinions; giving reasons.
- Reading: identifying sentences in a game; matching pictures and descriptions; ordering sentences to make a short version of the story.
- Writing: describing an invented creature; writing a poem in groups.

Functions/structures

- Giving personal information using *I'm ...*, *I've got ...*, *I like ...*, *I can ...*, etc.
- Describing a friend, e.g. *A friend is someone who ...*
- Asking about and describing creatures in the story using *He's ...*, *Is he ...?* *Has she got ...?*
- Greeting and getting to know someone, e.g. *Hi there! Great to meet you. What's your name?*
- Describing free-time activities, e.g. *They watch television.* Talking about feelings, e.g. *I feel happy when ...* Expressing personal opinions, e.g. *I think he's sad.* Giving reasons, e.g. *He wants to help Something Else.*

Vocabulary

- Story-specific: *creature*, *friend*, *different*.
- Colours: *pink*, *blue*, *brown*, etc.
- Parts of the body: *hair*, *eyes*, *ears*, *nose*, *mouth*, *feet*, *paw*, *flipper*, *neck*, *wings*, *beak*, *trunk*, *horn*.
- Adjectives of size: *big*, *small*, *fat*, *tall*, *short*, *long*.
- Adjectives of feeling: *happy*, *sad*, *lonely*, *surprised*, *angry*, *frightened*.
- Free-time activities: *play games*, *paint pictures*, *watch television*, *ride bikes*, *read*, *cook*, *go for walks*, *listen to music*.
- Verbs to describe what a friend does: *listen*, *play*, *talk*, *understand*, *like*, *love*, *help*, *work*.

Pronunciation

- Initial /s/ as in *Something*.
- /tʃ/ as in *creature*.

Cross-curricular links

- Geography: human migration.
- Art: what makes a 'good' painting; paintings you like/don't like.
- Environment: living in a multicultural, multi-ethnic society.
- Learning strategies: predicting, hypothesising, sequencing, comparing, reconstructing from memory, creative thinking.
- Conceptual reinforcement: colour, size, shape, similarities and differences.
- Citizenship/diversity: developing respect for and acceptance of people who are different from yourself; developing an ability to empathise with others; developing an awareness of the value of friendship.

Lesson One

Aims

- To revise personal information.
- To identify things about you that are the same or different from a friend.
- To introduce the theme of friendship.

Materials

- Eight sentences written on separate pieces of card in large letters as follows: *A friend is someone who listens to you/plays with you/helps you/works with you/talks to you/understands you/likes you/loves you.*
- Blu-Tack.

Action game

Say a true sentence giving personal information about yourself, e.g. *I've got blue eyes*. Explain and demonstrate that if the sentence is also true for the children, they should stand up, wave their arms in the air and say *I've got blue eyes too!* Repeat the procedure using any language for giving personal information that is familiar to the children, e.g. *I've got a sister/a dog/a bicycle; I like pizza/milk/ice cream; I like dancing/riding my bike/ listening to music; I'm wearing trousers/black shoes; I can play tennis/speak English; I live in a city/in a flat/near a park; I get up/go to bed at eight o'clock*, etc. Increase the speed as the children become familiar with the game.

Extend the game by inviting individual children round the class to say a sentence that is true and getting the rest of the class to listen and respond in the same way.

Pairwork: same and different

Use the children's responses in the game to explain that there are some things about us that are the same and some things that are different. Give an example to clarify the children's understanding of the concepts of *(the) same and different*, e.g. *I'm wearing trousers and Maria's wearing trousers, so that's the same; I've got blue eyes and Maria's got brown eyes, so that's different.*

Divide the class into pairs. Explain that you want the children to find out three things about each other that are the same and three things that are different. Ask them to be ready to report back to the class. You may like to set a time limit for this activity, e.g. four minutes.

Invite different pairs to report back to the class about things they have found out that are the same or different from their partner, e.g. *We're ten years old. We like English; I live in a flat and David lives in a house; I've got long hair and David's got short hair.* At the end ask the children: 'Do the differences matter?' 'Can you be friends with someone who's different?'

'Chinese Whispers': What is a friend?

Ask the children, 'What is a friend?' and listen to some of their ideas. Then explain that they are going to play a game of 'Chinese Whispers' based on sentences about what makes a friend.

Divide the class into two teams. Get each team to stand in a line facing the board. Put four of the sentences on card in a pile on the desk/floor in front of each team. Then go and stand at the back of the two lines. Whisper to the last child in each team one of the sentences from the team's cards, e.g. *A friend is someone who plays with you*. When you say 'Go!', those two children whisper the sentence to the person in front of them in their team, and so on down the line until it reaches the child at the front of their line. That child picks up the sentence she has heard and sticks it on the board. She then runs to the back of the line, listens to a new sentence from you and starts the whispering process again. Repeat the procedure until all the sentences are on the board. The team that finishes first is the winner.

At the end of the game, ask individual children to read the sentences on the board. Check understanding if necessary. Ask the children: 'Do you agree with the sentences?' 'Have you got other things to add?' Listen to their ideas, e.g. *A friend is someone who shares things with you/defends you/can keep a secret*. Be ready to help with vocabulary and re-model or expand their answers in English if necessary. Briefly discuss the importance of friends and the responsibility you have towards your friends.

Optional follow-up activities

Children write a description of a friend highlighting things about them that are the same and different. They can also draw a picture of their friend.

Lesson Two

Aims

- To practise the language of physical description.
- To introduce some of the story characters.
- To ask and answer questions in a game.
- To motivate the children to want to read the story.

Materials

- For each child: one copy of 'Read and Match' from page 187.
- Crayons.

Drama activity

If you have done Lesson One, refer back to the things the children found out about each other that were the same and different. Explain that in the next lesson you are going to read a story about a character who is different. Tell the children that there are a lot of strange creatures in the story and explain that a 'creature' is anything that is alive.

Give instructions for the children to mime and pretend to be the five creatures on the worksheet in turn. (Do not give them the worksheet yet). Do actions to accompany your instructions, and encourage the children to join in, e.g. *You're very tall and you've got a very long neck. You've got two small horns, like this. And you're wearing glasses, like this. Very good. Now you're a different creature. You've got a big beak like this. And you've got wings like this. Very good.* Use the drama activity to introduce or remind children of the vocabulary in the descriptions on the worksheet. At the end ask 'Which creature do you think is the strangest/funniest?' 'Which creature do you like the most?' 'Why?'

Read and match

Give out the worksheets. Say, e.g., *Find the creature with two small horns./Find the creature with a big beak.* Children listen and point to the correct pictures.

Read the descriptions of all the creatures in turn. Children follow the texts and identify the pictures. Then ask the children to work individually and match the pictures and descriptions. Draw their attention to the example before they begin. Once they have finished, children can compare their answers in pairs before checking with the whole class. If appropriate, you may like to ask individual children to read the descriptions as you do this.

Key

1 = D; 2 = C; 3 = A; 4 = E; 5 = B.

Colour dictation

Make sure the children have crayons available. Say 'Now listen and colour the creatures' and dictate the colours as follows:

The creature wearing glasses is pink.

The creature with wings and a big beak is blue.

The creature with long ears is white. But she's got a pink nose, pink eyes and pink ears.

The creature with a black nose and big ears is brown.

The creature with a big nose and hairy ears is blue.

As you do the dictation, you may like to ask the children to put only a spot of the correct colour on the creature or part of the body mentioned. They can then complete colouring the pictures later. This saves time and makes it easier for the children to share crayons.

Guessing game

Invite a child to the front of the class and ask her to secretly choose one of the creatures on the worksheet. Encourage the rest of the class to find out which one it is by asking up to four Yes/No questions. Demonstrate the kinds of questions they can ask, e.g. *Has the creature got a beak? Has the creature got long ears? Is the creature tall? Is the creature blue?* If necessary, get the class to practise asking the questions in chorus at first. If they guess the creature correctly after four questions, the child who asked the last question has a turn. If they don't guess correctly, the same child secretly chooses another creature. Repeat the procedure once or twice with the whole class.

Divide the class into pairs or groups. Children take turns to play the guessing game with their partner or in their groups in the same way.

Talk about the creatures

Hold up the worksheet. Ask the children: 'Are the creatures the same or different?' 'In what ways are they different?' Listen to their responses, e.g. colour, size, physical features. Then ask: 'Are people different in the same way?' 'Do these differences matter?' Listen to the children's ideas.

Say 'All these creatures are in the story we're going to read in the next lesson.' 'Which one is the main character, do you think?' Encourage the children to guess and to justify their opinions, e.g. *I think it's this one because he/she is sad/funny/ugly/different/friendly/nice*, etc. Be ready to help with vocabulary and expand or re-model their answers in English if necessary. Explain that they will find out the answer in the next lesson.

Optional follow-up activity

Children cut out the pictures on the worksheet and play a guessing game in groups. One child takes a picture and the others ask questions to guess the character. The child who guesses correctly keeps the card and has the next turn. The child with most cards at the end is the winner.

Lesson Three

Aims

- To develop prediction and hypothesising skills.
- To support children's understanding of the first part of the story.
- To develop children's imagination and creative thinking skills.
- To draw, describe and compare pictures.

Materials

- A copy of the 'Read and match' worksheet from Lesson Two.
- For each child: one piece of plain paper.
- Pencils and crayons.

Talk about the cover

Say 'Today we're going to read the first part of the story.' Hold up the worksheet and remind children of the discussion at the end of the previous lesson. Re-cap on this by asking 'Which creature do you think is the main character in the story?'

Say 'Now let's find out the answer.' Hold up the cover of the book and say 'This is the main character in the story.' Briefly compare this with the children's guesses. Then point to the title of the book and say 'This creature's name is Something Else.' Explain that *something else* means something that is different. Ask 'What's Something Else like?' and get the children to describe him, e.g. *He's blue; He's got big eyes and a big nose; He's got hairy ears; He's got big feet*, etc. Then ask further questions, e.g. 'How does Something Else feel?' 'Is he happy or sad?' 'Has he got a lot of friends?' 'Why/Why not?' 'What happens in the story, do you think?' Be ready to help with vocabulary and to re-model or expand their answers in English if necessary.

Tell the first part of the story

Read the story up to the end of the fifth spread (...*there was a knock at the door*). As you read, pause, ask questions, point to the pictures and invite comments from the children in order to support their understanding and involve them in the story.

First spread: *Where does Something Else live? Does anyone else live in the house? Does he have friends? What's the house like? Is Something Else happy in the house, do you think? Would you like to live in this house? Why?/Why not?*

Second spread (pointing to the mirror): *Is Something Else happy or sad? Why is he sad? What does he want? Are the other creatures friendly? What do they say? How does Something Else feel, do you think?*

Third spread: *What does Something Else try to do? Does it make a difference?*

Fourth spread: *Do the other creatures like him now? How is Something Else different?* Encourage the children to talk about the four pictures, e.g. *His scarf is very long. His picture is different. He's very small. He can't play their game. His lunch is green.* Then ask 'What do the other creatures think about him?' 'How does he feel?'

Fifth spread: *Who is at the door? Is it a friend or an enemy? Why has he or she come? What does he or she want?* Encourage the children to predict who the visitor is and the reason for the visit.

Draw a picture

Explain to the children that you want them to imagine who is at Something Else's door and to draw a picture. Ask them also to invent a reason for the visit. Encourage them to be as imaginative and creative as possible. Set a time limit for this activity, e.g. five minutes.

Talk about your picture

Invite a few individual children in turn to hold up their pictures in front of the class and to describe the creatures they have drawn including the reason for their visit to Something Else's house, e.g. *This creature is small and green. She's got a long neck, hairy ears and glasses. She wants to play with Something Else.*

Divide the class into groups. The children should take turns to show each other their pictures and talk about them in the same way. Briefly invite the different groups to report back to the class on the pictures/reasons they like best.

Write about your picture

Explain to the children that you want them to write about their pictures. Write the beginnings of three sentences on the board as follows: *This creature is...; He's/She's got...; He/She wants to...*, and give an example of how they might be completed before the children begin.

Collect in the written descriptions and display the children's pictures. Read the descriptions in random order. Children listen and identify the pictures. Explain that in the next lesson the children will find out who comes to Something Else's house.

Optional follow-up activity

Divide the class into pairs. Give each pair two of the descriptions (not their own). Children read the descriptions and stick them by the correct pictures in the display.

Lesson Four

Aims

- To develop prediction and hypothesising skills.
- To support children's understanding of the rest of the story.
- To compare the children's pictures with Something in the story.
- To relate the story to the children's own experience.

Materials

- The children's pictures from Lesson Three.

Recap the first part of the story

Ask the children 'What can you remember about Something Else?' and get them to recap on the first part of the story.

Read the first part of the story again (up until ...*there was a knock on the door*). Pause to create suspense before turning to the sixth double spread. Point to the children's pictures on the walls and ask 'Who is it knocking at the door?' 'Is it like one of these creatures, do you think?' Turn over the page to show the picture of Something.

Compare Something with the children's pictures

Read the text for the sixth double spread and then ask, 'Is Something friendly, do you think?' 'Is he the same as or different from Something Else?' and elicit a description, e.g. *He's orange; He's got a lot of hair; He's got a nose like an elephant; He's got a big smile; He's got two paws and big feet*. Look at the children's pictures on the wall and say 'Is Something the same as the creatures you imagined?' Give an example: *Something's orange and this creature is orange too*. Then elicit other comparisons from the children, e.g. *Something's got big feet and this creature has got big feet too*.

Tell the story to the end

Ask children 'Do you want to find out what happens?' and continue telling the story to the end. As previously, pause, ask questions, point to the pictures and invite comments:

Seventh spread: *What does Something do? How does Something Else feel? What does Something want, do you think?*

Eighth spread: *What does Something do? Does Something Else know Something? What does Something Else do? How does he feel? Does Something want to be friendly?*

Ninth spread: *How does Something Else feel? How does Something feel? What does it remind Something Else of, do you think?*

Tenth spread: *What does Something Else remember? What does he do? What does he say? Does Something stay? Are they friends, do you think? What do they do together?* Encourage the children to predict.

Eleventh spread: encourage the children to talk about the pictures. Ask: 'What do they do?' 'Are they the same or different?' 'Are they friends?'

Twelfth spread: use mime to convey the meaning of 'weird-looking'. Ask 'Do they tell the boy to go?' 'What do they do?' 'Why, do you think?'

Talk about the story

Encourage the children to talk about the story and to relate it to their own experience and lives. Ask 'Would you do the same as Something and Something Else?' 'Why?' and listen to their response. You may also like to give a concrete example to help them think through their ideas, e.g. *Imagine a creature as different as Something Else is coming to your school tomorrow. What would you do?* and listen to their answers, e.g. *play with him, help him, work with him*, etc. Ask 'Is it important to do this?' 'Why?'

Optional follow-up activity

In groups, children make a poster incorporating their ideas about how to help a child who is new at their school.

Lesson Five

Aims

- To identify the main characters in the story in a game.
- To listen and respond to specific words in the story as part of a team.
- To read and order the main events in the story.
- To explore what we can learn from the story.

Materials

- Two sets of small cards (one for each child in each team) with a word from the story on each card. For example, for a class of 20 children the words could be: *Something Else/Something/games/pictures/lunch(es)/creature/ friends/paw/door/sorry*.
- For each child 'Number the sentences in order' worksheet from page 188.

Warmer

Divide the class into two groups: *Something* and *Something Else*. Say sentences about either character, e.g. *He's got a black nose; He's got orange hair; He lives on a windy hill; He's got a trunk*. Children listen and call out the name if the sentence refers to their character.

Listen and respond in teams

Divide the class into two teams. Give out a word card to every child in each team and explain that all the words come from the story. Check that the children understand and can recognise the word they have by saying each one in turn and getting children to hold up the corresponding cards. Explain that they are going to listen to the story again. Demonstrate that every time the children hear their word in the story, they should stand up, turn round and sit down again. Tell the story again. Pause whenever necessary to check that children with the word cards from both teams are responding correctly.

Order the story

Ask the children 'What happens in the story?' and elicit the main events. Give out a copy of the worksheet 'Number the sentences in order' to each child. Explain that children should read the sentences and number them in order to make a short version of the story. Draw their attention to the example before they begin.

Once they are ready, ask the children to compare the order of their sentences in pairs before checking with the whole class. Ask individual children to read the sentences in turn to check the order.

Key

Something Else lives alone in a house on a windy hill (1). He wants to be friends with the other creatures (2). The other creatures think Something Else is different and they don't like him (3). One day Something comes to Something Else's house (4). Something stays with Something Else (5). Something and Something Else are different but they're friends (6). When a really weird-looking creature comes to the house, he's their friend too (7).

Talk about the story

Ask the children 'What can we learn from the story?' and listen to their ideas, e.g. *We're all different. We all need friends. We can all feel like Something Else at times. We can be friends with people who are different from ourselves. It's important to accept and respect differences. It's important not to reject people just because they are different.* Be ready to re-model and expand the children's ideas in English if necessary.

Optional follow-up activity

Children cut out the sentences from the worksheet and stick them in order on a piece of paper. They then draw a picture to illustrate the story.

Lesson Six

Aims

- To listen and follow instructions to complete a picture.
- To act out a role play using pencil puppets.
- To say a rhyme related to the story's theme.

Materials

- For each child: 'Listen and complete the picture' worksheet and three pencils.
- Crayons, scissors and Blu-Tack or sticky tape.
- Finished examples of the pencil puppets (made from the 'Listen and complete the picture' worksheet).

Collaborative picture dictation

Hand out the worksheets and explain that another really weird-looking creature comes to Something Else's house. Ask the children: 'What do you think the creature is like?' As the children respond, accept their suggestions and include them as part of the picture dictation, e.g. Pupil One: *I think he's got long ears.* Teacher: *OK. The creature's got long ears. So everybody, draw two long ears. Good. What else?* Pupil Two: *I think he's got big eyes.* Teacher: *Right. Now draw two big eyes on the creature, etc.* Continue with the dictation in the same way until the picture is complete. If you like, you can also ask the children to suggest colours for different parts of the body. Once they have finished, children can compare their pictures of the 'really weird-looking creature' in pairs.

Make pencil puppets

Hold up the pencil puppets you have prepared. Explain to the children that they are going to make pencil puppets of the three characters on their sheets and use them to act out a role play and say a rhyme. Explain and demonstrate that children should cut around the dotted lines and use Blu-Tack or sticky tape to stick each puppet on to the blunt end of a pencil. If you like, they can also colour the puppets.

Role play

Ask the children to imagine the 'really weird-looking creature' coming to Something Else's house. Hold up the puppets in turn and invite the children to make suggestions to build up the scene, for example:

(knock at the door)

Something Else: *Who is it?*

Something: *I don't know.*

Something Else: *Open the door!*

'Weird Creature': *Hi there! Great to meet you!
Can I come in?*

Something Else: *Yes, of course. You're welcome!*

Something: *You can stay! You can be our friend!*

'Weird creature': *Thank you.*

Something Else: *What's your name?* etc.

The role play can then be developed using any other language for asking and giving personal information that the children know.

Divide the class into groups of three or four children. Either assign or invite them to choose roles and make sure they have the pencil puppet of their character ready. In the case of groups of four, two children should play the role of the 'weird creature' and imagine they are twins. Children act out the role play in their groups using the pencil puppets. At the end you may like to ask one or two groups to act out the role play to the rest of the class.

Rhyme

Ask the children if they want to learn the rhyme invented by Something Else and Something. Say 'Listen and tell me: What's the problem?' Hold up the two pencil puppets and move them rhythmically as you play the cassette or say the rhyme, stressing the syllables that are underlined:

We always try our hardest.

We always do our best.

The problem is we seem to be

So different from the rest!

Check the answer (the problem is they're different) and clarify the meaning of the first two lines. Say the rhyme again once or twice and encourage the children to join in, holding up their two pencil puppets and moving them rhythmically in the same way. Write the rhyme on the board with missing words. Children copy and complete the rhyme. If appropriate, briefly discuss whether the children think being different is a problem for people in the country where they live.

Optional follow-up activity

Children write a dialogue based on the role play they did in this lesson.

Lesson Seven

Aims

- To introduce or revise vocabulary for free-time activities.
- To talk about free-time activities in a game.

Materials

- For each child: 'Picture cards' sheet from page 189.
- One set of prepared 'Picture cards'.
- Scissors.

Drama activity

Ask the children 'Can you remember what Something Else and Something do together in the story?' (they play games; they paint pictures). Say 'Look. These are some other things Something Else and Something do together.' Mime different free-time activities in turn (including the ones on the picture cards) and encourage the children to guess each one, e.g. *They listen to music together. They go for walks together*, etc. Be ready to re-model the sentences and get the children to repeat them in chorus if necessary.

Divide the class into pairs. Say 'Imagine you and your partner are Something and Something Else. Listen and mime activities you do together.' Say sentences, e.g. *You read books together. You watch TV together.* Children respond by miming the actions with their partner.

Make picture cards

Give a copy of the 'Picture cards' sheet to each child. Make sure the children also have scissors. Hold up the picture cards you have prepared. Say 'Look at the pictures of Something Else and Something. Cut out the pictures and make cards like this.' Children who finish quickly can colour the cards. Once the children are ready, say sentences about the cards in random order, e.g. *They play games together.* Children listen and hold up the correct card.

Arrange the cards

Divide the class into pairs. If possible, get the children in each pair to sit opposite each other with a dividing screen, e.g. an open book, between them. Ask one child in each pair to choose five cards and arrange them in a row from left to right on the desk. Explain and demonstrate that this child then gives instructions to her partner to arrange her cards in the same way, e.g. Pupil One: *They read books together.* Pupil Two: Yes. Pupil One: *They go for walks together.* Pupil Two: *Can you repeat that, please?* etc. When they have finished, children compare their rows of pictures before changing roles and repeating the activity.

Memory game

Children work in pairs. Explain and demonstrate that children should shuffle their two sets of picture cards together and lay them face down in any order on the desk. One child turns over a card and says the corresponding sentence, e.g. *They watch television together*. She then turns over a second card and says the corresponding sentence in the same way. If the two cards are the same, the child keeps them. If they aren't the same, she turns them back face down on the table and her partner has the next turn. Demonstrate the game at the front of the class with one child before they begin. The child in each pair with most cards at the end of the game is the winner. Children can then change partners and play the game again.

Optional follow-up activity

Children make a simple book out of paper. They stick one picture card on each page and write the sentences underneath.

Lesson Eight

Aims

- To develop children's awareness of their feelings.
- To develop empathy, respect for and understanding of other people's feelings.
- To write a poem collaboratively in groups.
- To help children understand the value of editing and re-drafting written work.

Materials

- For each group of four children: starter sentences on card, e.g. *I feel happy when...; I feel sad when...; I feel lonely when...; I feel frightened when...*
- For each child: one strip of paper and a pencil.

Introduction

Ask the children to tell you words that describe how Something Else and Something feel at different moments in the story, e.g. *sad, lonely, different, happy, surprised, angry, frightened*, etc. Hold up pictures from the book as a prompt for this if necessary. Write the words on the board as the children think of them.

Give examples of things that are true for you using words on the board, e.g. *I feel happy when I ride my bike in the park; I feel sad when I see pictures of war on television*. Invite the children to contribute their own ideas in the same way. Be ready to re-model or expand their ideas in English if necessary.

Write a group poem

Divide the children into groups of four. Give a strip of plain paper to each child and invite each group to choose one of the starter sentences you have prepared, e.g. *I feel happy when...; I feel sad when....* Explain to the children that they are going to write a poem in their groups based on the starter sentence they have chosen. Ask the children first of all to work individually and to think of one thing that is true for them to complete the starter sentence and to write it on their strip of paper. Once they have done this, invite the children to read and compare their sentences and to arrange them to make a poem. At this point explain that they can add words, cut words or change the sentences if they want to. Once the children are ready, suggest they think about how their poems will end. In order to help them, you may like to suggest that they write a final sentence starting with *But...*, which contrasts with the previous ideas in the poem. An example of a completed poem is as follows:

I feel sad when...

I argue with my best friend.

My parents are angry with me.

I can't find my things to take to school.

My homework is boring and difficult .

*But I feel sadder when I see hungry children
on the street or people dying on television*

Once the children have agreed on the last line(s) of their poem, ask them all to copy out the final version.

Read your poem

Invite children from different groups to read out their poems. The rest of the class listen to see if the poems contain any similar feelings or ideas to their own.

Optional follow-up activity

Children write out and illustrate their poems. These can then be used to make a class book or wall display.

Story notes by Carol Read

Funnybones

Authors and illustrators: Janet and Allan Ahlberg

Funnybones is an amusing story about two skeleton friends who, together with their dog, want to frighten someone. They go to the park but the dog has an accident and ends up as a pile of bones. Big Skeleton and Little Skeleton try to put him together again but get his bones mixed up. They then go off again in search of someone to frighten and visit a zoo but finally, unable to find anyone to frighten, they decide to frighten each other!

The story begins and ends with a twist on the traditional rhyme '*In a dark, dark wood...*'. The authors use their own version of the rhyme to develop the story: *On a dark dark hill...* This type of spooky rhyme or story is a common form of entertainment among children, and is recited when the lights are low, after dark, and told in a quiet and slow, frightening voice, until the last word is suddenly shouted. The aim is to frighten and the teller hopes to create an atmosphere of mystery and excitement. The tension of the rhyme is increased by the repetition of the adjective *dark* and the nouns that accompany it.

The *Funnybones* story is a narrative using the simple past tense. The dialogue consists of useful functional phrases like *Good idea! What shall we do? Let's...* which are repeated and highlighted in speech bubbles. A song based on the African-American spiritual *Dem Bones* contains the passive form *The toe bone's connected to the foot bone!* The language is repetitive and rhythmical and invites children to join in with the storytelling.

Main outcomes

- To learn a scary rhyme and an African-American song.
- To make a personalised dictionary.
- To make up skeletons and learn the names of all the main parts.

Linguistic objectives

Skills

- Listening: for gist, for specific detail and following instructions.
- Speaking: repetition of key vocabulary and phrases, learning a rhyme and a song.
- Reading: recognition of key words and phrases to play games.
- Writing: spelling, labelling, writing lists, organising a dictionary, producing simple sentences, e.g. using the passive.

Functions/structures

- Asking questions using *What shall we ...*
- Making suggestions using *Let's ...*
- Describing the past using the simple past tense.
- Using the passive form *is connected to*.
- Expressing wishes using *I wish I had...*

Vocabulary

Nouns: (setting) *hill, town, street, house, staircase, cellar, park, zoo, swings, pond, bench, tree, tennis courts, stick*; (characters) *dog, skeleton, animals, e.g. elephant, crocodile, snake, giraffe, mouse, pig*; (parts of the body) *skull, head, toe, foot, leg, hip, back, arm, thigh, neck, finger*.

Adjectives: *dark, big, little, right, wrong, scary*.

Verbs: *scratch, live, left, frighten, play, climb, walk, throw, put together, bump, jump, hide, ...is connected to*.

Adverbs: *past, into*.

Pronunciation

- Pronunciation and word stress of new words and phrases.
- Use of rising tone for the question *Shall we ...?*
- Use of falling tone for the response *Let's ...*

Cross-curricular links

- Science: skeletons and anatomy.
- Music and drama: saying a rhyme in a scary voice, singing an African-American song.
- Learning strategies: predicting, sequencing, classifying words, memorising words, organising a dictionary.
- Citizenship/diversity: understanding that different things can frighten different people, awareness of the value of friendship.

Cultural information

The song *Dem Bones* is a well-known African-American spiritual about resurrection. It was probably first sung as far back as 200 years ago. Today the song is usually sung as a way to learn anatomy, rhyme and language.

Lesson One

Aims

- To introduce the story and key characters.
- To introduce key vocabulary to describe skeletons and places.
- To introduce the rhyme *On a dark dark hill*.

Materials

- X-rays, a moving skeleton or real bones, if possible.
- A copy of the storybook with page numbers added lightly in pencil. There are 29 pages: page 1 starts *This is how the story begins...* and page 29 ends *They still do.*

Introducing the story

Show the children the front cover and ask them to predict what they think the story will be about. Elicit: *skeleton(s)*, *bone(s)* and *dog*. Point to the title showing how it is made up of two words funny + bones. Point to the characters and the different bones and then point to the hat. Ask the children if they know anything about bones. If you can get hold of an X-ray of parts of the skeleton, a moving skeleton or any real bones or skulls the children will be fascinated! Explain that a skeleton is made up of many different bones that support and protect the soft parts of the body and enable us to move about.

The rhyme: *On a dark dark hill*

You may like to create a spooky atmosphere in your class before you read: draw curtains, pull down blinds, turn out lights, shine a torch on the book. Turn to the first double spread and read *This is how the story begins*. Read the rhyme in a slow, quiet voice, almost a whisper, pointing to the illustrations to convey the meaning of the following nouns: *hill*, *town*, *street*, *house*, *staircase*, *cellar*. When you reach to the last line *And in the dark dark cellar...* pause and ask children to say what they think they will find in the cellar. Turn the page, point to the illustrations and invite children to say *some skeletons*. Repeat ...*some skeletons lived*. Point to each skeleton as you read *There was a big skeleton, a little skeleton and a dog skeleton*.

Say the rhyme again, pointing to the pictures and inviting children to join in. Divide your class into six groups and give each group a noun from the rhyme: *hill*, *town*, *street*, *house*, *staircase*, *cellar*. Give pupils a sheet of paper each and ask them to quickly draw a picture of their noun. Say the rhyme again and pupils hold up their pictures and say the lines corresponding to their noun, for example:

Group 1: *On a dark dark hill*

Group 2: *There was a dark dark town. In the dark dark town*

Group 3: *There was a dark dark street. In the dark dark street...*

Make a display of pupils' pictures.

Reading the story

Finish the lesson by reading the story up to *There was a big skeleton, a little skeleton and a dog skeleton*. Ask the children what time it is (nighttime: they can see the moon and stars) and what they think the skeletons are going to do.

Lesson Two

Aims

- To read the first six pages of the story up to *They went into the park*.
- To listen for detail.
- To describe feelings using the pattern *X frightens us/me* and make a concept web.
- To introduce the dictionary-making project.

Materials

Children's illustrations of key words from Lesson One, e.g. *hill*, *town*, *street*, *house*, *staircase*, *cellar*.

Introducing the story

Show pupils the cover and ask them the names of the characters (Big Skeleton, Little Skeleton and Dog Skeleton). Read the first three pages to ...*and a dog skeleton*. Point to the skeletons and ask: 'Where are they?' 'What do you think they are going to do?' Then read the next page miming actions where appropriate, such as *scratched* and *frighten somebody*.

Concept web: things that frighten us

Tell pupils what frightens you and then ask the pupils to say what frightens them. Use a simple sentence pattern like *The dark frightens us/me*.

As children share their ideas, write the words *THINGS THAT FRIGHTEN US* in the middle of the board and fill in the concept web, for example:



Provide vocabulary as necessary. Ask children to copy the web as part of their dictionary project (see below). Pupils can also draw a picture of what frightens them and put a caption *X frightens me*.

Reading the story

Continue reading the next two pages of the story up to *They went into the park*. Convey the meaning of new words as they arise by miming actions and pointing to illustrations where appropriate (*scratch*, *frighten*, *left*, *climbed*, *skull*, *houses*, *shops*, *zoo*, *police station*).

Revising new words

Divide the class into nine groups asking five groups to quickly draw the five nouns for the next part of the story: *skull*, *shop(s)*, *zoo*, *police station*, *park*. Give each of the other four groups one of the verbs *scratched*, *climbed*, *walked* and *frighten* to print on a large piece of paper (one piece of paper for each group). Also distribute the children's pictures of *hill*, *town*, *street*, *house(s)*, *staircase* and *cellar* from Lesson One. Explain to the pupils that you are going to read the first part of the story again and every time they hear the word for their group (from both Lessons One and Two) they have to stand up and then sit down. Read the first six pages of the story again up to *They went into the park*.

Dictionary-making project

Throughout the story lessons, pupils make and build up their own picture/word dictionary. This can be made using an exercise book, a ring-binder file, etc. Suggestions for designing a dictionary cover are

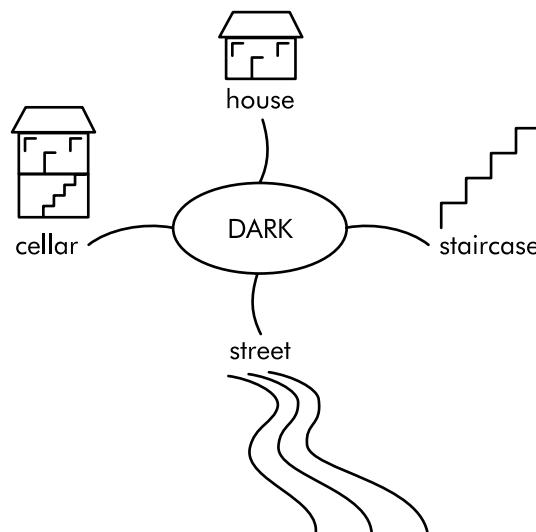
provided in Lesson Seven. Pupils could also make their dictionary as a mobile by writing their words and pictures on black card with white, silver or gold pens and attaching the cards to a coat hanger.

Pupils need to decide on how they are going to organise their dictionaries. They could be divided by story features: setting, characters, the events; by topic section-by-section as you read the story; by grammatical categories: nouns, verbs, adjectives, etc, or by alphabetical order.

Pupils should include the written version of each word, checking that the spelling is correct. They can add a drawing, where appropriate, and perhaps a translation and even an example of a phrase or sentence using the word. Insist upon neatness and clarity.

Pupils can select from the following techniques to help them remember pronunciation and meaning.

- Longer words can be written with a pronunciation guide, such as writing the stressed syllable in capital letters, e.g. SKEleton.
- A word can be drawn in a way that shows its meaning, e.g. *frightened* written in a scary script, or *swings* written in a curve.
- Pupils may like to write a word vertically and add another word which starts with that letter that has some connection with the meaning, for example:
Snakes.
Caterpillars.
Angry people.
Roars.
Elephants.
- Words that belong to lexical sets can be written down as word webs, for example:



Ask pupils to choose their own word and draw a word web for it, e.g. SKELETON + leg bone + back bone + skull + connected...; PARK + swings + tennis courts + slides + pond...; TOWN + hill + street + house + park + zoo + police station, etc. When they have done this ask the pupils to cover the main word and have others guess what this word might be by looking at the other words given in the web. Use these word webs to decorate the room.

Note: the main areas of vocabulary focus for the whole story are: *things that frighten me; things in towns; things in parks; body parts; animals.*

Finish the lesson by reading the story again up to page 6, *They went into the park*. Ask pupils to predict what they think the skeletons will do.

Lesson Three

Aims

- To read the next five pages of the story up to *Let's put him together again...* on page 11.
- To learn vocabulary associated with activities in parks, e.g. *swings, pond, tennis courts, stick, park bench, throw, play, chase, bump*, etc.
- To ask questions using *What shall we do?*
- To make suggestions using *Let's...*

Materials

Two speech bubbles, as in the story on pages 7–8, written on to card and cut out: a) *What shall we do now?* b) *Let's play on the swings.*

Continuing the story

Re-read the story up to page 6, *They went into the park*. Ask the pupils about their local park (if they have one) and discuss the things they have there (or would like to have). Compare with the park in the story, which has a *pond, some benches, some swings, some flower beds, some tennis courts and some trees*. Remind pupils of the predictions they made at the end of the last lesson about what the skeletons will do in the park. Ask them to listen and see if they were right.

Now read from page 7 to halfway through page 11, *Let's put him together again.*

Review the words in the story that are about things in the park: *a pond, a bench, a tennis court, a tree and the swings*. Write the words on the board and ask the pupils to repeat, checking their pronunciation. Give the pupils a couple of minutes to memorise the words, then rub off some words. Ask 'What is missing?'

Making suggestions

Re-read the lines *What shall we do now?* and *Let's play on the swings*, and show the speech bubbles you have made. Use some of the pupils' pictures to elicit different answers to the question, *What shall we do?* e.g. *Let's play tennis*. Ask pupils for other ideas, e.g. *Let's play in the pond, Let's play with the dog*, etc. As children gain confidence, encourage them to use other vocabulary introduced in the story, e.g. *Let's go to the shops, Let's go to the zoo*, etc. Practise these sentence patterns in pairs: Pupil A: *What shall we do?* Pupil B: *Let's play/go/climb*, etc.

Miming action verbs

Re-read the story pages 1–11 and teach/review the action verbs: *play, throw, chase, trip and bump into* using pictures in the book or mime. Invite a pupil to come to the front of the class and mime one of the verbs. The rest of the class must guess what he is doing using the structure: e.g. *He's —ing... (He's playing with the dog.)*

Dictionary project

Pupils continue with their dictionaries, adding words for things in parks. If they are confident, pupils can begin testing each other in pairs saying *What does 'swings' mean? Can you put it into a sentence?*

Homework suggestion

Pupils draw their idea of 'The Ideal Park' or 'Our Favourite Park'. These need to be labelled to show what kinds of things they have in them. These pictures could be included as part of the dictionary.

Lesson Four

Aims

- To review the story pages 1–11.
- To teach/revise parts of the body: *toe, foot, ankle, leg (front/back), knee, thigh, hip, back, shoulder, neck, head, tail*, etc.
- To make a human and a dog skeleton.
- To learn a song using passive *is connected to*.

Materials

- For each pupil: copy of 'Make a skeleton' sheet from page 190, approximately 30 paper fasteners, scissors and string.
- One copy of 'Make a skeleton' (human and dog) – enlarged on to A3 card and cut out.
- Song: *Dem Bones*. See examples on YouTube at: www.youtube.com/watch?v=hYeQUXXYvKO www.youtube.com/watch?v=Jpvuqj5nv6U
- Blu-Tack.

Reviewing parts of the body

First, teach/review parts of the body by demonstrating *toe, foot, leg, hip, back*, etc. Ask pupils to point to their bodies and repeat the words. Check their pronunciation. Using the enlarged human skeleton cut-outs, ask pupils to guess which part of the human skeleton you are showing them. Point and ask ‘Which bone is this?’ ‘Is it the leg bone?’ ‘Is it the shoulder bone?’ or say ‘This is the hip bone.’ ‘Is that true?’ Selected pupils can then act the part of the teacher and ask the questions. Distribute copies of the human skeleton to each pupil. Ask them to cut out the pieces and to put the human skeleton together using paper fasteners so that the joints will move. Circulate and help as necessary encouraging pupils to say the different body parts. Help children attach a piece of string to the head.

Game: ‘Skeleton Says’

This is like ‘Simon Says’, except the pupils only follow the instruction if it is preceded by *Skeleton Says*. For example, *Skeleton says touch your hip!* (children touch their hip). *Touch your leg!* (no-one should move). When the children seem confident with this, ask one or two children to take the part of the teacher.

Song: *Dem Bones*

Read the story to the end of page 11, *They sang a song while they did it*, but do not sing the song yet. Demonstrate the phrase ... *is connected to...* saying *The leg bone’s connected to the hip bone!* and so on. Now read the story on page 12 to *The hip bone’s connected to the back bone!* Explain to the pupils that the song *Dem Bones* comes originally from Africa. Sing the full version of the song pointing to the different parts of your body as they are mentioned in the song.

Dem Bones

*The toe bone’s connected to the foot bone.
The foot bone’s connected to the ankle bone.
The ankle bone’s connected to the leg bone.
The leg bone’s connected to the knee bone.
The knee bone’s connected to the thigh bone.
The thigh bone’s connected to the hip bone.
The hip bone’s connected to the back bone.
The back bone’s connected to the shoulder bone.
The shoulder bone’s connected to the neck bone.
The neck bone’s connected to the head bone.
Dem bones, dem bones, dem dry bones,
Dem bones, dem bones, dem dry bones,
Dem bones, dem bones, dem dry bones,
Dem bones connected together*

Sing again and have children do the actions after you, pointing to each body part.

More body parts

Revise parts of the body again and introduce *tail bone, front leg bone, back leg bone*. Using the enlarged dog skeleton cut-outs, encourage pupils to guess which part of the dog skeleton you are showing them. Selected pupils then act the part of the teacher and ask the questions.

When they have finished say ‘Oh dear, Dog Skeleton’s all in pieces.’ ‘What shall we do now?’ ‘I know, let’s put him together again.’ Invite one or two pupils to come up to the board to re-arrange the parts correctly. Afterwards give each pupil a copy of the dog skeleton parts from page 190 and a pair of scissors and ask them to cut out the pieces and put the dog together. Display the skeletons in the classroom.

To finish, pupils continue with their picture dictionaries, focusing on body parts.

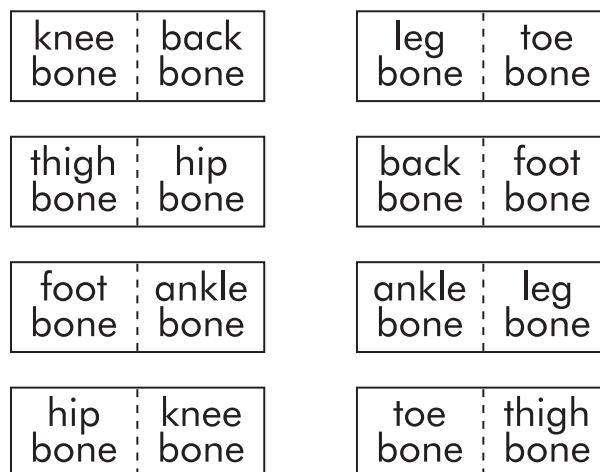
Lesson Five

Aims

- To review body parts with a simple reading and matching game (‘Dominoes’).

Materials

- Enlarged human skeleton from Lesson Four.
- Enlarged class copy of ‘Body parts flashcards’ from page 191 – copied on to card and cut out.
- For each pupil: two sheets of A4 card to make dominoes.
- Scissors.
- Eight dominoes as below (see page 131 for how to make dominoes):



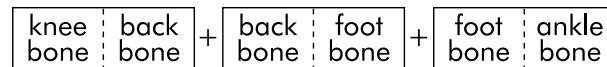
Review

Review the story so far to the end of page 12. Sing the *Dem Bones* song again with the pupils pointing to the right parts of the body as they are mentioned in the song. As they become more familiar with the melody invite them to join in with the words.

Re-cap the parts of the body and introduce the written version of each body part using the enlarged 'Body parts flashcards'. Choose pupils to come to the board to label the enlarged human skeleton using the word flashcards.

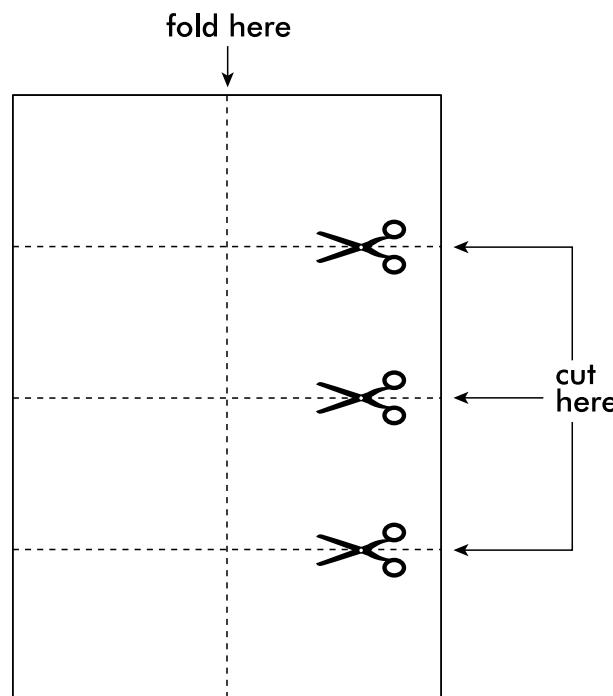
Dominoes

Demonstrate with the eight large domino cards showing how each domino connects with another. For example:



Say, for example, 'back bone and back bone match, so I can use this domino' (back bone/foot bone domino). Continue until all the cards are used. Mix up the cards and repeat, asking the pupils which cards you can use.

Afterwards pupils make their own dominoes. They fold two pieces of A4 card in half vertically and then horizontally and horizontally again so they have one vertical crease and four horizontal creases. This will make four domino cards per piece, each one with a crease in the middle. Ask the pupils to cut along each of the four horizontal creases to make eight domino cards. Ask pupils to draw a line down the vertical crease at the centre of each domino card to divide it in two.



Next choose eight body parts – choose from the words on the 'Body parts flashcards' and make sure each part connects to another. Write two lists of these on the board. Write the same words in each list but put them in a different order, for example:

hip bone	back bone
back bone	finger bone
shoulder bone	head bone
neck bone	hand bone
head bone	neck bone
finger bone	arm bone
hand bone	hip bone
arm bone	shoulder bone

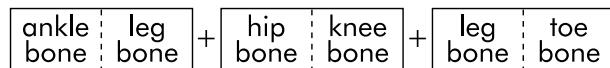
Ask the pupils to choose a word from the first list and to copy it on to the left hand half of the domino card. On the right hand half of the card they write a second word chosen from the second list. Some of the cards could have the same word written twice (but not too many). Children must choose their own combinations of body parts for their dominoes. Make sure they write the words very neatly and quite large, with the correct spelling.

Once the cards are ready have the pupils write their initials on the back of each of their cards so they don't confuse them with anyone else's. Organise children into pairs, threes or fours.

Make sure all of the pupils have eight domino cards before starting to play. The children take turns to place a matching domino. The first person to use up all of his cards is the winner.

'Connect Dominoes'

When pupils are confident with this, you can introduce this slight variation. This time pupils match cards by putting words together that connect the right bones together. Demonstrate using your eight domino cards:



Say 'The leg bone's connected to the hip bone, so I can use this domino' (hip bone/knee bone), etc. The children play the game again in groups or pairs until the first child uses up all his dominoes.

If there is time, children can continue with their picture dictionaries, this time focusing on words for parts of the body.

Lesson Six

Aims

- To read the story pages 13–20.
- To teach/revise new vocabulary: *mixed up, policemen, animals, giraffe, fish, mouse, snake, pig, elephant, parrot, crocodile*.
- To practise using *I wish I had...*
- To practise using *You're right/wrong* and *That's true/not true*.

Introduction

Revise the story so far. Ask pupils to say whether they think the dog skeleton has been put together now. Read pages 13 and 14 pointing to the illustrations to convey the meaning of *mixed up*. You may like to draw attention to the word *Foow!* (*Woof* spelt backwards to emphasise that the dog's head and tail have been put back on the wrong ends!)

Reading pages 15–20

Now read pages 15–20 to *Let's ... keep out of the way of the crocodile skeleton*. Simplify the language where necessary. For example, on page 20 change *Let's have a ride on the elephant* to *Let's ride the elephant*; *Let's have a word with the parrot* to *Let's talk to the parrot*; and *Let's keep out of the way of the crocodile* to *Let's run from the crocodile*. Teach or elicit new language (e.g. *policemen, animals, giraffe, fish, mouse, snake, pig, elephant, parrot, crocodile*) as it arises by pointing to the pictures. On page 15 there is another small verse of a song with the same tune as *Dem Bones: These bones, these bones can bark again!* Invite the children to sing the song again if they wish.

I wish I had...

Go back to page 16 and re-read the speech bubbles. Explain that you use *I wish I had...* when you want something you do not have. Use the names of different animals to give examples: *I wish I had a cat... but I don't; I wish I had a dog... but I don't*; etc. Write the names of some animals on the blackboard and ask the pupils to choose three animals and write these down secretly. In pairs, Pupil A says a sentences like *I wish I had an elephant*. Pupil B has to guess whether this is one of the animals on Pupil A's list. If she thinks it is not on the list she says *That's not true!* If she thinks it is on the list she says *That's true*. Pupil A answers *You're right/wrong*.

Dictionary project

Pupils continue work on their dictionaries, this time focusing on animals. Fast finishers can play 'Dominoes' again.

Lesson Seven

Aims

- To finish reading the story (pages 21–29).
- To provide pupils with free choice where they can concentrate on different activities according to their talents and interests.
- To review and display dictionaries.

Materials

- 'Skeleton wordsearch' from page 192.
- 'Funnybones quiz' from page 192.
- Reference books on the human body and on animals.
- Pictures of the skeletons of different animals based on the book (optional for mixed-up animals activity).
- Skull masks (optional for drama activity).

Finishing the story

Read through the last part of the story from page 21 (*When they were back in the street*) to the end. You can even leave out some of the text, for example, on page 22 just use the part that says *Let's frighten each other! Good idea!* Mime and point to the illustrations as you read to make the meaning clear.

Refer children back to the concept web from Lesson Two: 'Things that frighten us'. What do the skeletons do to frighten each other? Point to the pictures and elicit vocabulary. Ask the children to add any new things to their concept web.

Re-read the rhyme at the end of the story and invite children to join in.

Dictionary

The dictionary itself and the cover of the dictionary need to be completed. The pupils could design the cover by writing words using letters that have been made to look like bones. They can also make bone shapes to put decorative borders around their pages. Make sure you put the dictionaries on display so the class can look at each other's work.

Free choice

Working individually, in pairs or small groups, pupils choose from the following activities. Some of this work could be completed at home or it may take an extra lesson to complete.

1. Create a skeleton zoo

Pupils might like to draw and label animals for a skeleton zoo for class display. They can design posters and tickets and decide on opening times and feeding times, the layout of the zoo, entrance fees, etc.

2. Mixed-up animals

Pupils draw an animal with bones connected in the wrong order. Use the pictures of the animal skeletons on pages 13 and 18 of the storybook to give the pupils ideas. Ask pupils to label the bones in their pictures. Other pupils have to guess which animal has been drawn. Pupils could also write a description of how the animal's bones are connected. For example: *My animal has a tail bone connected to its skull and a hand bone connected to its neck bone.*

3. Drama

Pupils could make masks and act out the story in groups. You will need at least six characters: Big Skeleton, Little Skeleton, Dog Skeleton, Parrot Skeleton, Crocodile Skeleton, Giraffe Skeleton.

4. Creative writing

Pupils write a story similar to *Funnybones* but with a different setting or different animals. They can illustrate it with skeleton pictures or skeleton-shaped letters. Ask the following questions to help pupils decide on their story: *How many skeletons are in the story? What are they like? Where do they live? What do they like doing? What happens? Do they have a problem? How do they solve it? How does it end?*

5. Skeleton wordsearch

Pupils complete the wordsearch from page 192 and then make their own wordsearches using the body parts from the story. Pupils choose between eight and ten skeleton words and write them on squared paper (eight to ten squares across and down), putting one letter in each square. Words can go across the paper, down, diagonally or even backwards. The pupils fill in any remaining blank squares with random letters. They then give their wordsearch together with a list of words to another child to solve.

Key

S	H	O	U	L	D	E	R
B	R	E	G	N	I	F	J
F	P	H	A	N	D	G	B
O	O	E	L	E	A	L	A
O	Z	I	L	C	R	L	C
T	A	K	W	K	M	U	K
T	N	L	E	G	X	K	Z
A	T	H	I	G	H	S	N

6. Funnybones quiz using reference books

Pupils work in pairs or groups to complete the quiz.

Key

1. There are 206 bones in the adult human body.
2. Yes, a baby has 350 bones. Many of these bones then grow together.
3. There are 29 bones in the human skull.
4. There are seven bones in the human neck.
5. There are also seven bones in the giraffe's neck.
6. There are 26 bones in the human foot.
7. There are 27 bones in the human hand.
8. There are 24 bones in the human back.
9. The femur (thigh bone) is the longest human bone.
10. Yes, we all shrink about 1.25 cm because our backbone gets squashed during the day.

Review

At the end of the lesson pupils can vote on their favourite part of their work. Encourage the pupils to reflect on their dictionary and vocabulary-learning strategies by asking these kinds of questions: *How many words from the story do you think you have learned? Do you know how to pronounce them? Do you know how to spell them? Do you know how to put them into a sentence? What helps you to remember a word? For example, saying it out loud, writing it down or drawing a picture for it?*

Story notes by Jean Brewster

Princess Smartypants

Author and illustrator: Babette Cole

Princess Smartypants is an amusing satire or spoof of a traditional fairy story with a more modern theme. Princess Smartypants, an alternative princess, is quite happy being single and does not want to get married to a prince at all. She sets her nine suitors a variety of difficult tasks which she hopes they will not be able to carry out. The princes try, but only one is successful. The key question is whether the ending is a happy one.

The story is a narrative using the simple past and some direct speech. The narrative structure makes much use of humour and repetition, which helps pupils to follow the story and reinforces new vocabulary and target structures.

Main outcomes

- To make and/or play a range of reading games.
- To create spoof fairy tales in drama or creative writing.

Linguistic objectives

Skills

- Listening and reading for gist and detail.
- Speaking and writing using new vocabulary and functions/structures listed below.

Functions/Structures

- Making comparisons using *too + adjective*.
- Describing possibility using *might, perhaps*.
- Giving reasons using *because*.
- Describing solutions using *so*, e.g. *The pets were too dangerous to feed so he used a helicopter*.
- Simple past for narrative.
- Simple present for speech.

Vocabulary

- Adverbs: *usually, perhaps*.
- Modal: *might, could*.
- Conjunctions: *because, so*.
- Adjectives: *typical, blonde, obedient, well-behaved, beautiful, handsome, kind, brave, fierce*, etc.
- Nouns: *castle, uniform, pony, blindfold, helicopter, sword, elephant, crown, pets*, etc.
- Verbs: *wear, rescue, ride, enjoy, kill, feed, roller skate, climb, shop*, etc.

Pronunciation

- Word and sentence stress.

Cross-curricular links

- History: castles, royalty and coats of arms.
- Learning strategies: memorising, matching, classifying, hypothesising and solving problems.
- Conceptual reinforcement: cause and effect, problems and solutions.
- Citizenship/diversity: promoting equal opportunities by questioning gender stereotypes.

Cultural information

‘Smartypants’ is a name often used by children to describe someone they do not like because this person thinks they are cleverer than everyone else. Another phrase with a similar meaning is ‘clever clogs’. Princess Smartypants thinks she is very clever!

Social titles: *Princess Smartypants did not want to get married. She enjoyed being a Ms.* In English-speaking countries women are usually called either ‘Mrs’ if they are married or ‘Miss’ if they are not. In the 1950s, some people decided there should be one word for women, so you cannot tell from the title if a woman is married or single. The word ‘Ms’ (pronounced ‘muz’) was chosen. Generally, younger women prefer to be called ‘Ms’, older married women do not always like it so much.

Lesson One

Aims

- To introduce the storybook and topic.
- To introduce/review the idea of stereotyping.
- To teach new vocabulary, e.g. *royalty, king, queen, prince, princess, clothes, dress, uniform, castle, horse, forest, crown, like, rescue, ride, enjoy, is wearing, beautiful, brave, handsome, blonde, obedient, well-behaved, kind*.
- To practise the simple present of key verbs to describe appearance, e.g. *has, looks, wears*.
- To practise reading new language and classifying details from the story.

Materials

- Examples of traditional fairy stories, especially those with large pictures.
- Enlarged 'Typical!' cards from page 193 – copied on to card and cut out for demonstration purposes.
- For each pupil: copy of 'Typical!' cards from page 193 – copied on to card and cut out.
- Blu-Tack.
- Pictures of royalty (optional) from books, magazines, postcards, etc.

Introducing the topic

First, explain to pupils that they are going to work on a fairy story. Start by asking them what usually happens in traditional fairy stories. This can be in English or the mother tongue. If you are working in English, explain the words 'typical' and 'usually'. You might like to use the following questions:

What fairy stories do you know? Did you enjoy them when you were young?

What do 'typical' princesses look like? What do they like doing?

What are 'typical' princes like? What kinds of things do they 'usually' do?

What kinds of things 'usually' happen in traditional fairy stories?

Use the discussion to elicit some 'typical' features of a fairy story. For example, some of the words are often a little old-fashioned; there are often kings and queens, princes and princesses, wicked witches, giants, fairies, dwarfs, frogs, magic food, dragons and so on. Events usually take place in castles, towers or dark forests. 'Typical' activities or events are battles, magic spells, fights between good and evil, people changing from being unhappy to happy, princesses being rescued by brave and handsome princes who then get married and live 'happily ever after'.

Playing the game 'Typical!'

This is a reading and classifying task to introduce/revise vocabulary that pupils will need to understand the story, and to encourage them to think about things that are 'typical' or 'usual' for princes and princesses.

Use the enlarged cards from page 193 to demonstrate the game. Start by showing the three cards with 'typical princes', 'typical princesses' or 'not typical' on them.

Use Blu-Tack to stick them on to the blackboard. Next, choose one or two of the other cards with a statement to match one of the statements made in the first activity, e.g. '(princesses) are usually beautiful.' Ask the pupils which category heading it belongs to. For example, '...are usually beautiful' belongs to the category 'typical

princesses'. Stick this card under the correct heading on the blackboard. Repeat this with three or four more of the cards. You could make a few mistakes to introduce some humour. Teach/revise some of the key words on the cards where necessary using mime, translation or pictures from the fairy stories you have collected.

The pupils should play the game in pairs or groups. Monitor the groups, providing help where necessary. Point out the word order and the position of 'usually' in the sentence. Check the answers with the class afterwards.

Further discussion

Ask the pupils if they know of any real-life kings, queens, princes or princesses. Show any magazines you may have found that show examples of royalty.

Lesson Two

Aims

- To read the first five pages of the story.
- To present new vocabulary, e.g. *dungarees, crown, throne, dragon, castle, sofa, husband, tasks, uniform, medals, king and queen, wellingtons, pretty, rich, untidy, rude, to get married, enjoy*.
- To make comparisons using *but*.
- To question the idea of stereotypes.

Materials

Princess Smartypants storybook – you will need to lightly number the pages in pencil. Page 1 begins with *Princess Smartypants did not want to get married*. There are 29 pages in total.

Introducing the story

Show pupils the cover of the storybook and ask if they think the princess looks like a typical princess. *Why? Why not?* Explain that all royalty in the UK are called HRH (which stands for His or Her Royal Highness). The motorbike has a badge with HRHSP on it. *What does this stand for? (Her Royal Highness Smartypants)*. Ask pupils if they can guess what *smartypants* may mean. Ask 'Do you think she looks like a clever princess?' 'What do you think the story will be like?' 'Typical or not?' Ask the pupils to predict what might happen in the story and to write a list of predictions, using either the mother tongue or English. Check their predictions after reading the story.

Show the coat of arms on the inside cover. Ask 'Do you know what this is and who usually has them?' (kings and queens and other aristocracy like dukes, earls or counts). 'Does it look like a normal coat of arms?' 'Do people in your country have coats of arms?'

Show the pupils the picture of the princess and her pet dragons on the title page. What is she wearing? Is this typical?

Reading the story

When you are reading the story, some vocabulary and sentence structures may need changing. For example, on page 3 you could change *Princess Smartypants wanted to ... do exactly as she pleased* to *Princess Smartypants wanted to ... enjoy herself*; on page 5, you could change *It's high time you smartened yourself up* to *You don't look like a princess. You're so untidy. Stop messing about with those animals and find yourself a husband* could be changed to *Stop playing with those animals and start looking for a husband*, and so on.

Read pages 1 and 2, pointing out some details on the pictures and asking if they are typical. For example, page 1 looks very untypical; the room is untidy, the princess is not wearing shoes, the horse is sitting on the sofa. On page 2 the princess is still wearing dungarees (not typical) and a crown (typical) and is sitting on a throne (typical). She is painting her nails with nail varnish, which is rather rude and impolite. The princes all look very typical as they are wearing uniforms with lots of medals.

Continue with pages 3 and 4. Here the princess is still wearing the same clothes and she is doing work that servants usually do – cleaning/washing her pets (not typical), but she lives in a castle (typical). There is washing hanging on the castle towers (not typical) and a flag (typical). Ask the pupils what the 'S' on the flag stands for.

Go on to page 5. Ask the pupils if the king and queen look typical (crowns, throne, beautiful clothes, uniform, medals... compared with dungarees and wellington boots). Point out the expressions on the faces of Princess Smartypants and the king (she looks very angry; he looks frightened).

Activities

Ask the pupils to play 'Typical!' again, individually or in pairs or groups.

After this, ask the pupils to make two drawings – one a typical prince or princess and the other of a prince or princess who is not typical. Ask them to label the pictures or to provide a caption. Revise the key vocabulary and write key words on the blackboard (e.g. *beautiful, untidy, dungarees, dress, wellingtons, shoes, uniform, medals, crown, throne*). Elicit some captions the pupils might want to use and write them on the blackboard so they can copy them. For example, *This princess/prince is (is not) very typical. S/he is wearing ... a beautiful dress/blue dungarees/wellingtons/a crown/a uniform/medals. S/he has ... beautiful/untidy, blonde/dark hair. S/he looks polite/rude/angry/kind, etc.*

Using the pictures, introduce the idea of 'but' to express comparisons, e.g. *This princess is wearing beautiful clothes, but this princess is wearing dungarees and wellington boots. This prince is wearing a uniform and medals but this prince is wearing dungarees.*

Lesson Three

Aims

- To read pages 6–11.
- To present and practise new vocabulary, e.g. *suitor, slugs, garden, pets, roller-disco marathon, tower, rescue, feed, challenge, frightened, gigantic, dangerous*.
- To present and practise use of the infinitive as object, e.g. *She asked Prince Vertigo to rescue her*.
- To practise reading new words and structures.
- To practise memorising details using a read-and-match activity.

Materials

- Enlarged copy of worksheet 'Princes and tasks 1' from page 194 – cut into cards for demonstration purposes.
- For each pupil: copy of worksheet 'Princes and tasks 1'.

Introduction/warm-up activity

Introduce key vocabulary that you think needs explaining such as *husband, suitor, pets, garden, task, rollerskate, marathon, marry*. Check pronunciation.

Reading the story

Read pages 6–8, simplifying the language if necessary. On page 6 you could change *making a nuisance of themselves to causing trouble; also, whoever can accomplish the tasks will ... win my hand to whoever can do the tasks can marry me*. Wherever possible, elicit from the pupils some of the details in the pictures: *How do the slugs look?* (gigantic, dangerous), *How does the prince look?* (frightened) and *What is he wearing?* (a uniform, medals, a crown). *Is the prince brave or clever?*

Read pages 9–11. On page 9 ask 'How do the pets look?' (gigantic, and dangerous); on pages 10 and 11 ask 'How does Princess Smartypants look?' (very happy, not tired, not frightened). 'How do Prince Pelvis and Prince Boneshaker look?' (very tired/frightened).

Memory game

Introduce this read-and-match activity using the enlarged 'Princes and tasks 1' cards. Go through each card, making sure the pupils understand the words and are able to read them. Stick the cards on to the blackboard as you read them, making sure you match the right princes with the right tasks as in the story (the order on the worksheet does not match the story). Read out one set of three cards to make a sentence and ask a pupil to show which cards you have read. Do this several times until the pupils seem confident.

Ask the pupils to memorise the names of the princes and their tasks and then to shut their eyes. Move the cards around or take one away. Ask: 'Are the cards in the right order?' or 'Is one card missing?' Now choose two task cards and mix up the corresponding two prince cards. Ask the pupils to help you match the right task to the right prince. Then put the cards in the correct order. Do the same with the other two prince cards and two corresponding task cards.

When this seems to be understood, give each of the pupils a copy of the 'Princes and tasks 1' worksheet. Ask them to draw lines matching the prince's name to the correct task. Once completed they can practise reading the sentences out loud in pairs and copy them in the correct order.

True or false?

Use the sentence captions to ask *True/False* questions, e.g. *The Princess asked Prince Boneshaker to feed her pets. True or false?* After some practice the pupils can ask each other *True/False* questions in pairs.

Optional recap

If there is time you could end the lesson by reading pages 1–11 of the story.

Lesson Four

Aims

- To review pages 6–11 and read pages 12–19.
- To present and practise new vocabulary, e.g. firewood, forest, pony, ride, queen, ring, goldfish pond, chop, go shopping, magic, safe.
- To continue to practise the infinitive as object.
- To practise reading new words and structures.
- To practise memorising details using a read-and-match activity.
- To practise imagining dialogue.

Materials

- One copy of 'Princes and tasks 2' from page 195 – enlarged and cut into cards for demonstration purposes.
- For each pupil: copy of worksheet 'Princes and tasks 2' from page 195.

Review/warm-up activity

Using the cards from Lesson Three, review the first four tasks that the princess asks her suitors to do. Then ask the pupils if they can predict what some of the next tasks might be.

Reading the story

Read pages 12–14. Ask the pupils how the princess looks and how the princes look. Read pages 15–18, eliciting any vocabulary where possible and pointing out the details in the pictures, like the parcels on page 16, and the animals on pages 17–18.

Memory game

Using the enlarged 'Princes and tasks 2' cards, review the names of the remaining five princes and their tasks. Stick each set of cards on the blackboard as you go along, matching the correct prince to the correct task. (Follow the order in the story, not the worksheet.)

Ask the pupils to memorise the names of the princes and their tasks and then to shut their eyes. Now choose two tasks and mix up the corresponding prince cards. Ask the pupils to help you match the right task to the right prince. With the remaining three tasks move the cards around or take one away. Ask the pupils to check that the cards are in the right order or to find the missing card. Then put them in the correct order. Now try this with all five tasks and prince cards.

Give out the 'Princes and tasks 2' worksheets. Pupils match the prince's name to the correct task as in Lesson Three.

True or false?

Use the sentences to ask *True/False* questions. For example, *Princess Smartypants asked Prince Bashtumb to ride her pony. True or false?* After some practice the pupils can ask each other *True/False* questions in pairs or write sentences where they mix up the princes and tasks and ask other pupils to say if they are true or false.

Making dialogues

Ask the pupils to imagine what each prince might have said during the first four tasks. For example, *Help! These slugs/pets/trees are gigantic/dangerous; This motorbike is too dangerous/frightening!; Help! I'm frightened/tired.*

Make sure you use your voice expressively to make the dialogue sound real and supply new words where necessary. Use this as an opportunity to explain what 'too' means and also to re-cycle some of the adjectives in the story. Then give some examples of what the slugs and the pets might have said to the two princes, e.g. *Call yourself a prince? You're not brave/clever/strong at all! or Huh! You're not very brave/clever/strong are you?*

Write these, and any other good suggestions, on the blackboard for the pupils to copy. Ask the pupils to practise these sentences in pairs. Explain that you are going to choose some pupils to add extra dialogue to the story when you read it. Choose four pupils to say some dialogue for Prince Compost, Prince Rushforth, Prince Pelvis and Prince Boneshaker. Choose other pupils to say some dialogue for the slugs, the pets and the animals in the lake (page 11). Read the story up to page 11. Stop reading at the appropriate times to allow the pupils to add their parts.

Lesson Five

Aims

- To practise using and recognising *because*.
- To practise speaking and reading new vocabulary, e.g. *fierce, dangerous, tiring, slippery, frightening*.

Materials

- 'Princes and tasks 2' enlarged cards from Lesson Four.
- One copy of 'Reasons' from page 194 – enlarged on to card and cut out for demonstration purposes.
- For each pupil: one copy of 'Reasons' handout.
- Blu-Tack.

Review/warm-up activity

Repeat the memory game from Lesson Three using the 'Princes and tasks 1' cards. Now add the next five princes and tasks from 'Princes and tasks 2' and ask pupils if they can mix and match all nine tasks with the names of the princes. Don't worry too much about getting the correct order, but by now they should be growing more familiar with the tasks.

Matching problems with reasons using *because*

Review the meaning of *because* to introduce a reason. Use something from everyday life that the children can easily understand, for example:

Problem: *I couldn't play football.*

Reason: *because I was too tired.*

Write this on the blackboard and ask the pupils if they can think of any more reasons.

Now go back to pages 7 and 8 and show each picture, asking the pupils why each task was so difficult. Remind them of their dialogues and this time add *because*:

Problem: *Help! I can't do this*

Reason: *because X is too fierce/dangerous or... I'm too tired/frightened.*

Continue with the remaining three tasks up to page 11 eliciting or teaching *fierce, dangerous* and *tiring*.

Use some of the enlarged 'Reasons' cards, putting each one on the blackboard with Blu-Tack as you read it out. Ask pupils to read out some of the cards until they seem confident with this. For example:

Prince X couldn't do his task because:

... the trees/pets/slugs were too big/fierce/dangerous.

... it was too tiring/dangerous/slippery/frightening.

True or false?

Provide more oral practice by asking *True/False* questions such as: *Prince Swinbladder couldn't skate in the roller-disco marathon because it was too dangerous.* *True or false?* Introduce mistakes to create humour. If the pupils are confident, they can do this activity orally in pairs using the cards on the blackboard as prompts.

Read-and-match activity: reasons

Distribute the 'Reasons' handouts and ask pupils to write five true sentences and five false ones. When they have finished writing, pupils should find someone else who has finished and exchange their sentences for checking.

Lesson Six

Aims

- To review pages 12–19 and to read pages 20–25.
- To review new vocabulary, e.g. *magic potion, make someone sleepy, helicopter, rockets, blindfold, suckers, brooms, hypnosis, elephants, sword*.
- To predict the solutions Prince Swashbuckle uses to complete the tasks.

More dialogues

Remind pupils of the dialogues they practised for the first four princes and tasks and ask them to do the same for the next five princes and tasks. Use the same pattern:

Princes: *Oh no! This tower is too slippery! Help! These trees are too big/dangerous; This horse is too difficult!*; or more simply, *Help! I'm frightened/tired.*

Other characters: *Call yourself a prince? You're not brave/ clever/strong at all!* or *Huh! You're not very brave/ clever/ strong, are you?*

The princes now are Prince Vertigo, Prince Bashtumb, Prince Fetlock, Prince Grovel and Prince Swinbladder. The other characters are the animals standing by the tower, the trees, the horse, the queen, and the animals standing by the goldfish pond. Ask the pupils to choose two or three tasks and to practise the dialogues in pairs or threes, making sure they do this expressively. Then choose five pupils to add dialogue for the princes and others for the animals. Read pages 12–19, stopping to allow time for the pupils to add their dialogues. On page 19 ask: *How does Princess Smartypants look now?*

Predicting solutions

Recap the story so far reminding pupils that none of the princes could do the tasks. Now read page 20. Ask: *How does Prince Swashbuckle look?* (handsome, polite, happy). *How does Princess Smartypants look?* (grumpy, in a bad mood).

In pairs, ask pupils to predict what Prince Swashbuckle will do about the slugs, the pets, the roller-disco marathon, the motorbike and the tower. Read pages 21–23 and ask pupils to check their predictions. Then ask the pupils to predict what Prince Swashbuckle might do about the next four tasks (the firewood, the pony, the shopping with the queen, the magic ring). Read pages 24–25 and check the pupils' predictions.

Introduce or review the word *so* and elicit or review any new vocabulary using the pictures from the story. Now go through the story using the pictures to encourage the pupils to describe the problems: *Do you remember? The slugs/pets were too fierce, etc.* Add extra dialogue, so that the prince asks a question and then thinks of a solution, for example:

Problem: *The pets were too dangerous,*

Solution: *so Prince Swashbuckle said, 'What shall I do? I know! I'll use a helicopter.'*

Solutions: Prince Swashbuckle used a magic potion to make the slugs sleepy; a helicopter to feed the pets; rockets on his skates; a blindfold to ride the motorbike; special suckers to climb the tower; brooms for firewood; hypnosis to tame the pony; elephants to carry the shopping; a sword to stop the fish's mouth biting.

Lesson Seven

Aims

- To read the story from page 26 to the end.
- To continue predicting the solutions Prince Swashbuckle uses to complete the tasks.
- To practise using *so* for describing solutions to problems.

Materials

- Copy of 'Solutions' handout from page 196 – enlarged for demonstration purposes.
- For each pupil: a copy of 'Solutions' handout.
- For each pupil: a copy of 'Reasons' handout from Lesson Five.
- A4 paper, pens and counters (or small cards).

Review/warm-up activity

Review the story so far. Ask 'Is Prince Swashbuckle typical?' Elicit some adjectives to describe his character, e.g. *handsome, brave, clever*. Now read page 26 and ask pupils to predict what might happen next. Ask 'What happens in a typical fairy story?' Read to the end of the story. Ask 'Were your predictions correct?' 'Is the ending typical?' 'Do you like the ending?' 'Would you like to change it?'

‘Solutions Bingo’

You may like to review the solutions activity from Lesson Six before playing ‘Solutions Bingo’.

Demonstrate to the pupils folding a piece of A4 paper in half horizontally then vertically into three equal pieces to make six squares. Ask pupils to choose six nouns from the nine solutions and then to copy each of these nouns on to one of their spaces, like this:

a helicopter	brooms	a blindfold
special suckers	elephants	a sword

Make sure the pupils choose different examples. Then explain that you are going to read out a problem and if they have the appropriate solution on their card they can cover it. For example: *The slugs were too fierce, so Prince Swashbuckle used...* What? Any pupil who has the word *wine* in one of her squares can cover it. Continue in this way. The first pupil to cover all six nouns on her card shouts *Bingo!* and has to read back the solutions and match each to a problem. Later, pupils can play this game in groups.

Read-and-match activity: solutions

Ask pupils to complete another read-and-match activity, this time matching problems and their solutions on their own. They use the ‘Reasons’ handout from Lesson Five and the ‘Solutions’ handout. Do one or two examples together with the class, e.g. *The tower was too slippery so Prince Swashbuckle used special suckers*. Then ask pupils to work in pairs. After oral practice the children can write sentences and do True/False activities again.

Further suggestions for work on this story

The following activities will help pupils to review the story, vocabulary and structures learnt, as well as introducing some creativity by encouraging them to use their own ideas. You could allow the pupils to choose which activity or activities to work on. Maybe the class could make a display of their work for parents or for another class.

1. Recording/writing a different ending

Some children might like to write a different ending, to change what happened to Princess Smartypants after she turned the prince into a toad. *Did she change her mind? Did she feed him to her pets? Did he escape? Was she very unhappy?* Pupils can decide whether to write down the ending or record it.

2. Making up spoofs

Ask pupils to change a character so it is the opposite from what you would expect. They can make drawings with a short description to describe what the character is like. For example, The Stupid Scientist, The Dangerous Doctor, The Nasty Nurse, The Monster Mouse, The Gentle Giant. Ask pupils: *What do these characters look like? What do they do? Where do they live? What do they like doing? What adventures do they have?* Pupils might like to do another spoof as a story or comic strip where a traditional fairy story is changed in some way.

3. Board game

Pupils can draw the board and add pictures and squares. Some squares should contain a question mark, which means the player has to pick up a card, read the instructions and go back or forward some squares. Cards with instructions based on the story need to be made: *You meet some fierce animals. Go back three squares; You use magic to help you find your way out of the forest. Go forward two squares, etc.*

4. Drama

Pupils might enjoy acting out some scenes from the story, especially the ending. They may want to reduce the number of tasks or change some of the details of the story.

5. Designing coats of arms

On the inside cover you will see Princess Smartypants’ coat of arms, which has on it pink ribbon, pink underwear, two of her pets, her motto ‘*Smartypantus Rulus O.K.us*’ and a mysterious toad wearing a crown. This, of course, is a spoof coat of arms and readers should now know who the toad is!

Encourage pupils to find out more about coats of arms and to draw their own.

Story notes by Jean Brewster

Jim and the Beanstalk

Author and illustrator: Raymond Briggs

Jim and the Beanstalk is a modern retelling of Joseph Jacob's classic tale *Jack and the Beanstalk*. Jim wakes up one day to find a beanstalk growing outside his window and follows his famous predecessor up to the top. He finds and makes friends with an old, short-sighted, toothless and almost bald giant. Jim helps the Giant by getting him a pair of glasses, a set of false teeth and a magnificent wig. The Giant feels like a new man and, with his new set of teeth, his appetite returns. He is ready to eat his favourite meal again, fried-boy sandwich. Jim manages to run away, climbs down the beanstalk and cuts it down.

The story is told in the narrative past and includes direct speech. The story is structured around Jim's repeated suggestions and help in providing glasses, false teeth and a wig for the Giant. The repetition of these actions and language structures help children predict the story and gain confidence in understanding and using the language themselves.

Main outcome

- To make a personalised zigzag book based on the story.

Linguistic objectives

Skills

- Listening: for general understanding and specific information; listening and sequencing.
- Speaking: answering questions; reading aloud and responding to the story as the teacher reads.
- Reading: reading and sequencing; correcting a letter; recognising words in a wordsearch; matching homonyms.
- Writing: writing a story; creating a menu; designing a coin; writing a poem; correcting and rewriting a letter; writing a letter; completing a character study.

Functions/structures

- Understanding past events in the story (past simple tense).
- Making suggestions: *Why don't you have...?*
- Expressing intention: *I'll ask..., I'll pay..., etc.*
- Making comparisons: *Jim is as big as the doorstep.*

Vocabulary

- Related to the story: *plant, clouds, beanstalk, castle, door, oculist, dentist, wig-maker.*
- Related to Jim: *hungry, breakfast, cornflakes, to measure, to explain.*
- Related to the Giant: *old, toast, beef, beer, to see, poetry, reading glasses, gold, head, coin, false teeth, mouth, hair, wig, happy, appetite.*

Pronunciation

Intonation patterns and stress in:

- declarative sentences: *It certainly is a big plant; I'm hungry; It's that beanstalk again.*
- yes/no questions: *Is your name Jack?; Did you come up a beanstalk?*
- suggestions: *Haven't you got any glasses?; Why don't you have false teeth?*

Cross-curricular links

- Maths: measuring, division and multiplication, looking at coins.
- Science: watching beans grow.
- Art and design: making a book.
- Learning strategies: predicting, sequencing, memorising, matching, observing, correcting.
- Conceptual reinforcement: size.
- Citizenship/diversity: developing awareness that certain faculties weaken with age and of ways to improve quality of life; to understand the importance of helping older people.

Cultural information

People from almost every part of the world tell stories about giants. The original tale of *Jack and the Beanstalk* is known in many cultures so children may already be familiar with the story. This knowledge will help them make predictions and appreciate the humour of this retelling. The illustrations are very British-specific and may need some explaining but can be used to develop vocabulary, provide cultural information and invite cultural comparison.

Lesson One

Aims

- To remind children of or to inform them of the traditional tale, *Jack and the Beanstalk*.
- To reconstruct the traditional story, sequence the main events and make a miniature book.

Materials

- Beans (red or white haricot beans will do).
- For each child: one set of story cards from page 197 – enlarged on to A3 paper, cut out and stored in an envelope.
- Coloured pencils or felt-tipped pens.
- Stapler.

Introducing the topic

Show pupils the cover of *Jim and the Beanstalk*. Point to the characters and elicit *giant* and *boy*. Ask pupils if they know of any stories about giants. If yes, what were the giants like? (elicit *friendly/unfriendly, kind/unkind*). What did they like to eat? What was the story? Point to the word *beanstalk*. Does anyone know what it means? If necessary, break down the word and ask if anyone knows the word *bean*. Show the pupils some beans. Explain that they grow up quite high into a beanstalk and the one in the story grows up into the sky. Point to the name *Jim* and ask if anyone knows a story about someone with a similar name (elicit *Jack and the Beanstalk* if they know this story).

Telling the story of Jack and the Beanstalk

Tell pupils the story as follows. The questions in brackets are designed to encourage children to make predictions and to relate the story to their own experiences. Convey meaning as necessary by using mime, gesture, showing objects/pictures, etc.

This is a story about a boy called Jack. He lives with his mother. They are very poor so his mother decides to sell their cow. She tells Jack to take the cow to the market to sell it.

On the road Jack meets a strange man who offers him some magic beans in exchange for the cow. (What would you do? Sell the cow at the market or take the magic beans? Why? What do you think Jack does?)

Jack exchanges the cow for the beans. (What do you think his mother is going to say? What do you think Jack's mother is going to do?) Jack's mother is very angry and throws the beans out of the window. (What do you think is going to happen to the beans?)

During the night the beans grow and grow and grow into a huge beanstalk. When Jack wakes up

he sees the beanstalk out of his window. (What do you think he is going to do? What would you do?) Jack climbs up the beanstalk. (What type of boy do you think Jack is? Stupid? Brave? Would you climb up the beanstalk? What do you think he is going to find at the top?)

Jack climbs up the beanstalk and finds a castle at the top. (Who do you think lives in the castle? Do you think Jack is going to go into the castle? Would you?) Jack is very hungry and goes into the castle and eats some food in the kitchen. Suddenly he hears a loud noise, 'Fee, fi, fo, fum,' and sees the Giant. (Do you think the Giant is going to see Jack?)

Jack hides and watches the Giant eat his breakfast and count his gold. The Giant falls asleep. (What do you think Jack is going to do? What would you do?) Jack takes the gold and starts to run. At this moment the Giant wakes up. (Do you think the Giant is going to catch Jack?)

Jack runs out of the castle and the Giant follows him. Jack climbs down the beanstalk and cuts it down and the Giant falls down. Jack and his mother are now rich and live happily ever after.

Story sequencing

Give each child a set of the cut-out story cards. Reading their cards, ask children to sequence the main events. Re-read the story and children adjust their cards as necessary. Invite pupils to read out parts of their story. Pupils can then illustrate their story cards (either at home or in school) and later staple them together to make miniature books.

Optional activity

You may like to plant some beans so children can watch them grow during the course of this *Jim and the Beanstalk* project.

Lesson Two

Aims

- To introduce the story *Jim and the Beanstalk*.
- To measure and calculate the size of the Giant.
- To begin the book-making project.

Materials

- Zigzag book made as a demonstration copy by following instructions on page 143.
- A3 paper or card (two sheets per pupil).
- Sticky tape.
- Scissors for each pupil/pair of pupils.
- Ruler or tape measure and calculator.

Introduction

Show pupils the cover of the storybook and, pointing to the Giant, ask 'Who's this?' (to elicit a *giant*). Now point to Jim and say 'This is Jim'. Point to the Giant again and ask questions: 'Do you think he is friendly or unfriendly?' 'Is he young or old?' 'Has he got any hair?' (elicit *bald*). 'What is Jim doing?' 'Why do you think he is measuring his head?' 'How tall do you think the Giant is?'

How big is the Giant?

Showing the book's cover, invite a child to measure the Giant's ear and Jim's height. (They are approximately the same size – 7 cm.) Ask children how they would feel if they saw the Giant. Can they imagine how big he would be? You may like to measure an average-size child in your class who would be about the same size as Jim. Give the children these maths questions. They can use a calculator if one is available.

1. If Jim is 1.35 metres tall, how big is the Giant's ear? (1.35 metres)
2. Measure a child's ear. Approximately 5 cm. If Jim is 1.35 what proportion of the child's total height is his ear? Divide 135 by 5 = 27. The child's ear is therefore one twenty seventh of his total size. If the giant's ear is 1.35 metres, how tall is the giant? We know that an ear is approximately one twenty seventh of our total body height. Children multiply $1.35 \times 27 = 36.45$ metres to find out the giant's height. Ask children to relate this size to something they know: a building in town etc., to understand this concept of size.

Pupils may enjoy finding out the height of the tallest living man/woman from the *Guinness Book of Records*: www.guinnessworldrecords.com/

Reading the story

Turn to the inside cover page and read the title again. Point to Jim holding the coin and ask: 'What's this?' (It's a gold coin/gold.) 'What do you think the gold coin is for?'

Turn to the first page and read. Ask: 'Where's Jim?' 'What's he wearing?' 'What time is it?' 'Where does he live?' 'What type of plant is it?' 'Where do you think it goes?' 'What do you think Jim is going to do?' 'What would you do?'

Read the next double spread and ask: 'Would you climb the beanstalk?' 'What type of boy do you think Jim is?' 'Do you think he is going to climb to the top of the beanstalk?' 'What do you think he is going to find?'

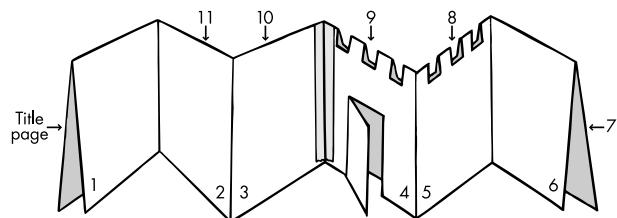
Read the next double spread. Ask: 'Do you think Jim is frightened?' 'Would you be frightened?' 'What is he going to find?' Turn to the next double spread. Point to the castle and ask 'What's this?' 'Do you think Jim is going to go to the castle?' Read the next lines and ask 'Why is Jim going to go to the castle?' 'What does he want for breakfast?' 'What do you usually have for breakfast?'

Turn the page and read the next double spread. Ask 'What did the Giant like to eat in the old days?' 'Why is Jim safe?' 'Do you think Jim is frightened/scared?' 'Would you be scared?' 'What do you think the Giant eats for breakfast now?'

Re-read the story to this point again, giving pupils time to look at the illustrations.

Book-making project

Throughout the remaining lessons pupils will work on this project to make a zigzag book about themselves based on the story of *Jim and the Beanstalk*. It is recommended that you make up your own book before introducing the project to your pupils. For the children's zigzag books either prepare them in advance or ask pupils to make their own in class. Make the book by folding two sheets of A3 paper or card in half length-wise, place them side by side and join them together with sticky tape. Fold into zigzags to make a total of 12 pages – six on the front and six on the back, one of which is the title page/cover. Cut pages 4 and 5 to look like the contours of castle battlements. On page 4 cut a door opening.



Check pupils understand which is the cover page and ask them to number the pages. They should then decide on a title for their book. They could use their own name, e.g. *Marie and the Beanstalk*. Children can write the title on the cover of their books. Collect in the books at the end of each lesson.

If you have time, end the lesson by re-reading the story to *Come in boy, you're quite safe*.

Lesson Three

Aims

- To continue with the story and the book-making project.

Materials

- The children's zigzag books.
- For each child: green paper for a beanstalk; strips of paper 30 cm x 6 cm folded into a zigzag (about 11 folds) for the Giant's head.
- Scissors and glue for each pair of pupils.

Recap

Re-read the story to *Come in, boy, you're quite safe.* Allow children to ask questions and check understanding.

Book-making project

The pupils now start to fill in the pages of their zigzag books. Use the text suggested in these notes as a guide, but elicit the sentences from the pupils and encourage pupils to produce their own language as much as possible.

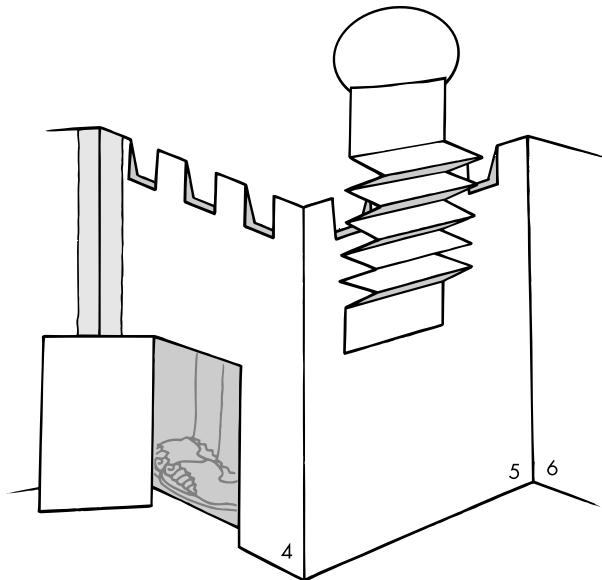
With the class together, decide on a sentence to write on page 1, e.g. *One morning 'X' wakes up and sees a beanstalk outside his/her window.* Pupils insert their own name for 'X'. Invite a pupil to write the sentence on the board and when it is correct, pupils copy it into their book and illustrate it.

Show the pupils the picture of the beanstalk in the storybook and ask them to copy it (on to green paper if possible), to cut it out and stick it on page 2 – leaving space for a sentence. If possible their beanstalks should be almost twice the height of the zigzag book so that children can fold it in half when in place. It can then pop up above the top of the book to give the impression of growing. Again decide together on a sentence for this page, e.g. *'X' climbs up the beanstalk.* Pupils may like to draw a roof-top view of their own home environment (city, countryside or seaside) like the picture on the first double-page spread in the storybook.

On page 3 the beanstalk can be folded over so it reaches the castle as in the story book. Pupils decide on a sentence for this page. It should be something like *'X' climbs to the top of the beanstalk and sees a castle.* Pupils can draw clouds.

On page 4 pupils write '*X*' knocks on the castle door. A very old giant opens the door. They can draw a pair of giant feet behind the door and themselves standing at the door.

On page 5 they stick a strip of paper (30 cm x 6 cm), folded into zigzags, on to the upper middle of the page so that the concertina shape unfolds upwards. Ask pupils to draw a picture of the Giant's head on a circle of paper about 8 cm in diameter and to stick it face upwards on to the end of the zigzag. Check to make sure that each child has stuck the Giant's face on the correct side so that it pops up at page 4 above the door. Pupils may also like to stick a speech bubble containing the words *Aha! A boy/girl. A nice juicy boy/girl. Come in.*



Reading the story

Return to *Jim and the Beanstalk* and ask again 'What do you think the Giant eats for breakfast?' Turn the page and read the next double spread which reads *The Giant shared his breakfast.* Here there is a reference to the traditional story featuring Jack. In the original story, Jack goes up and down the beanstalk three times, taking gold, a golden harp and a hen who lays golden eggs. ('Pesky' means annoying or naughty.) Ask 'What does the Giant have for breakfast?' 'Why does the Giant think Jim is Jack?' 'What did Jack take?' 'Why is the Giant sad?'

Lesson Four

Aims

- To continue with the story and book-making project.
- To write a breakfast menu for a hungry giant.

Materials

- The children's zigzag books.
- Rough paper for the first draft of the menu.
- For each child: blank paper (for the menu) no bigger than 10 cm x 7 cm.
- Glue.

Recap

- Re-read the story to the breakfast scene.

Writing a menu

Explain to pupils that they are going to write a breakfast menu for a hungry giant. Elicit ideas and create a menu on the board first. For example:

Giant Breakfast Menu	
<i>Giant Breakfast Special 1</i>	
50 sausages	
10 fried eggs	
20 slices of toast	
<i>Giant Breakfast Special 2</i>	
a leg of beef	
20 slices of toast	
<i>Giant Breakfast Special 3</i>	
50 slices of ham	
20 slices of cheese	
20 slices of toast	
<i>Drinks</i>	
5 pots of coffee	
5 very big cups of hot chocolate	
10 huge glasses of orange juice	

Now ask pupils to write their own menu on scrap paper. Circulate and help as necessary. When their drafts are correct, distribute paper for pupils to design their menu and copy their text. Invite children to read out their menus.

Book-making project

Children stick their finished menus on page 6 of their zigzag books. On page 5 suggest they write *The Giant and 'X' have breakfast* and draw the food on the plate. Then let pupils read their books to each other.

Lesson Five

Aims

- To continue with the story and book-making project.
- To look at different coins and design coins.

Materials

- The children's zigzag books.
- Gold or yellow paper (old chocolate wrapping or coffee packets will do) for making coins.
- Coins from different countries if possible.
- Glue.

Reading the story

Re-read the story to the breakfast scene. Ask 'What will help the Giant read his poetry books?' (elicit glasses). Read the next double spread. Draw pupils' attention to the fact that the Giant confuses reading glasses with beer glasses and this adds comic effect. Further confusion and comic effect is created by Jim's explanation:

They go on your nose and ears.

It's my eyes I'm talking about! roared the Giant.

Ask the children to think of any words in their own language that sound the same but have different meanings. Before turning the page, ask 'What do you think Jim does next?' Read the next two spreads. Note that *oculist* is an old word for *optician*. Use *optician* if this is easier.

Book-making project

Ask pupils to write the text for page 7 of their zigzag books: *The Giant needs glasses*. They add a drawing of some reading glasses.

Direct pupils' attention to the gold coin the Giant gives Jim and to the one on the title page. Ask pupils what it is made of (elicit *gold*). Explain that this is the *value*. Show them the letters GNTD.GEN.GOLD (Guaranteed Genuine Gold). Ask 'What else can you see on the coin?' (elicit a head). Ask pupils whose head it is. 'Is it someone important, a king, an emperor, a president?' Ask 'What else can you see on the coin?' (the name of the person *Georgius Giganticus IV*). Explain that this person is the motif. A motif can include portraits of famous people, an animal or plant, or symbols. Show pupils some coins and elicit what they can see: *a motif, the date, the value and currency, an inscription*. If possible show coins from different countries.

Now ask pupils to make their own coin, thinking about shape, value and currency, the date, the motif and inscription. Provide gold or yellow paper. When they are completed pupils can stick their coins on page 8 of their books and add the text: *The Giant gives 'X' a gold coin.*

Useful website: www.royalmint.com

Finish the lesson by collecting in books and re-reading until ...and ran off to the oculist.

Lesson Six

Aims

- To continue with the story and the book-making project.
- To learn a giant rhyme.

Materials

- The children's zigzag books.
- Orange wool for the Giant's wig (optional).
- Glue.

Reading the story

Re-read the story to ...and ran off to the oculist, and continue with the next spread ...the glasses were ready. Ask 'How do you think Jim is going to carry the glasses up the beanstalk?' 'How do you think the Giant is going to feel with his new glasses?'

Read the first two lines of the next spread.

Learning a giant rhyme

Turn to the next double spread (*The Giant loved his glasses...*). Direct pupils' attention to the title of the books the Giant is reading. Explain that *Fee-Fi-Fo-Fum* are famous words from the original story of *Jack and the Beanstalk*. The words don't mean anything but the Giant says them to make people feel frightened. Tell pupils they are going to learn a giant rhyme. Chant the rhyme and tell pupils to listen. You may like to deepen your voice as if it is being chanted by the Giant.

Fee, fi, fo, fum,
I smell the blood of an Englishman.
Be he alive or be he dead,
I'll grind his bones to make my bread.

Explain any new vocabulary and chant the rhyme again, inviting children to join in. They may like to stamp around the classroom pretending to be giants while chanting the rhyme.

Write the rhyme on the board for children to copy into their zigzag books on the upper section of page 9. Children can then add the following text: 'X' climbs down the beanstalk and gets the glasses for the Giant. The Giant is happy.

Continuing the story

Re-read the story from *The Giant loved his glasses...* to ...because I've got no teeth. Ask 'What does Jim suggest?' (*Why don't you have false teeth?*) Continue reading to the end of the page. Ask 'What does Jim do next?' (elicit: *he measures the Giant's mouth*). Ask 'Where do you have false teeth made?' (*at the dentist's*). Continue reading. Ask 'How do you think the Giant is going to feel with his new teeth?' Continue reading. Turn the page and point to the giant's head. Ask 'Has he got any hair?' (*No, he's bald*). 'What do you think Jim is going to suggest next?' Elicit: *Why don't you have a wig?* Continue reading and as you read invite children to join in saying *Get one! I'll pay good gold!* Continue reading to ...*I look about a hundred years younger!* Pupils may like to debate how old they think the Giant is. Point to the picture of the Giant and ask 'How does the Giant feel now?' (*happy/pleased/delighted*). Continue reading to ...*and my appetite...* (pause and invite children to predict) ...*has come back*. Ask 'What do you think Jim is going to do?' 'What would you do?' 'Do you think Jim is frightened?' Read the next spread. Ask 'Do you think the Giant is going to catch Jim?' 'Why?' 'Why not?' 'What do you think Jim is going to do next?'

Read the final page. Mime *chopped down the beanstalk*. Ask 'Does the story have a happy ending?' 'Is Jim happy?' 'Is the Giant happy?' 'How do you know?' (elicit: *the Giant is laughing*).

Book-making project

Ask children to draw a set of false teeth and a wig on page 10 of their zigzag books. They may like to stick orange wool on the page for the giant's red hair. Invite pupils to write the story for pages 10 and 11: *The Giant needs false teeth and a wig. 'X' gets them for him* (page 10). *The Giant is happy and hungry! 'X' climbs down the beanstalk. The Giant sends him/her a letter* (page 11).

Finish the lesson by inviting children to read their books to each other.

Lesson Seven

Aims

- To complete the book-making project.
- To correct the Giant's letter.
- To write a letter from Jim to the Giant.
- To do a character study of Jim and the Giant.

Materials

- The children's zigzag books.
- Copies of the Giant's letter from the storybook (optional).
- For each child: paper for the letter (9 cm x 9 cm maximum).
- Glue.
- For each child: 'Character study' worksheet from page 198 – enlarged on to A4 paper.

Recap

Re-read the story inviting children to join in as much as possible.

Correcting the Giant's letter to Jim

Distribute copies of the Giant's letter or copy it on to the board. Ask children to correct the spelling, punctuation and layout either as a whole-class activity or working individually or in pairs. Ask children to glue the corrected letter into their zigzag books on page 11:

Dear Jim,

Thank you for the teeth, the glasses
and also the lovely wig.

Your friend, The Giant

Now invite pupils to write a letter to the Giant from Jim thanking him for the gold coin.

Book-making project

Pupils can now plan a cover for their books. Ask which part of the story they enjoyed the most and why. They may like to use their favourite scene in the design for their covers.

Character study

Distribute the character study worksheets. Explain to pupils that they are going to think about the two characters, Jim and the Giant. Discuss the categories on the worksheet: physical appearance, clothes, lives in a..., etc. Make sure that all the children understand each category. Talk about appearance together: Jim is young; the Giant is old; Jim's got ginger hair; the Giant is bald; the Giant is short-sighted and toothless. Write words on the board as necessary for pupils to copy. Now ask pupils to discuss in pairs or groups the other categories. Bring the class together and write the pupils' suggestions on the board. Ask pupils to complete the worksheet.

Finish the lesson by letting pupils show their zigzag books. Display the books in the classroom. Check to see how much the class beans have grown (if you planted some).

Further suggestions for work on this story

Language focus

1. Homonyms

Explain to pupils that these are words that sound the same and are sometimes spelt the same but which have different meanings. Can they think of an example in their language? Can they remember an example from the story? (There are two homonyms in the story: the Giant confuses the meaning *reading glasses* and *beer glasses*; in his letter, the Giant writes *deer* instead of *dear*.) Ask children if they can think of any other homonyms, e.g. *to/two*, *sun/son*, *no/know*. Give out the homonyms worksheet from page 199 and ask children to match the words that sound alike. You could also encourage children to write sentences using each word to show its meaning, e.g. *We saw the sun through the trees*; *We saw his son playing tennis*.

2. Giant words wordsearch

Ask children to think of any giant words they know. Elicit: tall, big, great, large, huge, etc. Distribute copies of the wordsearch on page 198 and challenge pupils to find the adjectives used for describing giants.

Key:

T	A	L	L	B	A	X	P	C	H	E	R	W	
Q	L	K		B	I	G	B	P	O	U	N	H	H
G	M	Z	U	M	K	L	W	L	M	O	C	O	
G	I	G	A	N	T	I	C	O	U	R	S	P	
R	G	I	L	B	E	A	J	S	N	M	F	P	
E	H	U	G	E	D	U	M	S	G	O	H	I	
A	T	V	E	D	Y	U	L	A	O	U	N	N	
T	Y	O	C	X	S	A	C	L	U	S	N	G	
Y	G	I	N	O	R	M	O	U	S	S	G	O	
L	A	R	G	E	C	X	S	S	G	R	Z	D	
I	M	M	E	N	S	E	S	B	L	K	A	W	
D	I	R	A	L	J	H	N	A	V	A	S	T	
M	B	K	H	A	O	K	U	L	H	A	B	N	

1 Tall; **2** Big; **3** Almighty; **4** Great; **5** Gigantic; **6** Whopping;
7 Vast; **8** Colossal; **9** Immense; **10** Large; **11** Ginormous;
12 Huge; **13** Humungous; **14** Enormous.

Citizenship/diversity focus

Helping old people

Ask children if they know any old people. What do they think it is like to grow old? Remind them of the Giant and how his eyesight has become weaker, how he has lost his hair and his teeth and how this makes him feel. Ask what other things happen when people grow old. Start a word web on the board. Suggestions may include: *They become tired, it is difficult to walk far, they become deaf, they are often lonely, they sometimes lose their memory.* Encourage the children to think about what they can do to help old people.

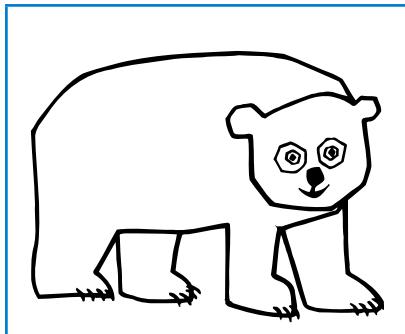
For example, *We can help with the shopping/visit them and talk to them/read to them/post their letters/do the washing up/vacuum the carpet/tidy up/take the dog for a walk/make them some biscuits or cakes.*

Write children's suggestions on the board and ask them to copy them into their books or to make a class poster entitled *How we can help old people*.

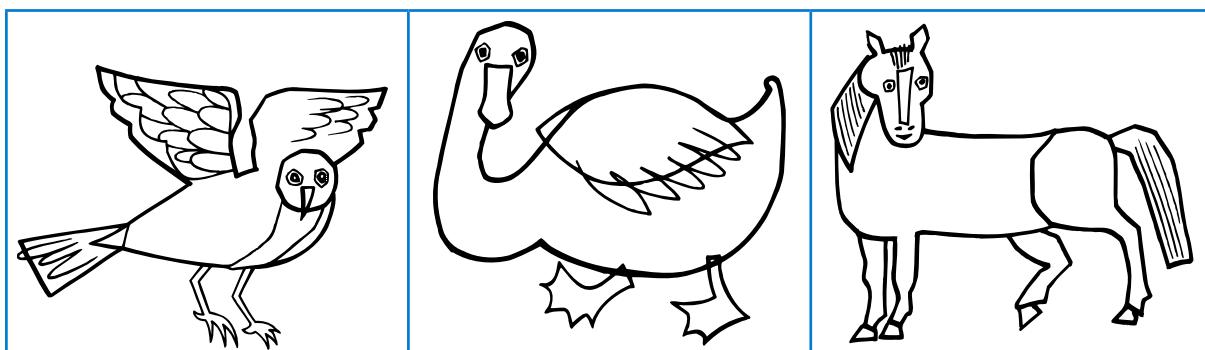
Story notes by Gail Ellis

Part 3: Worksheets

Colour and white



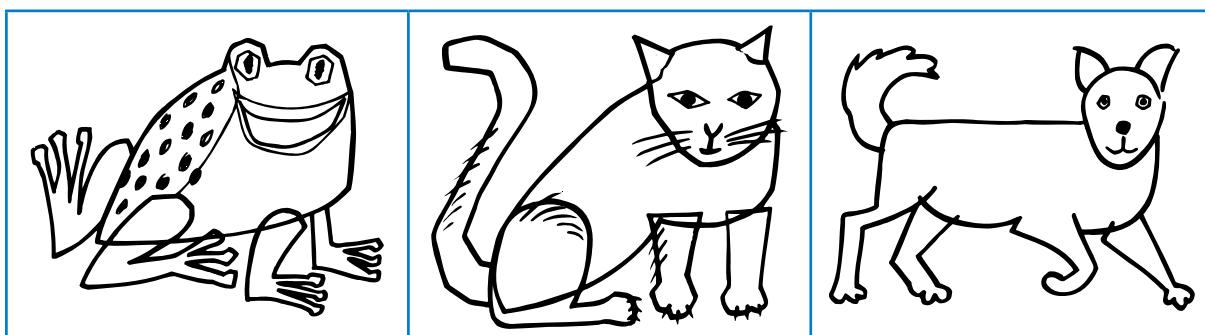
Example: **1** a brown bear



2 a red

3

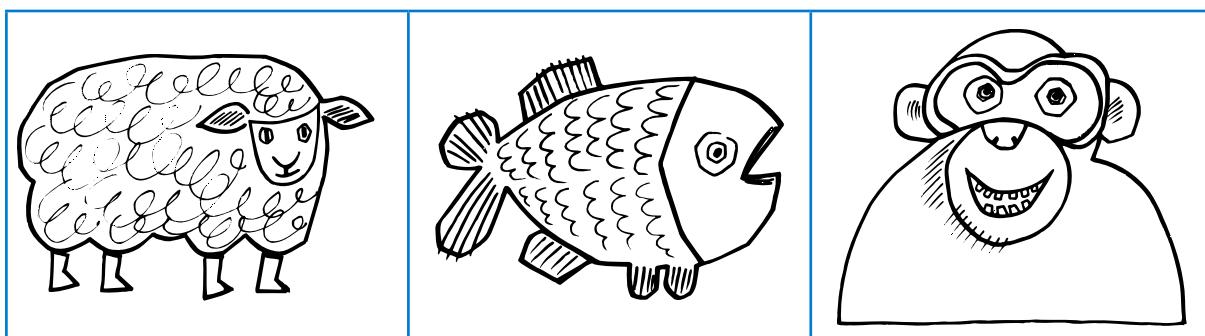
4



5

6

7



8

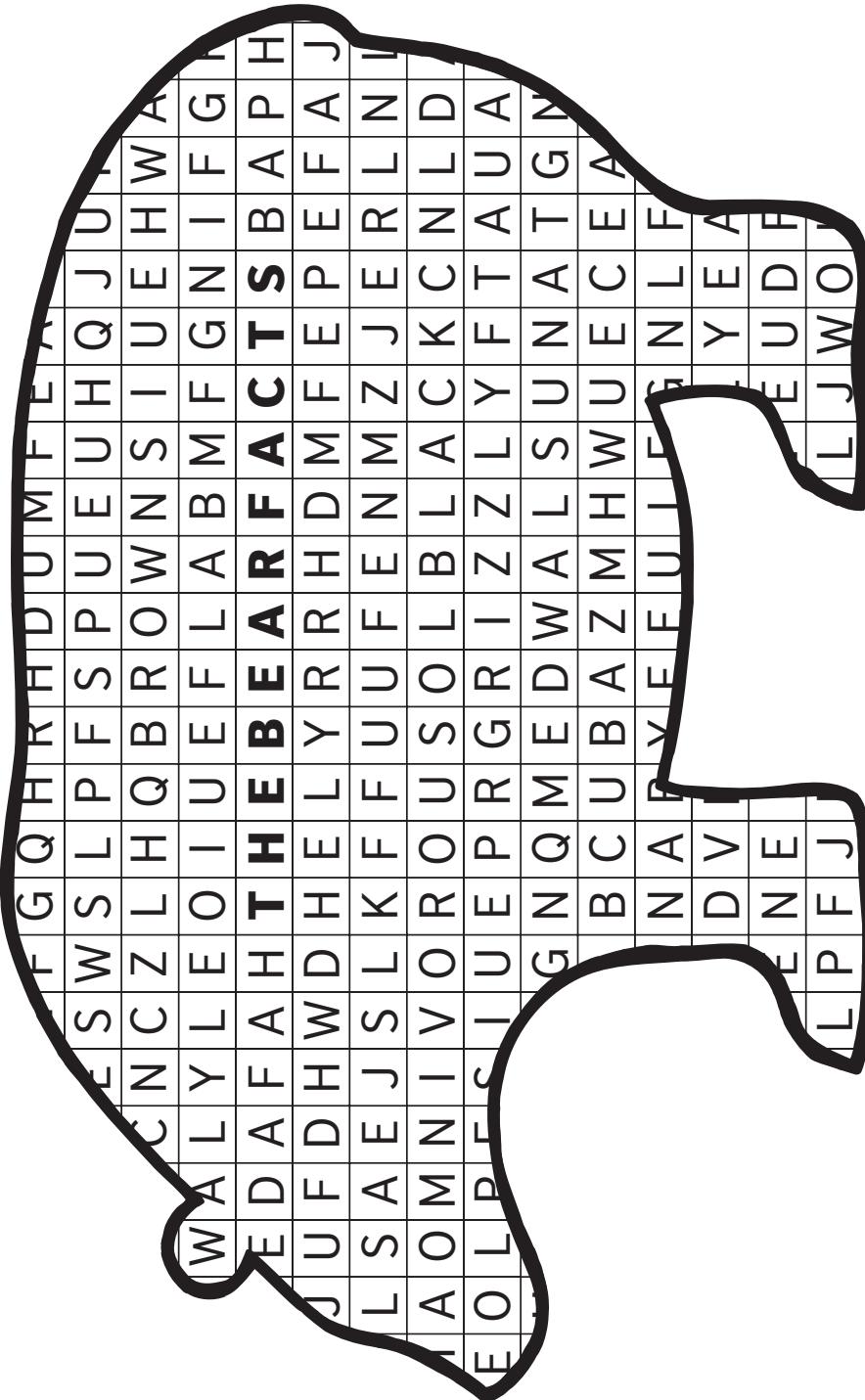
9

10

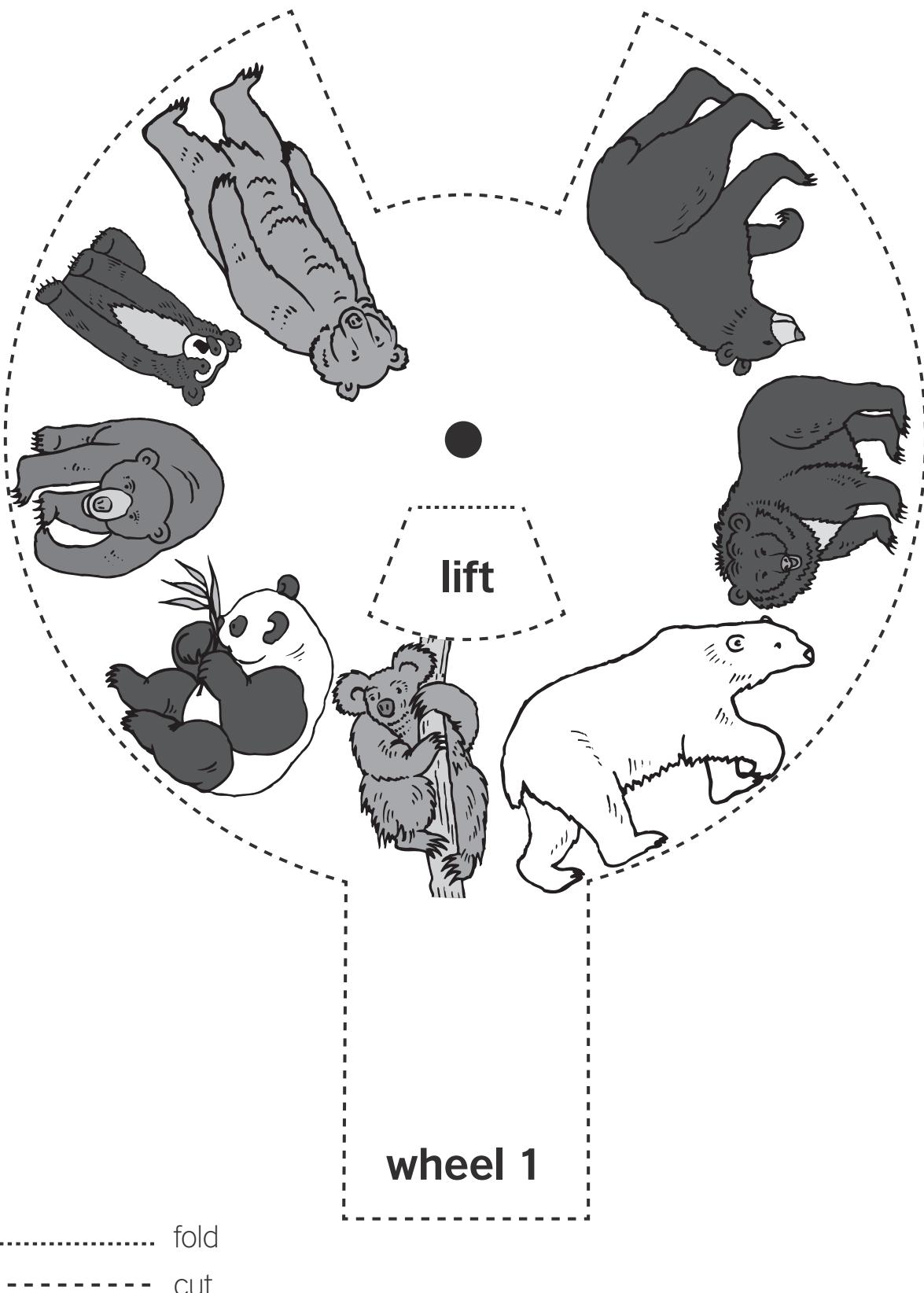
The bear facts

Read and find out about bears, then find the underlined words in the wordsearch below.

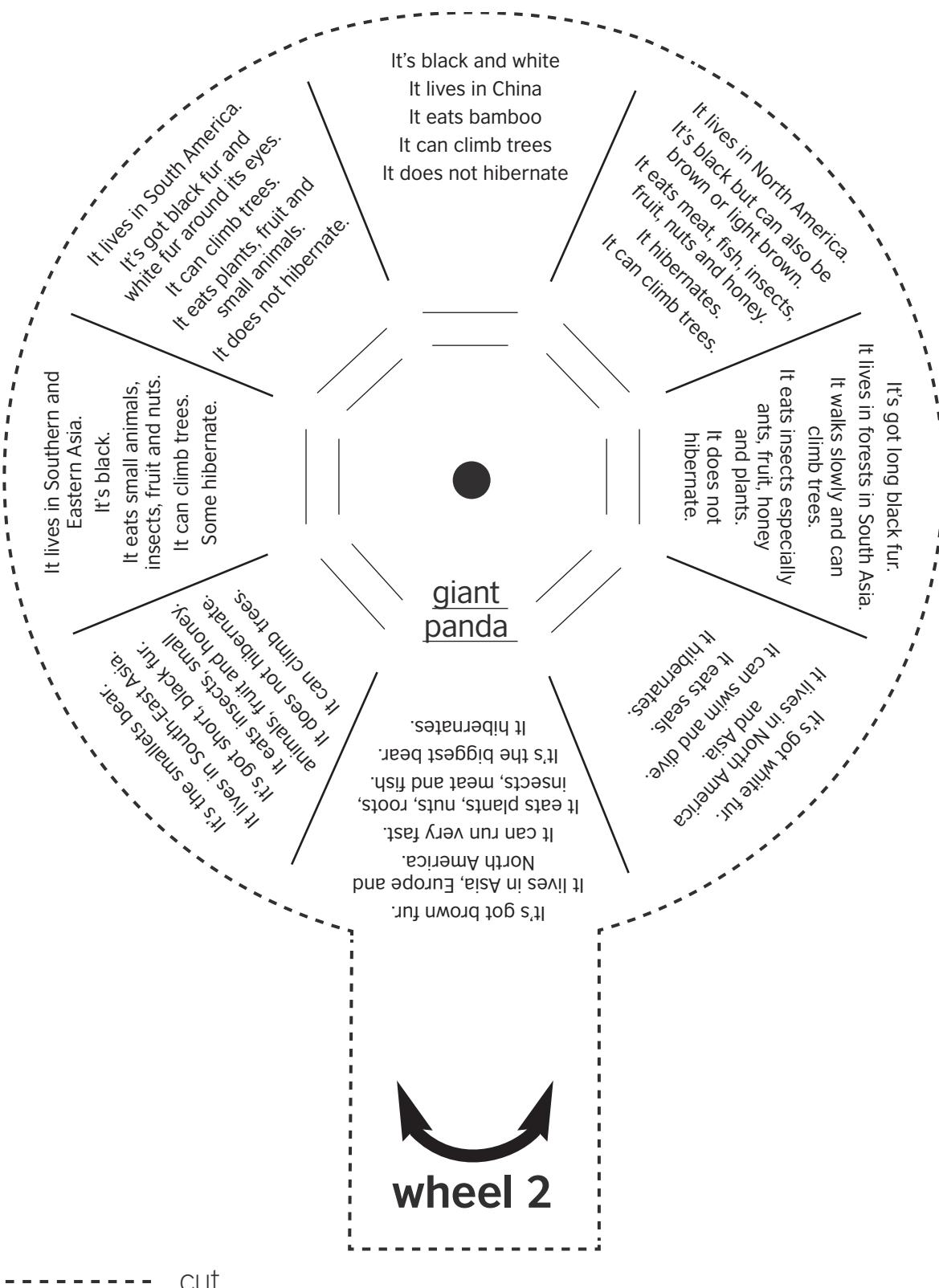
Bears are large animals with thick, strong legs. They have big heads, little eyes and small round ears. They are covered with heavy fur. Bears are mammals and there are eight different kinds: brown or grizzly bears, American and Asiatic black bears, polar bears, sloth bears, spectacled bears and panda bears. The biggest bear is the grizzly bear, which can measure up to three metres when it stands up. Bears are omnivorous, which means they eat many different types of food: meat, berries, plants, nuts, fish, insects and honey. They use their claws to hunt for their food. Some bears hibernate (sleep) in a cave or den during the winter. A baby bear is called a cub.



Bear wheel 1

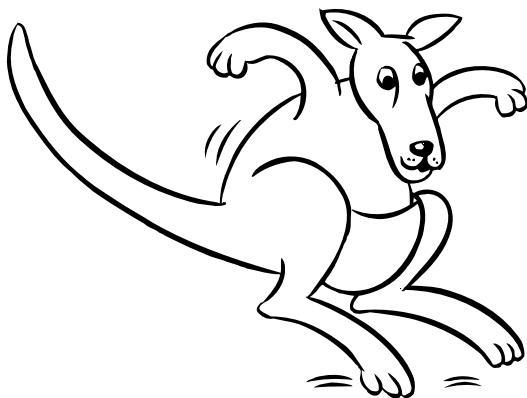


Bear wheel 2



Story pictures 1

The Kangaroo from Woolloomooloo

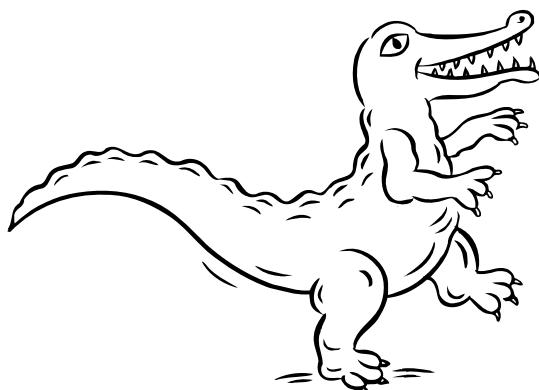


When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo

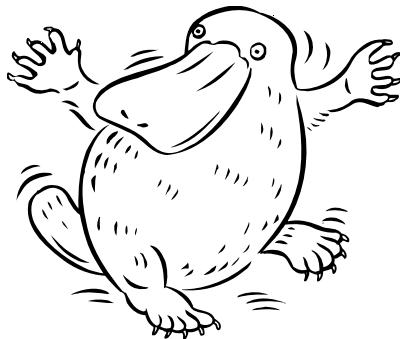
When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo

Story pictures 2

When I went to the Sydney Zoo,
What did I see?



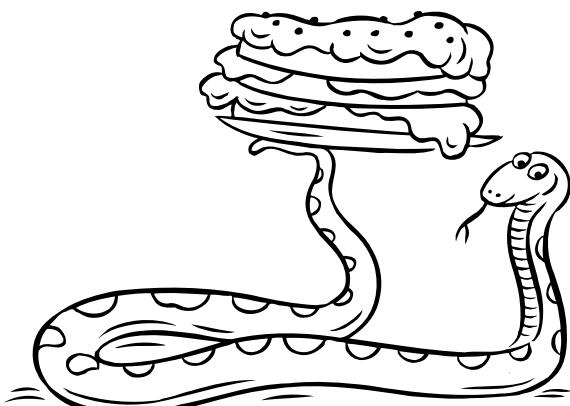
and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



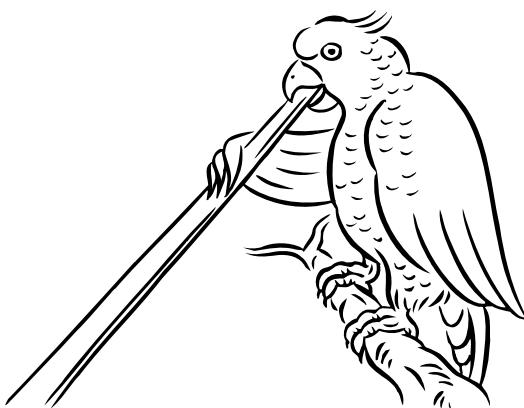
and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



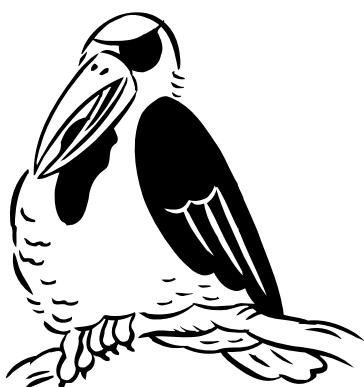
and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
What did I see?



and the kangaroo from Woolloomooloo



They danced and sang at the Sydney Zoo,
and I did too.

Animal and rhyming word cards

Animal words	Rhyming words
kangaroo	Woolloomooloo
bandicoot	flute
koala bear	rocking chair
rainbow snake	big cream cake
crocodile	cheerful smile
goanna	grand piano
wombat	party hat
cockatoo	didgeridoo
dingo	swinging banjo
magpie	patch on one eye
platypus	who danced for us

Join the lines that rhyme



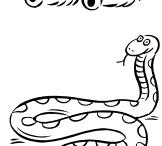
The kangaroo



The bandicoot



The koala bear



The rainbow snake



The crocodile



The big goanna



The fat wombat



The cockatoo



The singing dingo



The old magpie



The platypus

in a party hat



with a patch on one eye



and her cheerful smile



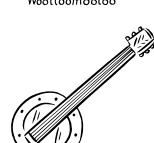
who danced for us



from Woolloomooloo



and his swinging banjo



with a big cream cake



at his grand piano



on a rocking chair



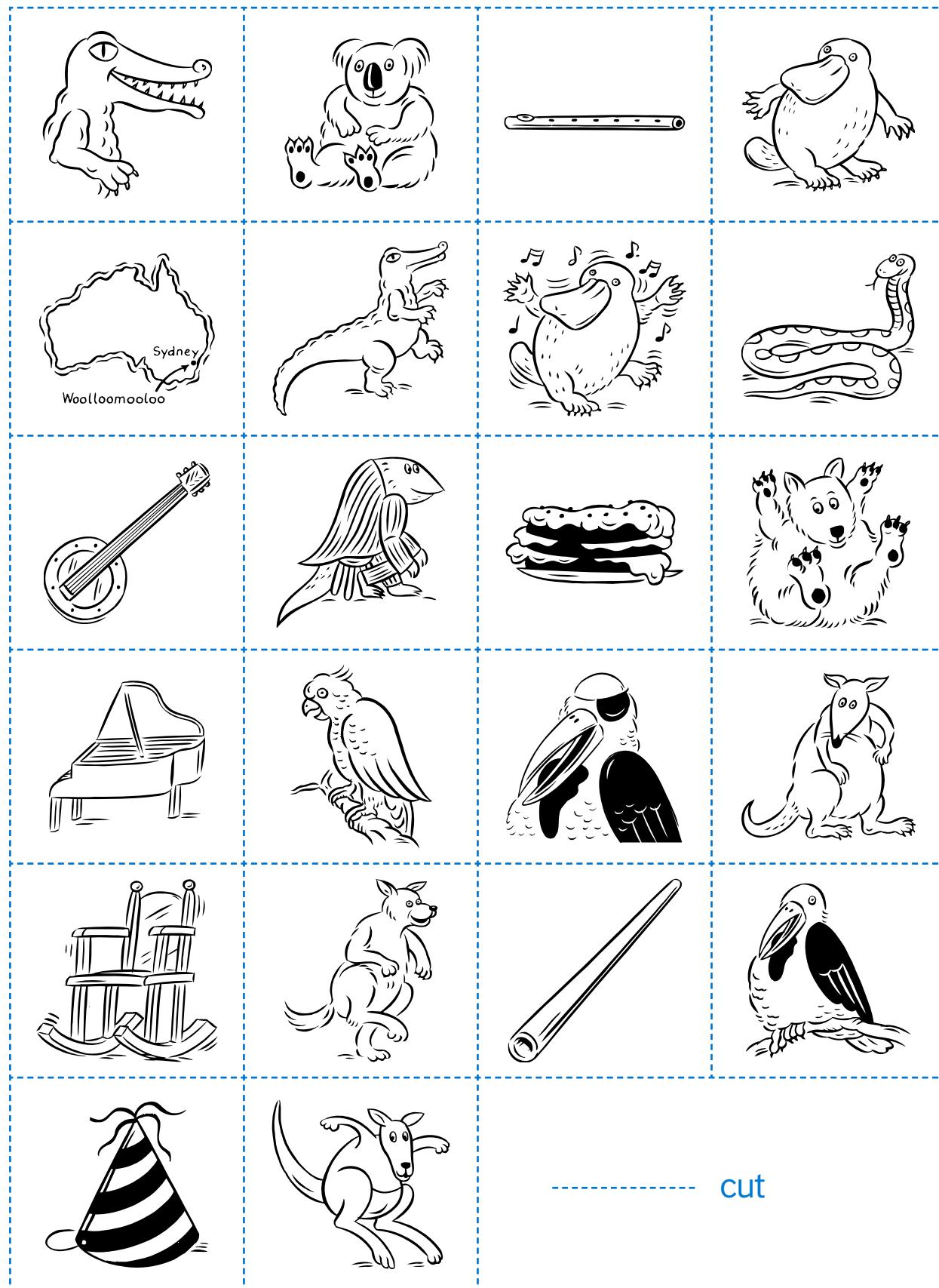
with a didgeridoo



playing a flute



Australian animals dominoes



Story text

When I went to the Sydney Zoo,
what did I see?
The kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The bandicoot playing a flute,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The koala bear on a rocking chair,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The rainbow snake with a big cream cake,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The crocodile and her cheerful smile,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The big goanna at his grand piano,
and the kangaroo from Woolloomooloo.



When I went to the Sydney Zoo,
what did I see?
The fat wombat in a party hat,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The cockatoo with a didgeridoo,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The singing dingo and his swinging banjo,
and the kangaroo from Woolloomooloo

When I went to the Sydney Zoo,
what did I see?
The old magpie with a patch on one eye,
and the kangaroo from Woolloomooloo.

When I went to the Sydney Zoo,
what did I see?
The platypus who danced for us,
And the kangaroo from Woolloomooloo

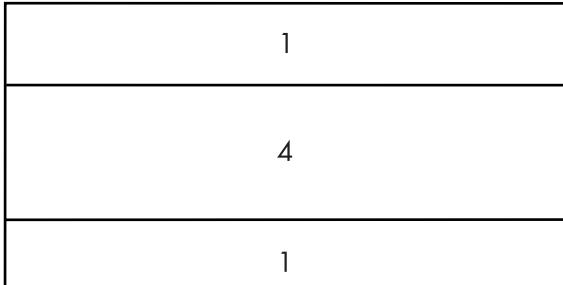
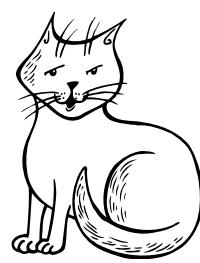
They danced and sang at the Sydney Zoo,
and I did too.



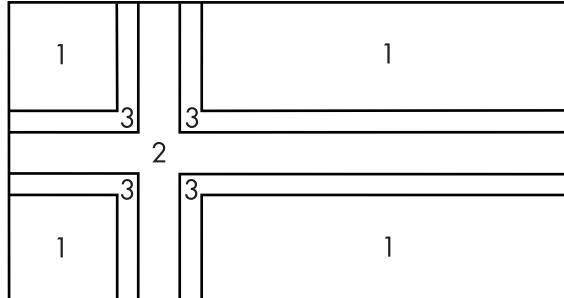
National flags

1 = red	4 = yellow
2 = blue	5 = green
3 = white	6 = black

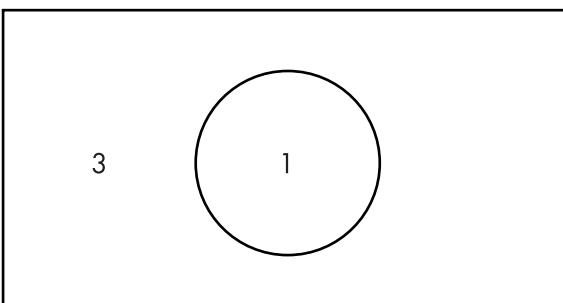
Read the key
and colour the flags.
Where do the cats
come from?



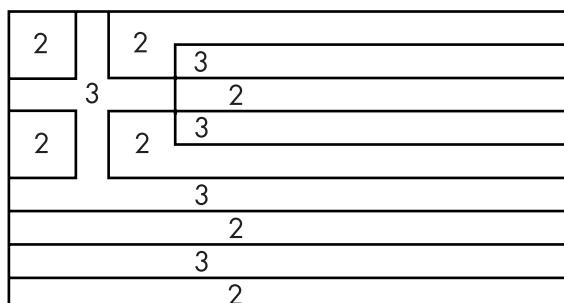
The cat from _____



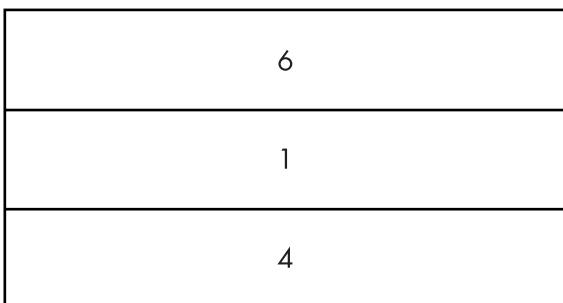
The cat from _____



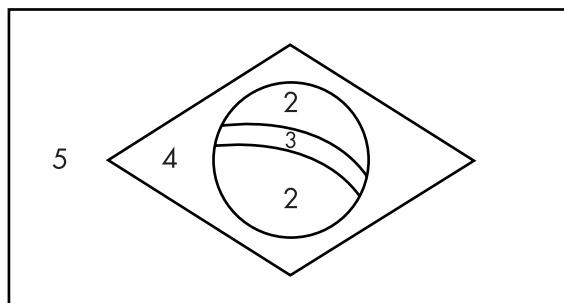
The cat from _____



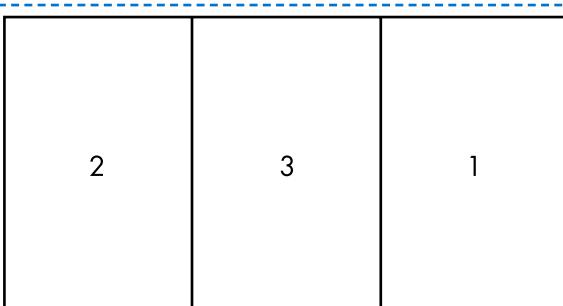
The cat from _____



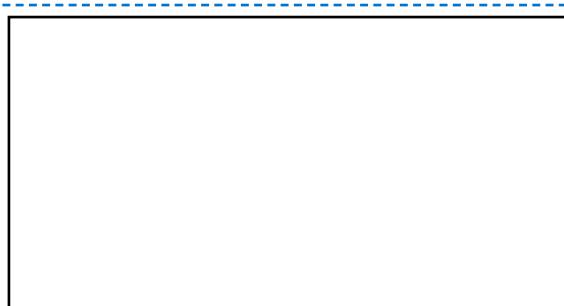
The cat from _____



The cat from _____



The cat from _____



The cat from _____

Join the lines that rhyme

The cat from France

joined the police.

The cat from Spain

played the violin.

The cat from Norway

waved a big blue fan.

The cat from Greece

liked to sing and dance.

The cat from Brazil

got stuck in the doorway.

The cat from Berlin

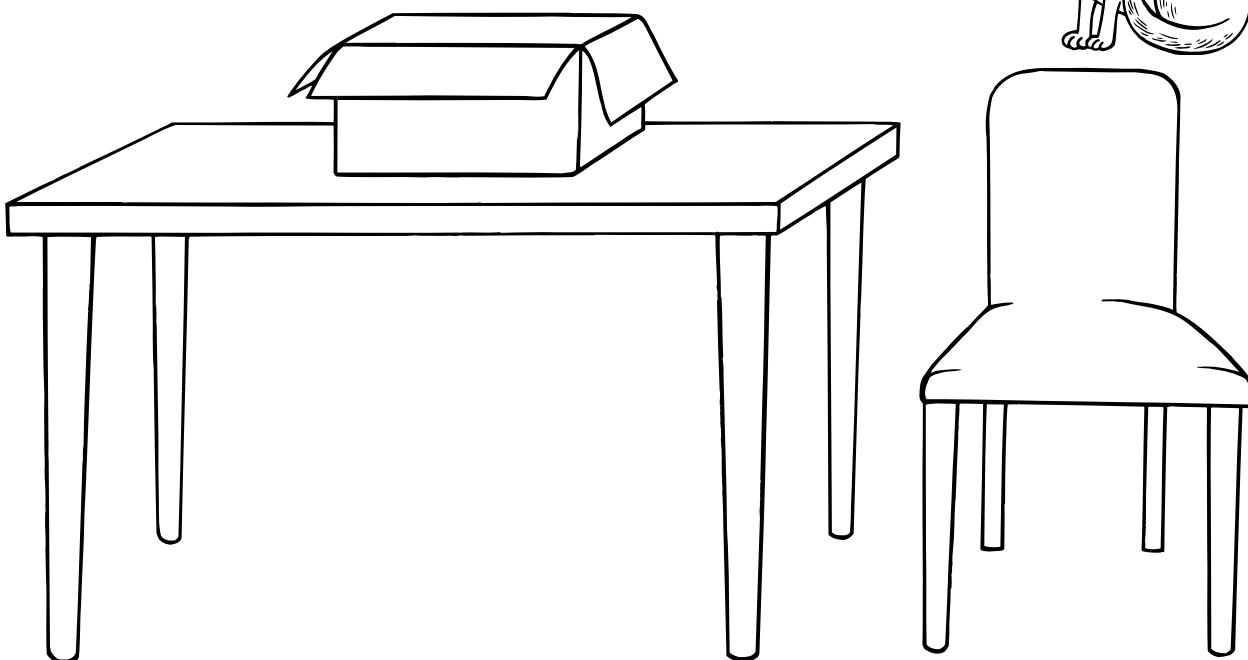
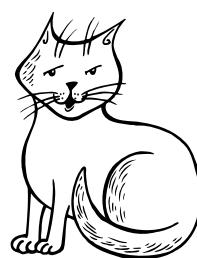
flew an aeroplane.

The cat from Japan

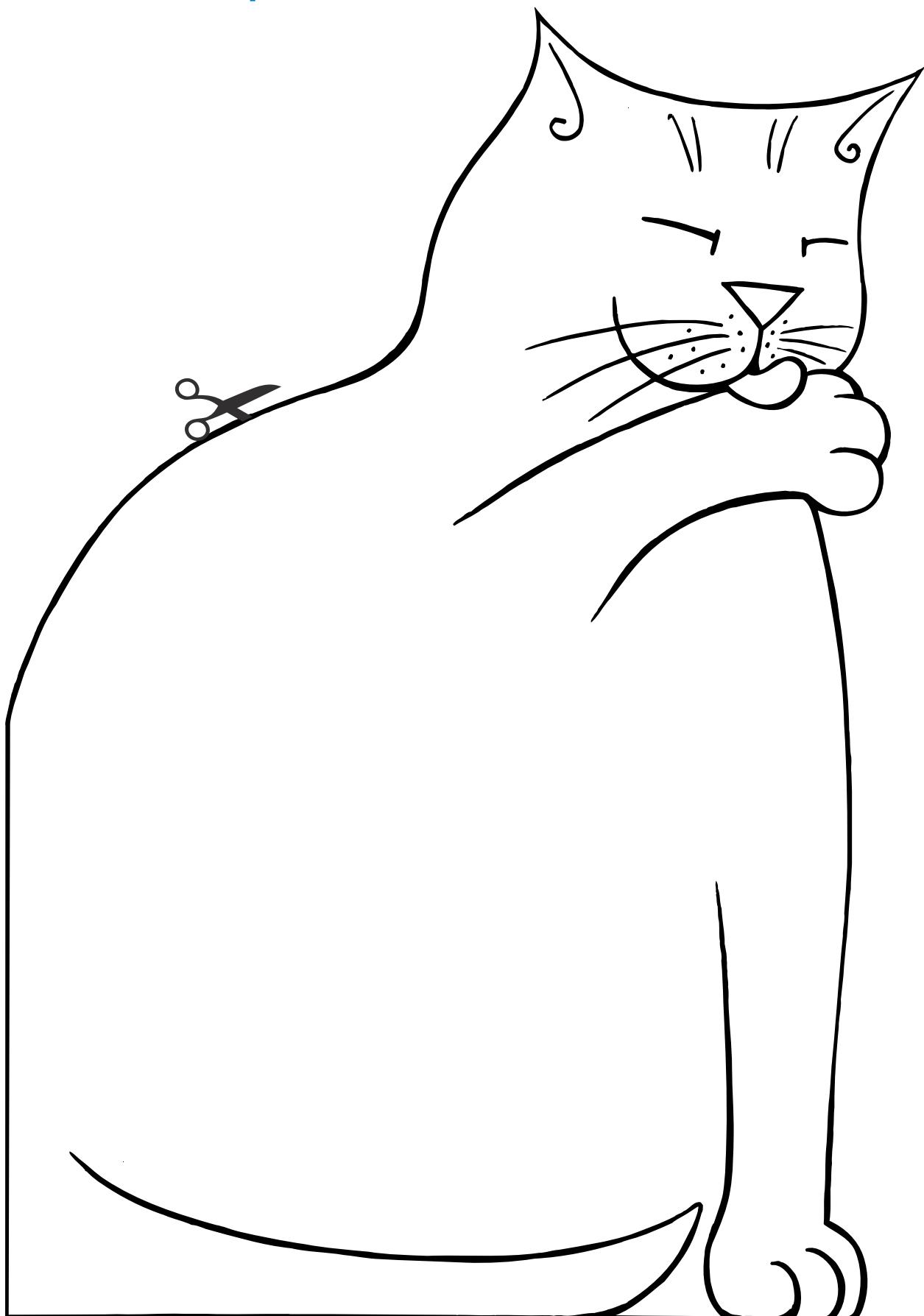
caught a very bad chill.

Listen and draw

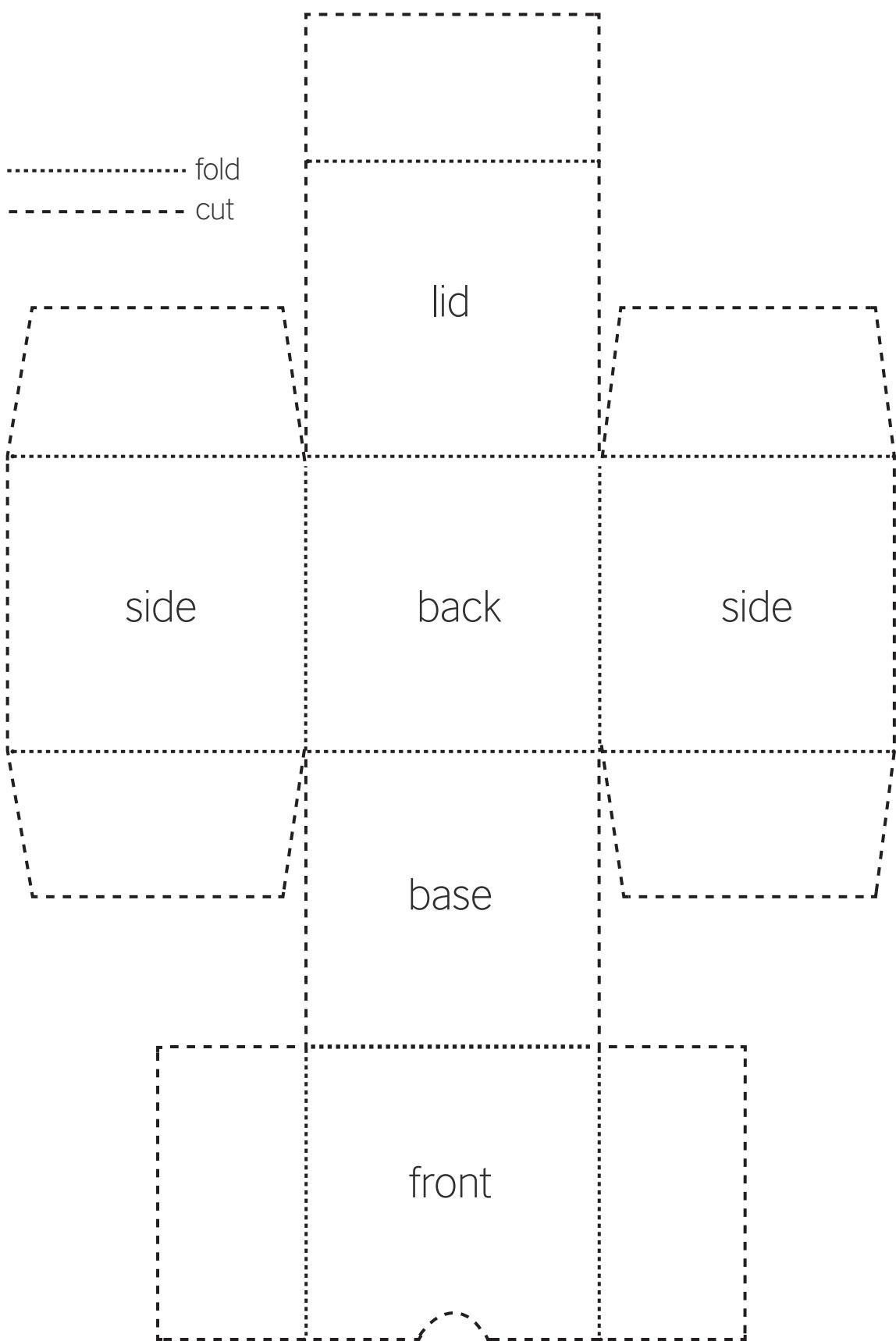
Listen
and
draw



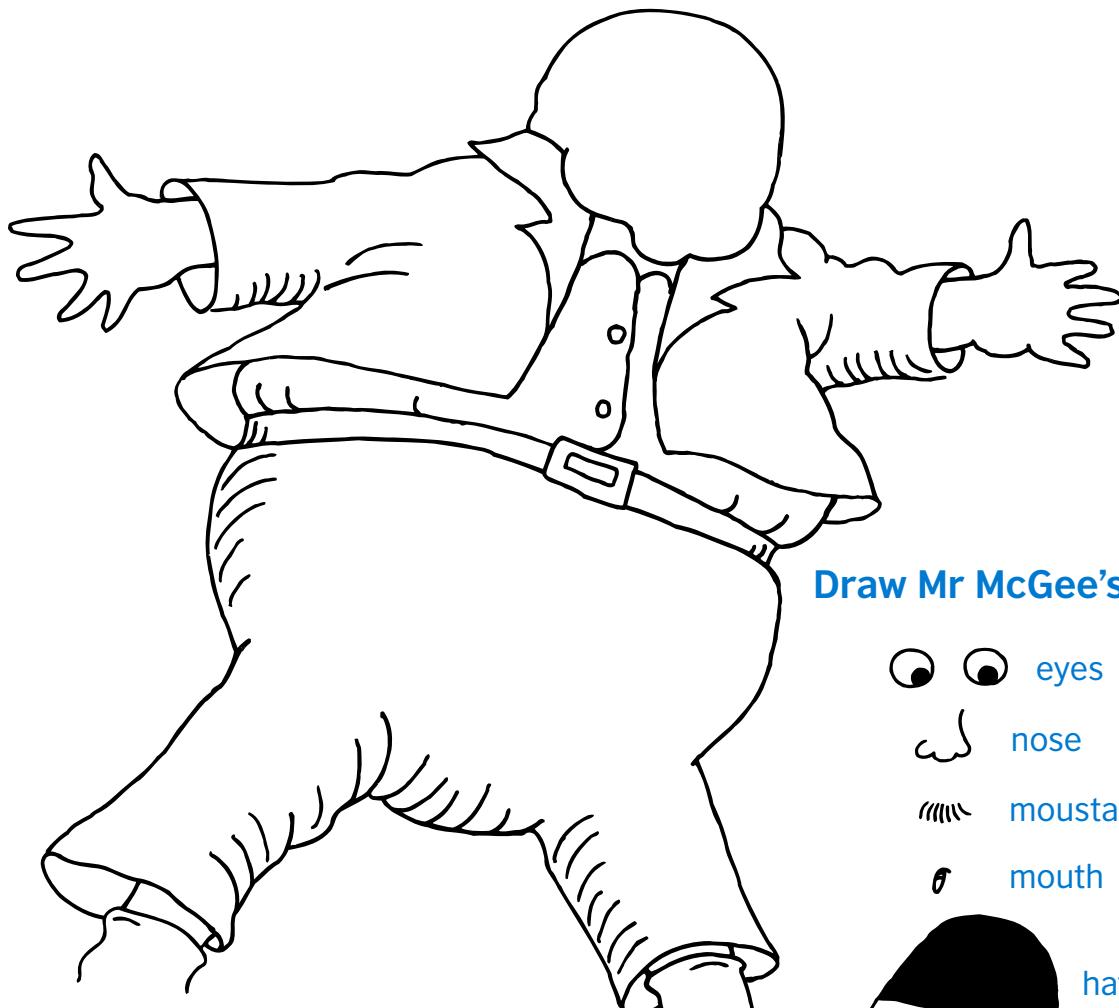
Cat book template



Box template



Complete the picture



Draw Mr McGee's



eyes



nose



moustache



mouth



hat



hair



shoes

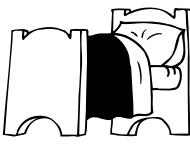
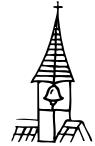
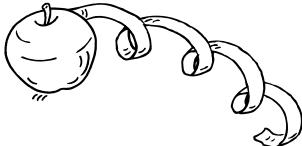
Colour Mr McGee's

shirt	pink
trousers	purple
coat	bright red
belt	black and gold

socks	bright blue
shoes	black
hat	black and red

Find the rhyming words

Find the rhyming words. Write and draw them in the boxes.

McGee 	cat 
bed 	steeple 
skin 	town 



tree



hat



thin



people



down



head

Auto-dictation

Read the story aloud and write in the missing words.

Mr McGee

Mr McGee lived under a t ____.

One morning he woke __ and said, 'It's time that I g __ out of b __.'

He put on his shirt, and his trousers, too. Then pulled on his socks that were bright, bright b ____.

He pulled on his shoes, then he fed the c __. He didn't forget his coat or his h __.

'I'm ready for anything n __,' sang he. 'I'm brave and I'm clever, I'm Mr M _ G __.'

Then Mr McGee looked down and found, a bright r __ apple on the g _____.

He peeled it carefully, v __ thin, then gobbled up the wiggly sk __.

Now Mr McGee began to grow, outwards and upwards he seemed to __.

Slowly and surely u _ went he, through the branches of the t ____.

Over the church and o __ the steeple, and over the houses full of p _____.

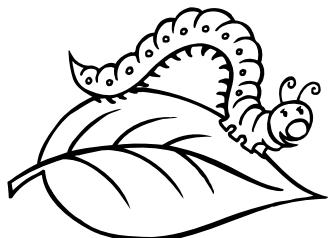
'L __ k at m _ !' he shouted down, to all the people of the t ____.

Mr McGee was flying high, until a curious bird flew by. 'Just the thing for m _ lunch,' said she, and pecked him sharply, ONE! T __ ! TH __ !

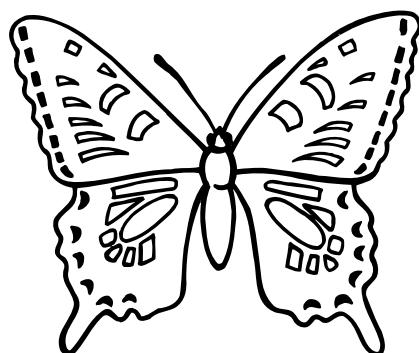
Down like a rock fell Mr McGee, through the branches of the t ____.

Until he landed on his h __, right in the middle of his b __.

The life cycle of the butterfly



Label the diagram

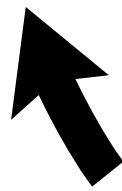


5 _____

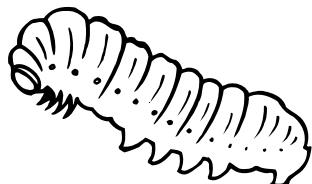


1 _____

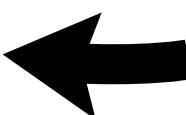
4 _____



3 _____



2 _____



a cocoon a big, fat caterpillar a tiny caterpillar
an egg a butterfly

How many...?

A

	7		
			4
	5		
			3
	2		
			6
	1		
			9

B

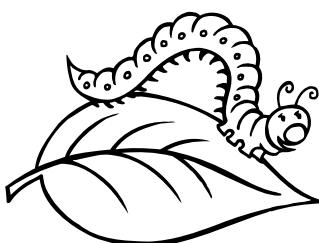
cut

Do you like...?

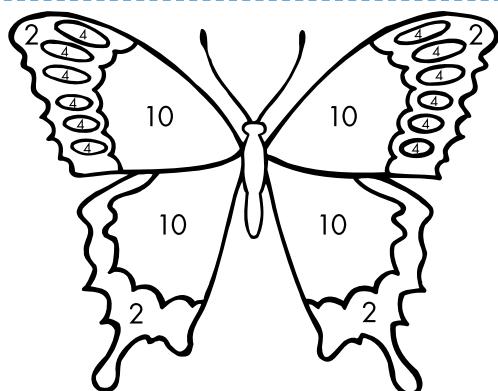
sausages 	watermelon 	chocolate cake 	salami 	cherry pie 
pickles 	cupcakes 	lollipops 	swiss cheese 	ice cream 

Butterflies of the world

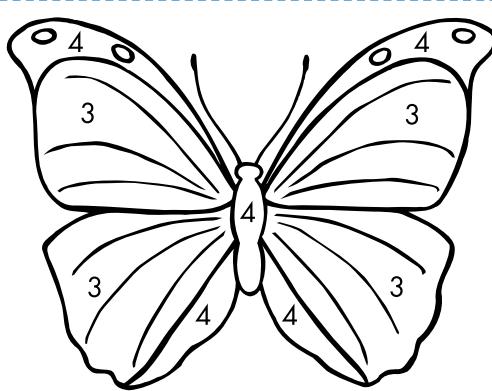
1 = orange	6 = yellow
2 = black	7 = red
3 = dark blue	8 = white
4 = brown	9 = purple
5 = green	10 = light blue



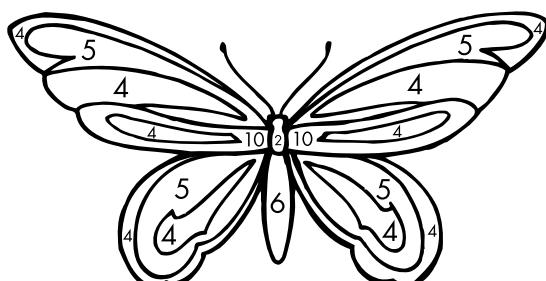
Follow the numbers and colour the butterflies.



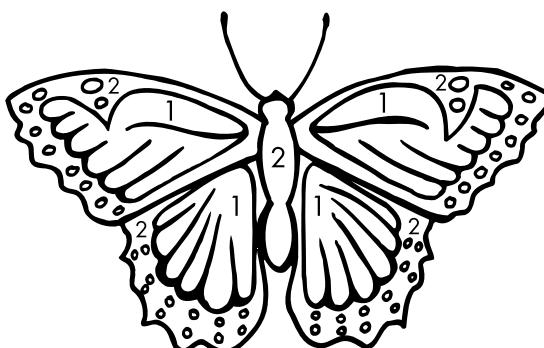
1 Blue Mountain Swallowtail



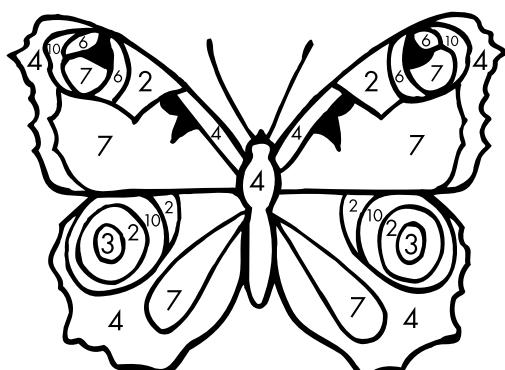
2 Blue Morpho



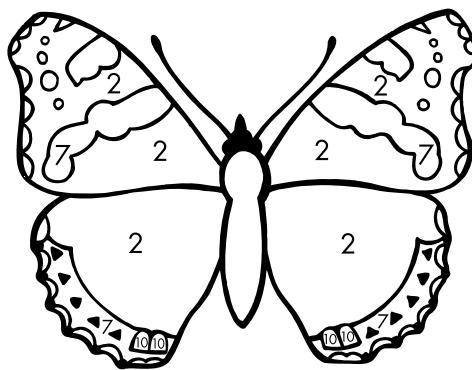
3 Queen Alexandra's Birdwing



4 Viceroy

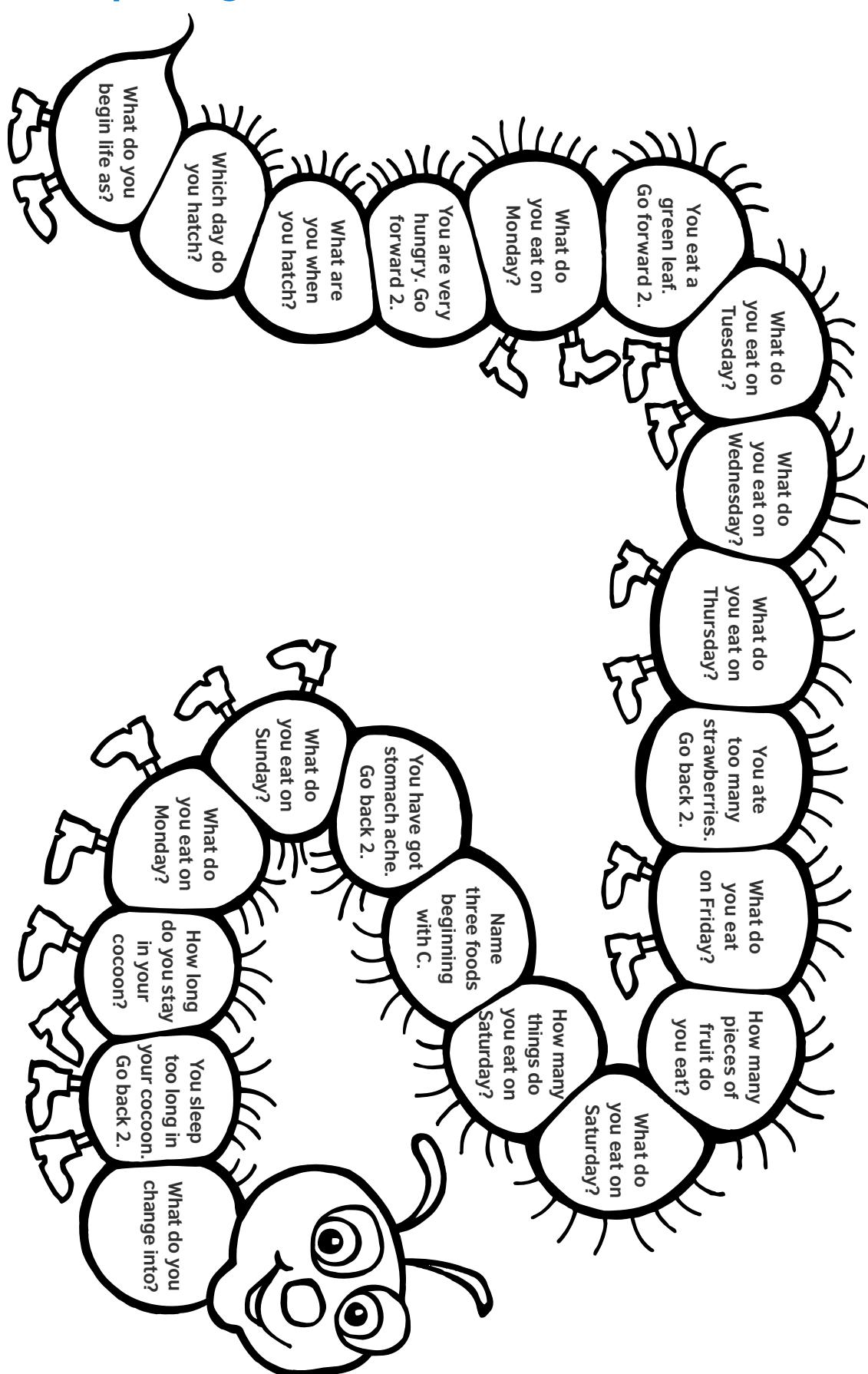


5 Peacock

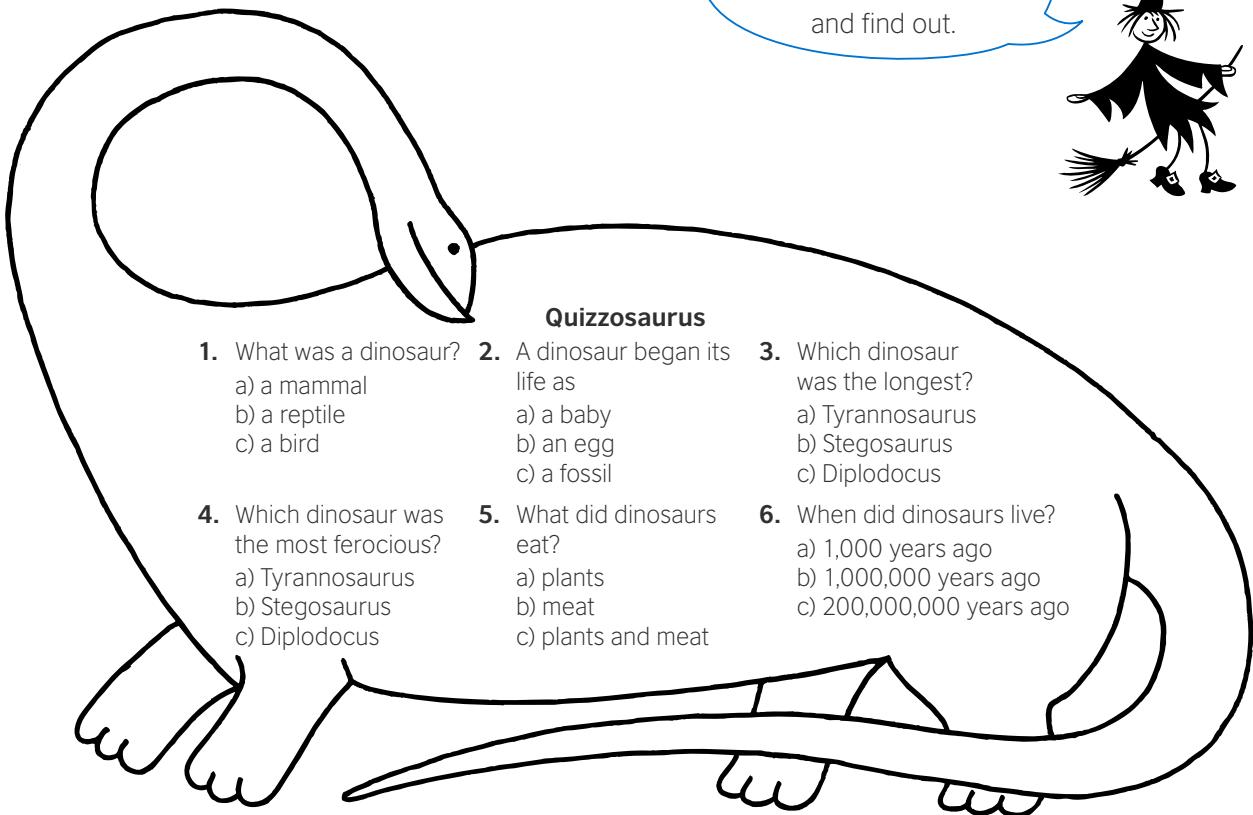


6 Red Admiral

Caterpillar game



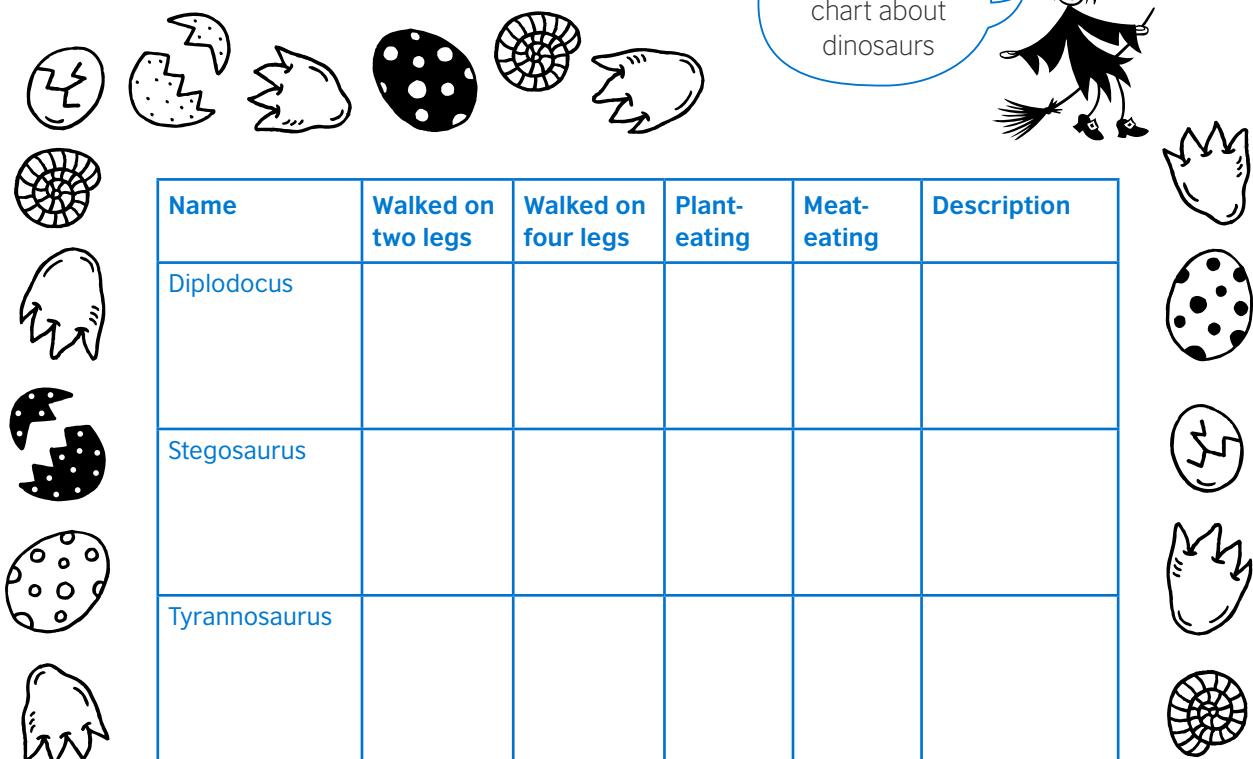
Quizzosaurus



Quizzosaurus

1. What was a dinosaur?
a) a mammal
b) a reptile
c) a bird
2. A dinosaur began its life as
a) a baby
b) an egg
c) a fossil
3. Which dinosaur was the longest?
a) Tyrannosaurus
b) Stegosaurus
c) Diplodocus
4. Which dinosaur was the most ferocious?
a) Tyrannosaurus
b) Stegosaurus
c) Diplodocus
5. What did dinosaurs eat?
a) plants
b) meat
c) plants and meat
6. When did dinosaurs live?
a) 1,000 years ago
b) 1,000,000 years ago
c) 200,000,000 years ago

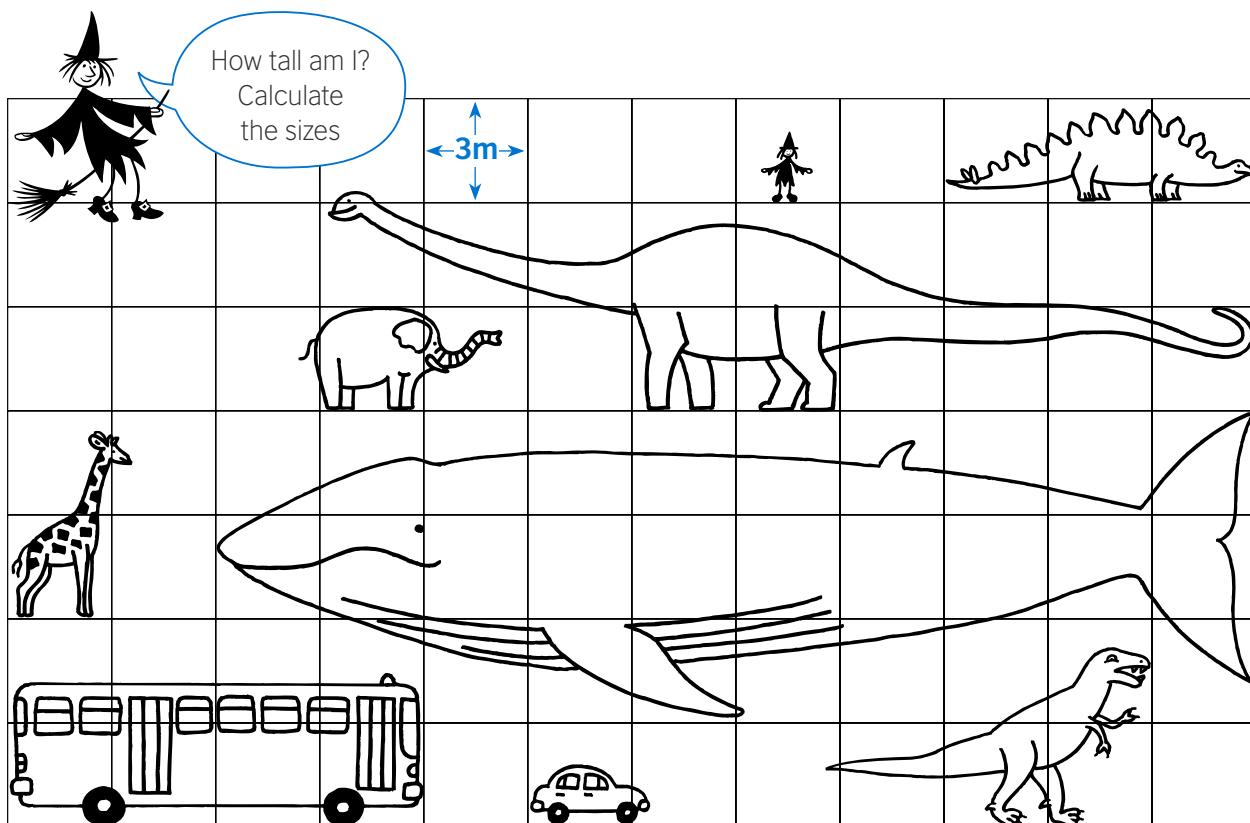
Fact file



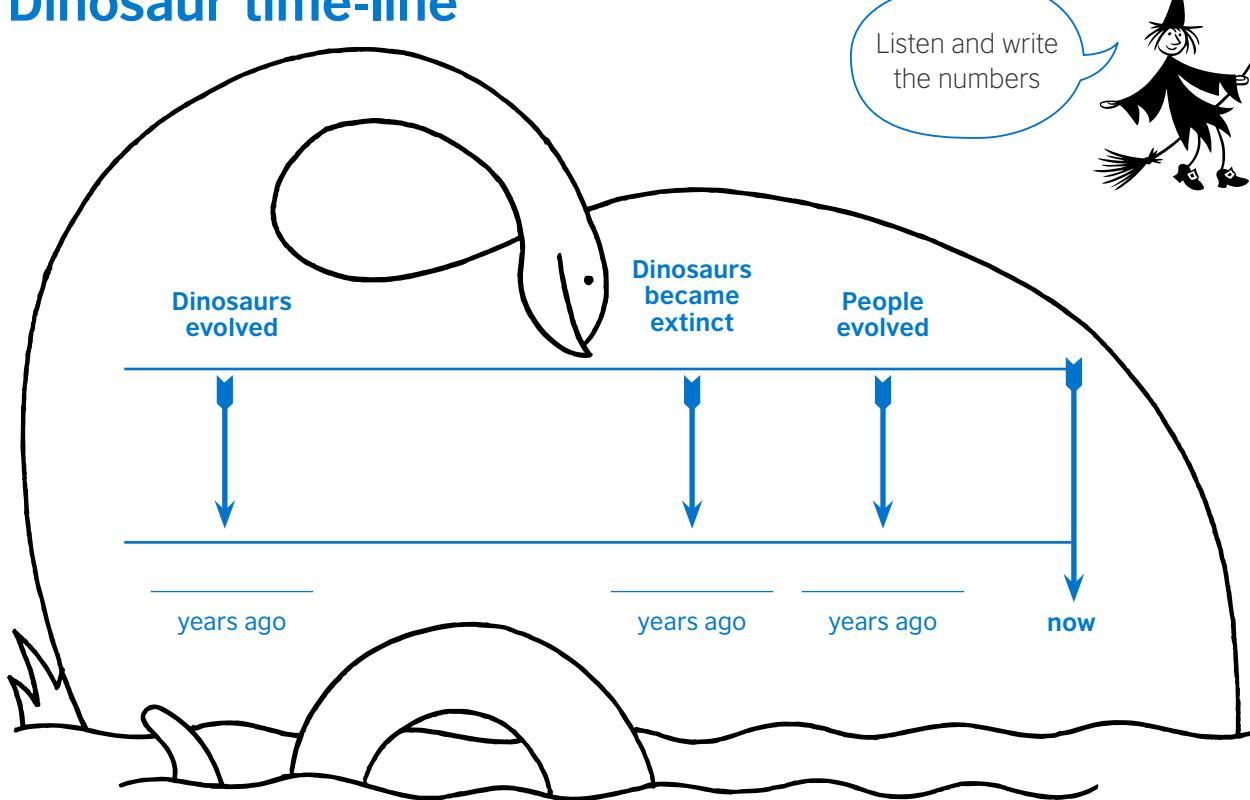
Complete the chart about dinosaurs

Name	Walked on two legs	Walked on four legs	Plant-eating	Meat-eating	Description
Diplodocus					
Stegosaurus					
Tyrannosaurus					

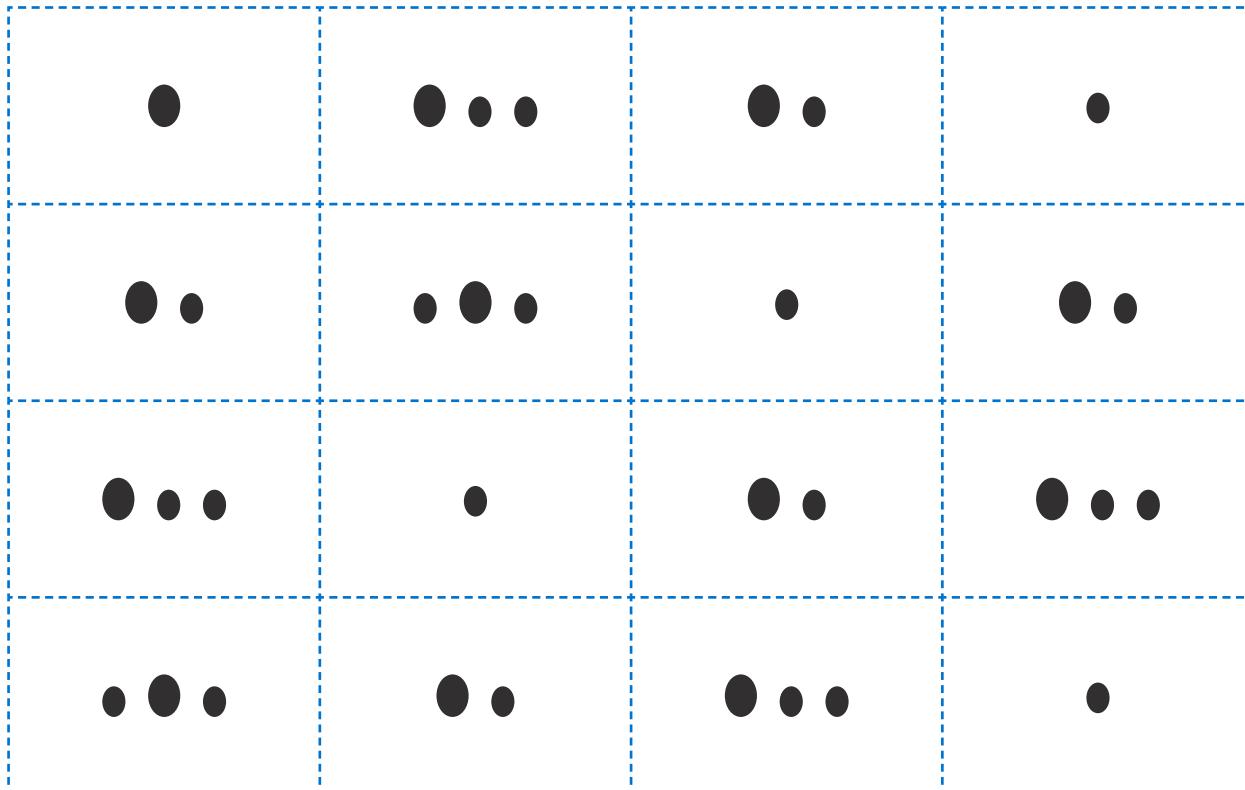
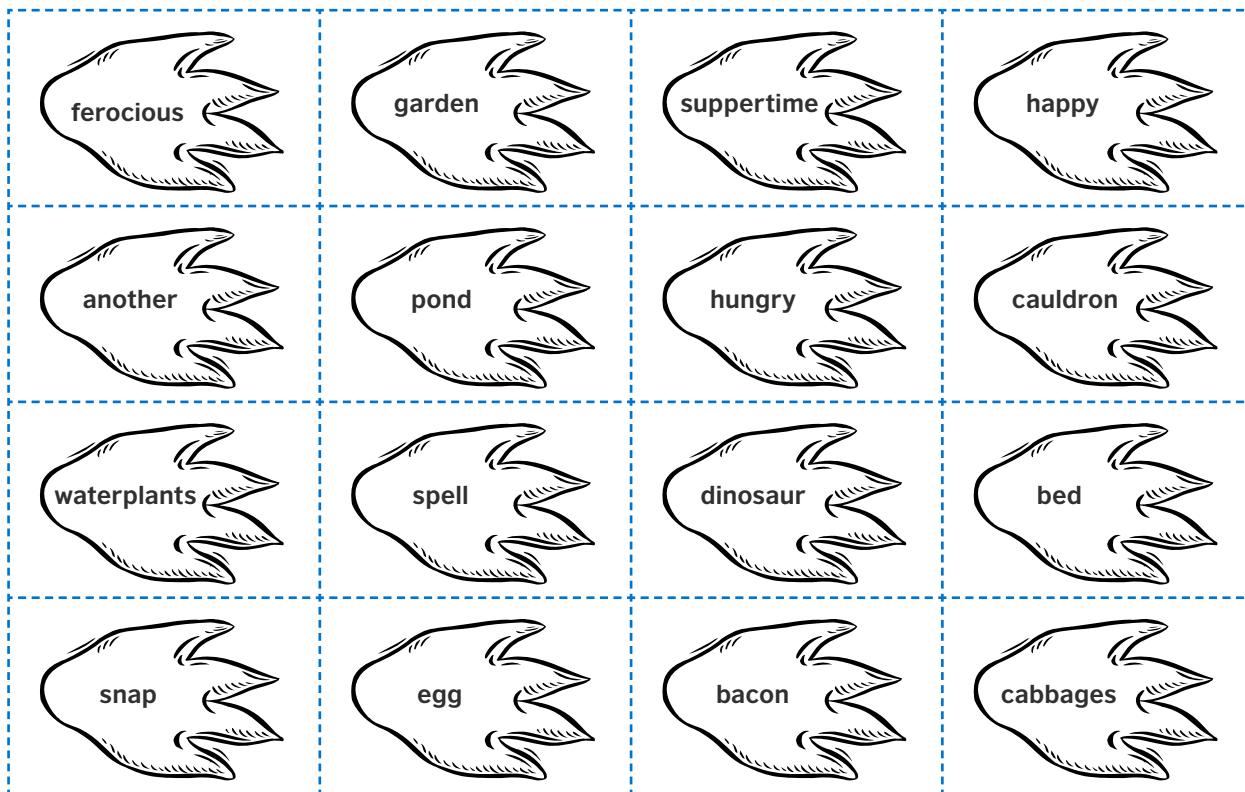
Size and scale



Dinosaur time-line

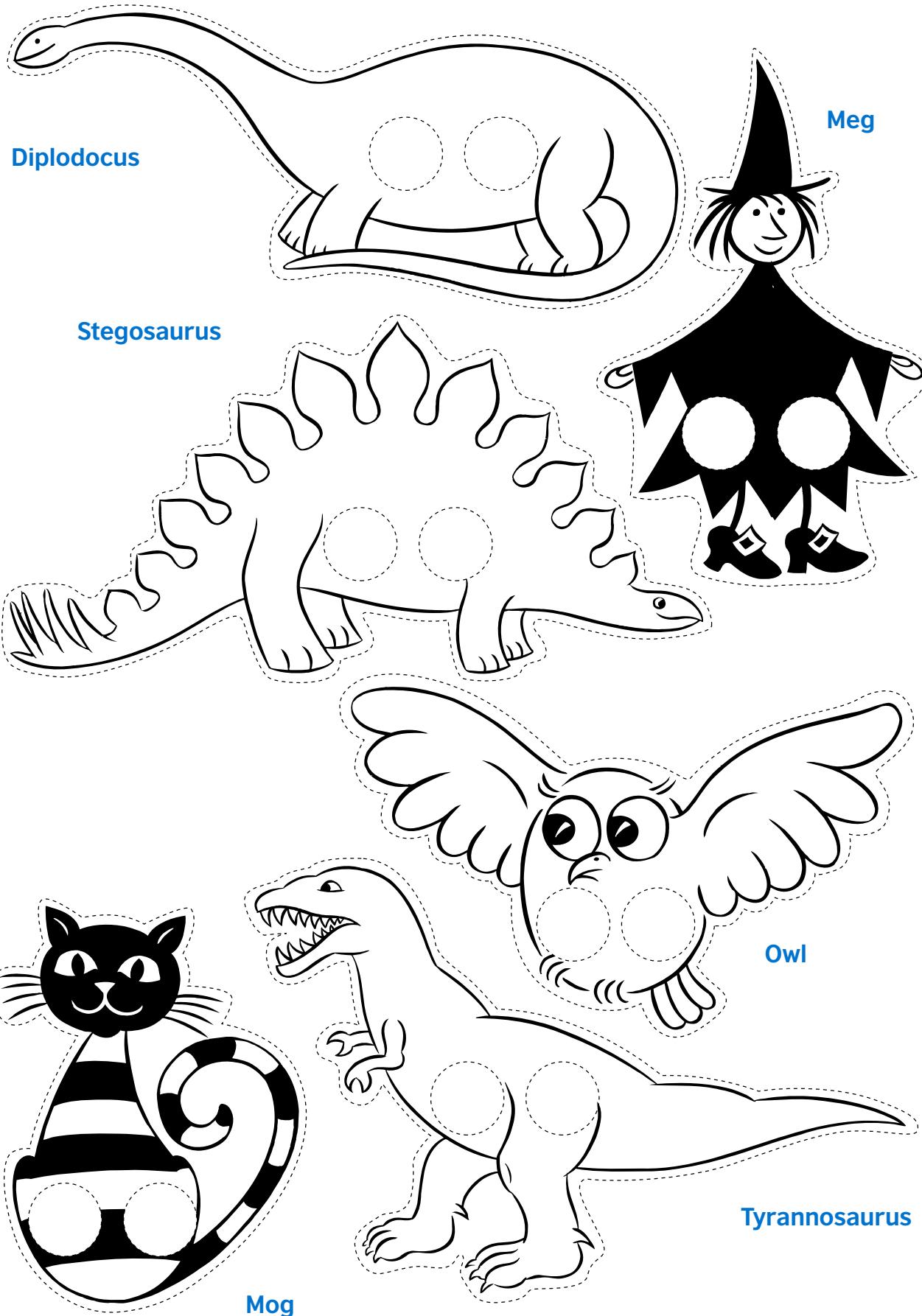


Stressosaurus Bingo



Finger puppets

----- cut



Story pictures



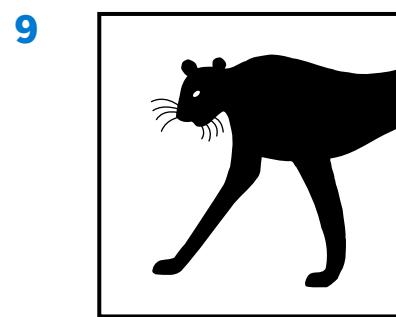
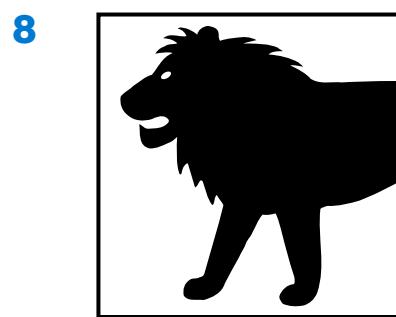
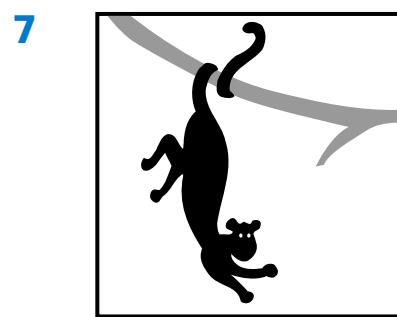
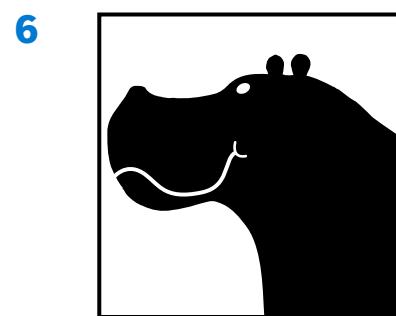
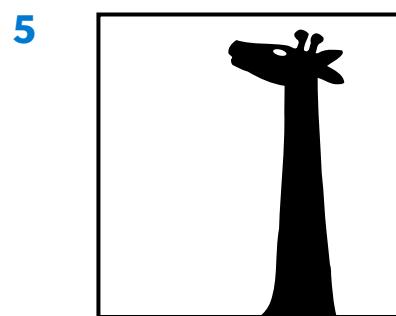
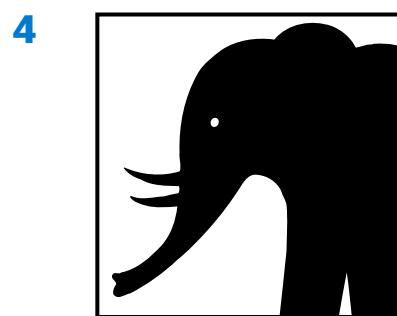
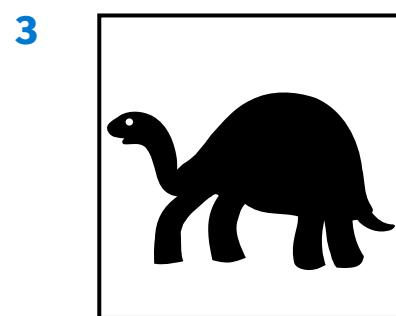
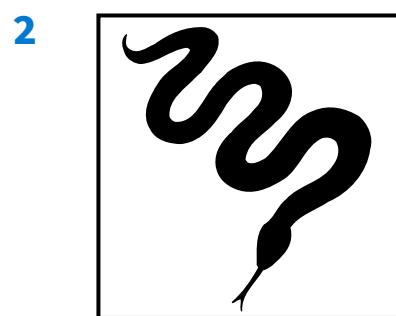
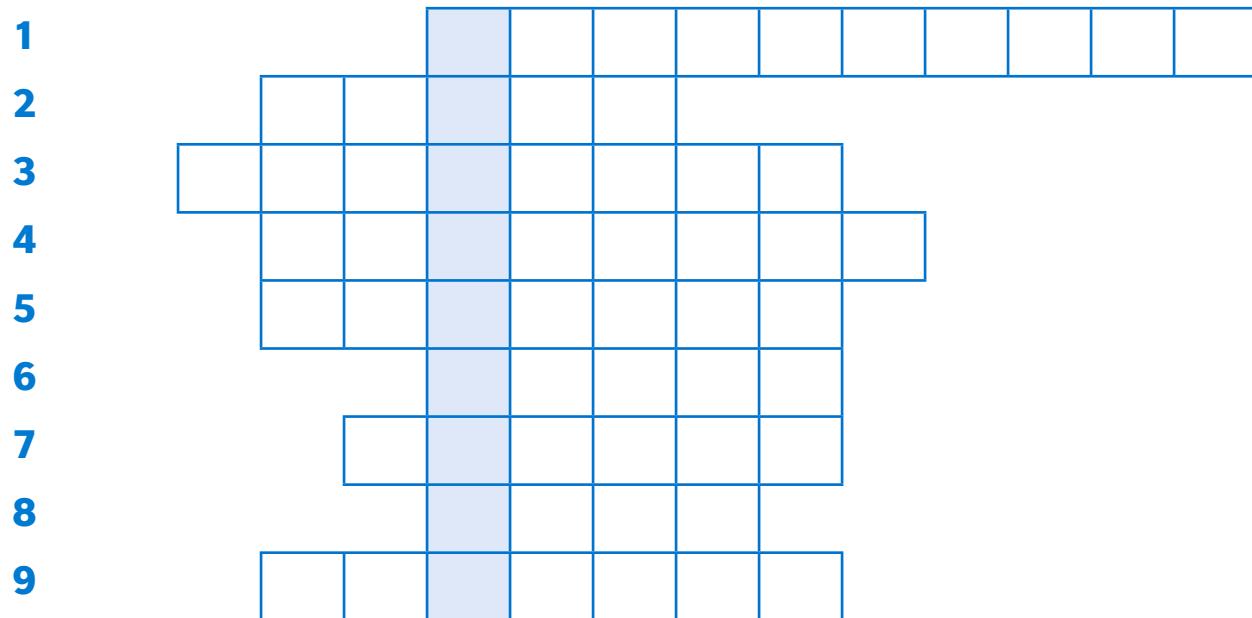
Story pictures

<p>One day, at a meeting of animals, Lion said: 'We are all special. I am strong. Giraffe is tall. Cheetah is fast. Snake is long. Monkey is funny. Hippo is fat. Wildebeest is friendly. Elephant is big. And Tortoise is small.'</p>	<p>Tortoise said: 'I am not small. I am big and strong like Elephant and Hippo!' The animals laughed! 'You are small. You are not strong!' Tortoise was sad.</p>	<p>But Tortoise was also clever. She went to visit Elephant in the forest.</p> <p>'I am strong like you. Let us have a tug of war.'</p> <p>'All right,' said Elephant.</p>
<p>Tortoise gave Elephant the end of a long vine.</p> <p>'This is your end. When I shake the vine, you pull and pull and tug and tug until one of us falls over or the vine breaks.'</p>	<p>Then Tortoise went to visit Hippo in the river. 'I am strong like you. Let us have a tug of war.'</p> <p>'All right,' said Hippo.</p>	<p>Tortoise gave Hippo the other end of the vine.</p> <p>'This is your end. When I shake the vine you pull and pull and tug and tug until one of us falls over or the vine breaks.'</p>
<p>Tortoise went to the middle of the vine and shook it.</p> <p>Elephant pulled and pulled.</p> <p>Hippo tugged and tugged.</p> <p>They pulled and pulled and tugged and tugged.</p>	<p>Tortoise laughed and chewed the vine in half.</p>	<p>Elephant fell backwards into a tree. Crash!!!</p>
<p>Hippo fell backwards into the river. Splash!!!</p>	<p>Elephant said to Tortoise, 'You are strong.'</p> <p>Hippo said to Tortoise, 'You are very strong.'</p> <p>Hippo and Elephant said, 'You are the strongest.'</p>	<p>After that when the animals came together Elephant, Hippo and Tortoise stood together as equals.</p>

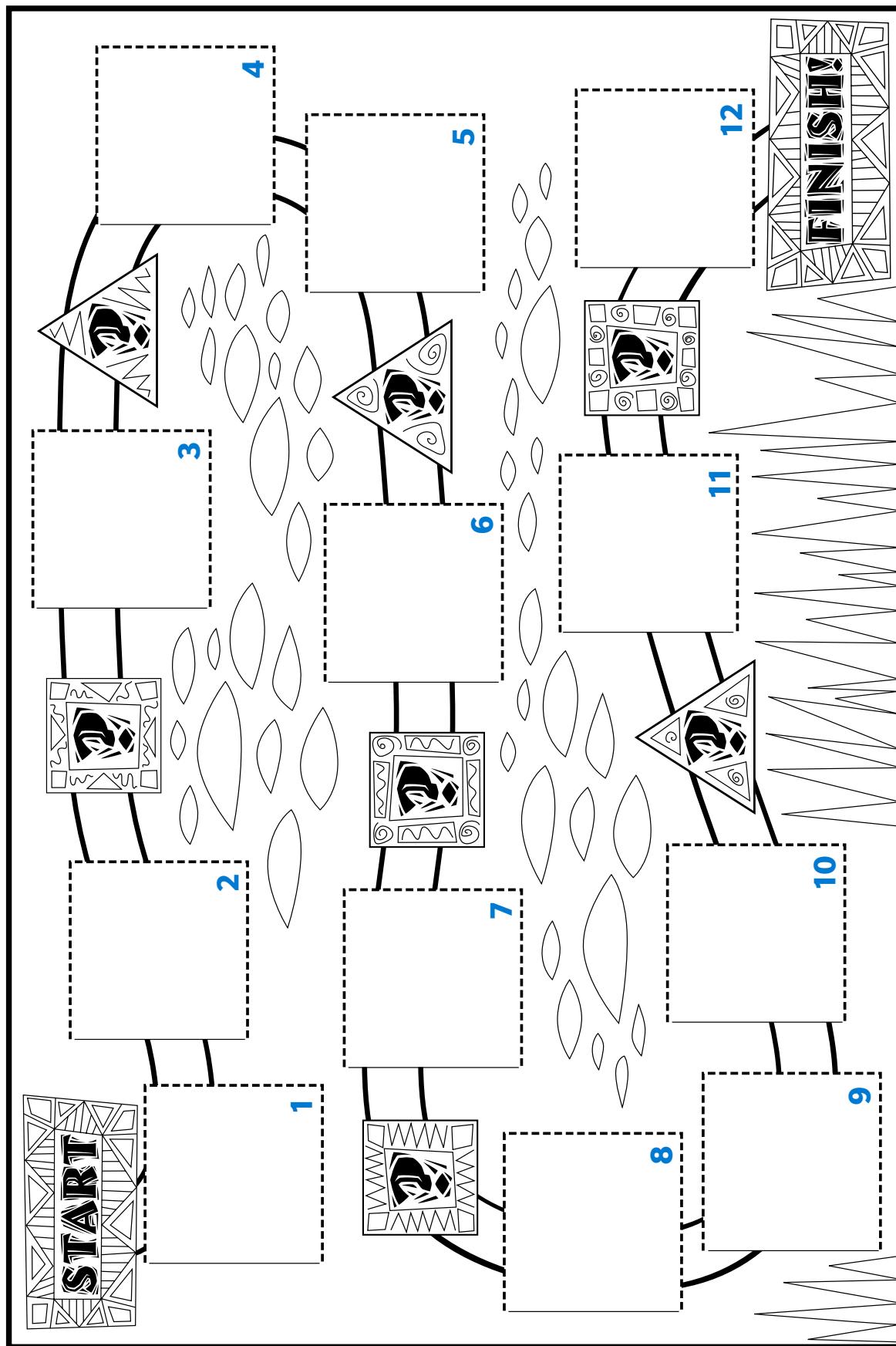
Word cards

trees	elephant	big
waterholes	giraffe	strong
grassland	hippo	tall
mountains	tortoise	small
lakes	snake	fast
desert	cheetah	funny
rainforest	lion	fat
rivers	wildebeest	friendly
legs	monkey	ears
mouth	mane	neck
body	tail	beard
eyes	spots	horns
head	shell	tusks
face	big mouth	trunk
nose	long	scales

African animals crossword



Game board



Song worksheet

Oh wa de he wa de ho
Wa de he he he ho

The cheetah is _____
The lion is _____

Oh wa de he wa de ho
Wa de he he he ho

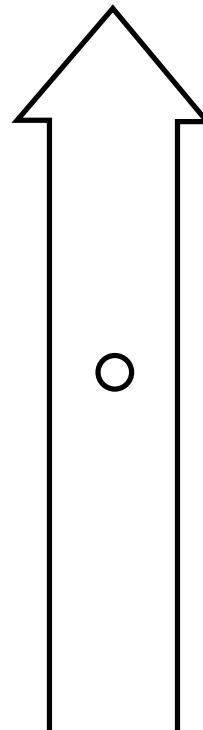
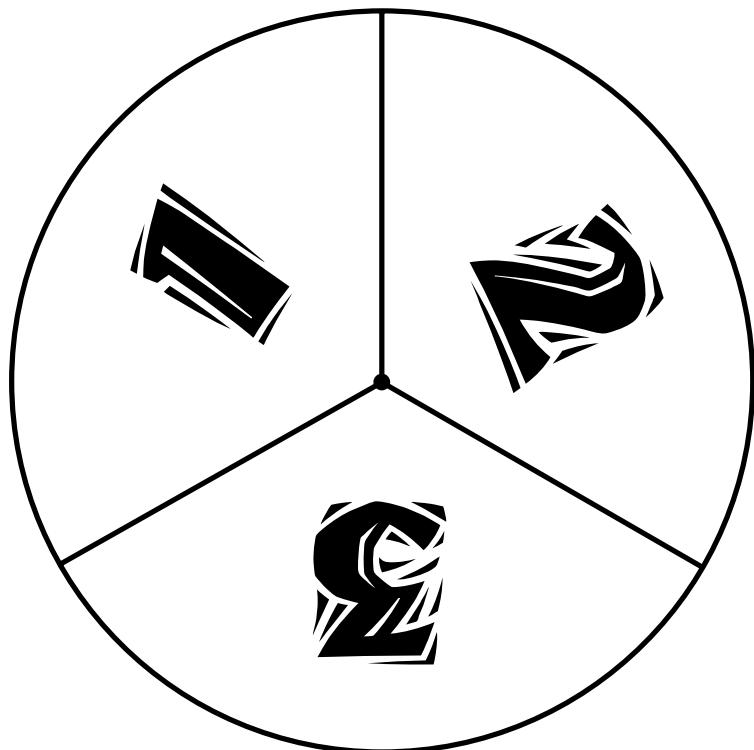
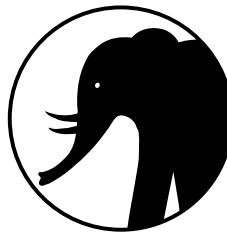
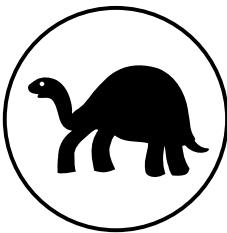
The elephant's _____
The hippo is _____

Oh wa de he wa de ho
Wa de he he he ho

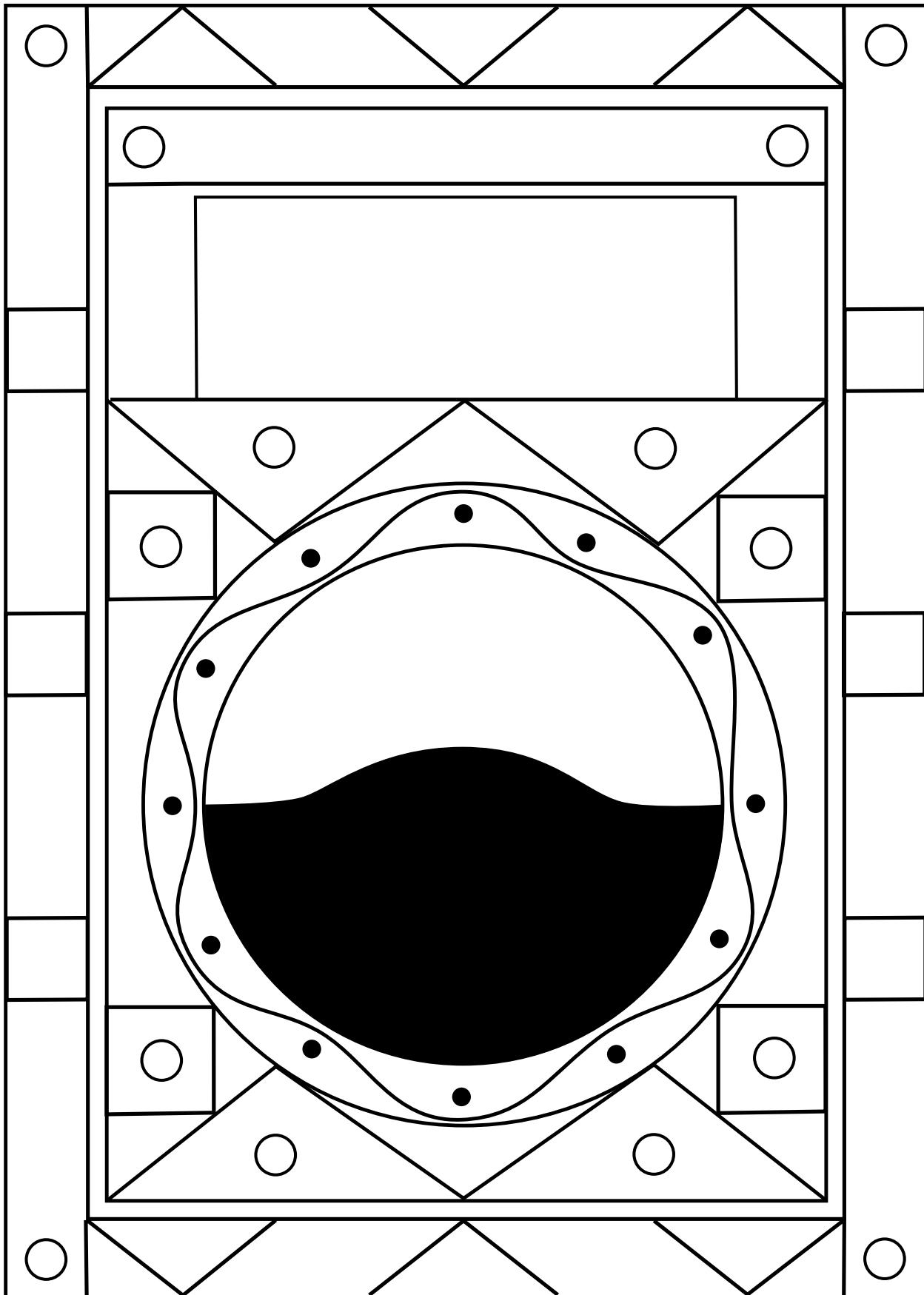
The giraffe is _____
The tortoise is _____

Oh wa de he wa de ho
Wa de he he he ho

Markers and spinner for board game



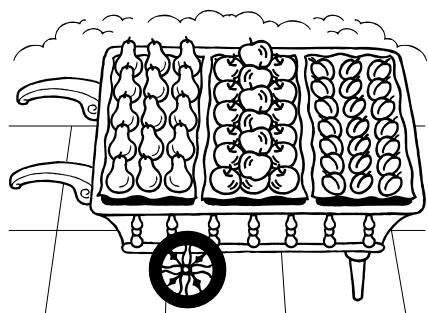
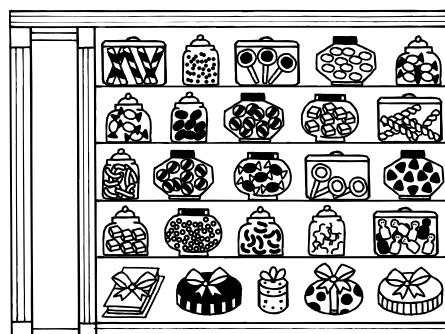
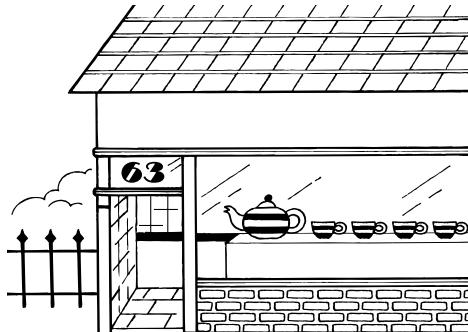
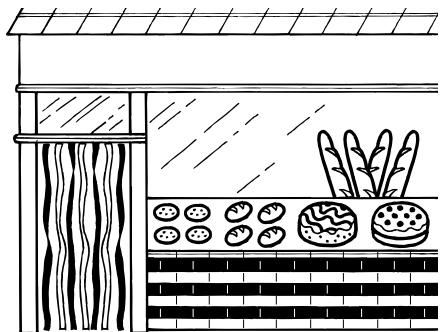
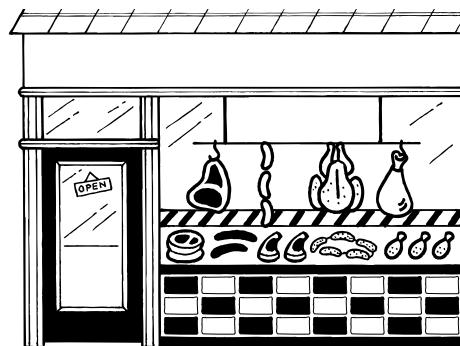
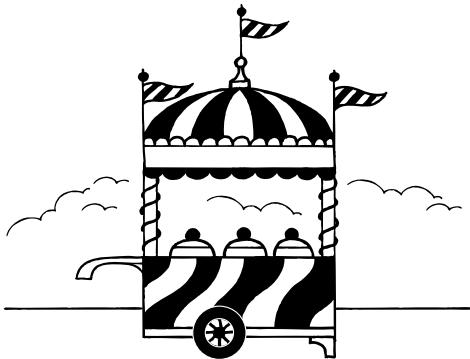
Cover for board game



Game cards for board game

<p>The lion is the fastest animal in the world.</p> <p>True or False?</p> <p>False – the cheetah is the fastest animal in the world.</p>	<p>You see a lion at a waterhole.</p> <p>Go forward two!</p>	<p>The cheetah has got spots.</p> <p>True or False?</p> <p>True</p>
<p>There is a sand storm in the desert.</p> <p>Miss a turn!</p>	<p>The African elephant is the biggest land animal in the world.</p> <p>True or False?</p> <p>True</p>	<p>The monkey has got a short tail.</p> <p>True or False?</p> <p>False – it's got a long tail.</p>
<p>The wildebeest has got two beards.</p> <p>True or False?</p> <p>False – it's got one beard and two horns.</p>	<p>A monkey eats your apple!</p> <p>Go back two!</p>	<p>The elephant has got two trunks.</p> <p>True or False?</p> <p>False</p>
<p>This is a square.</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 10px auto;"></div> <p>True or False?</p> <p>False – it's a rectangle</p>	<p>The lion is hungry!</p> <p>Go back one!</p>	<p>The tortoise has got a shell.</p> <p>True or False?</p> <p>True</p>
<p>The giraffe is the tallest animal in the world.</p> <p>True or False?</p> <p>True</p>	<p>Rangers save an elephant!</p> <p>Play again!</p>	<p>The lion has got a mane.</p> <p>True or False?</p> <p>True – the male lion has a mane.</p>

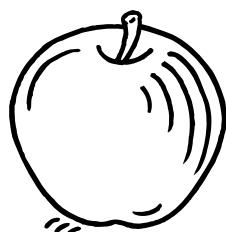
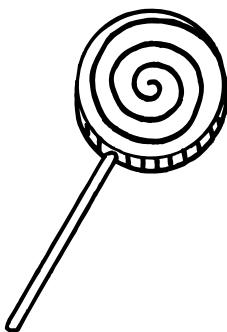
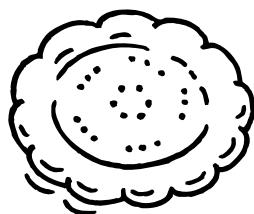
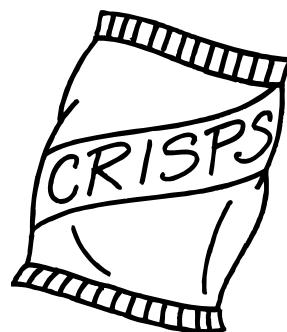
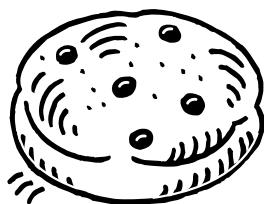
Shop flashcards



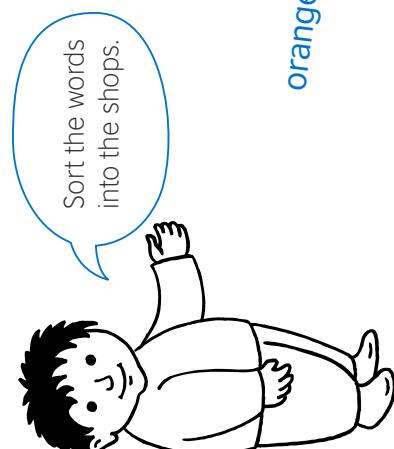
Shopkeeper flashcards



Food flashcards

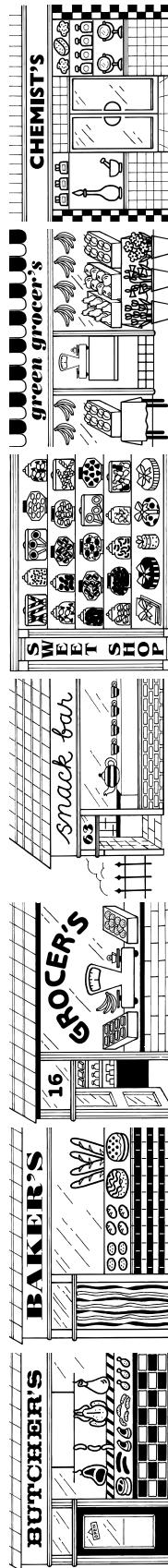


Vocabulary activity

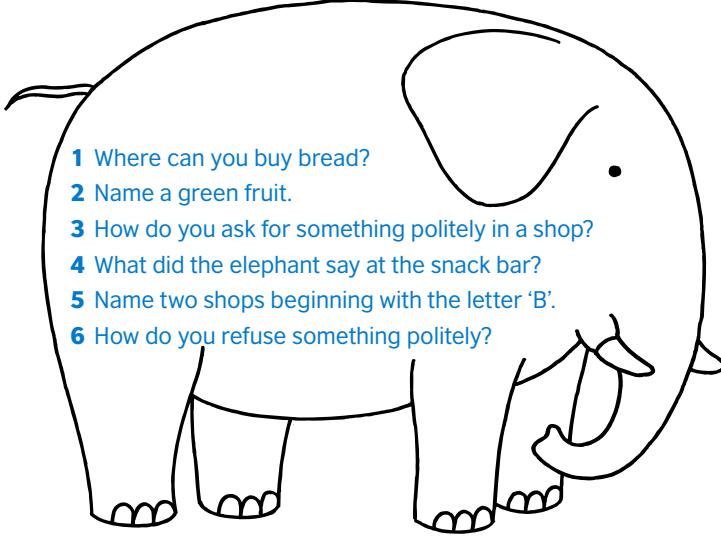
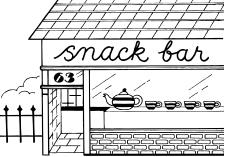
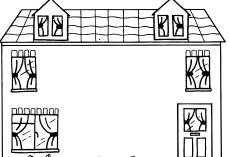
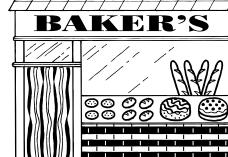
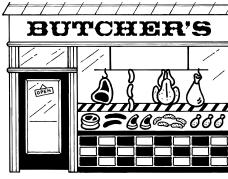
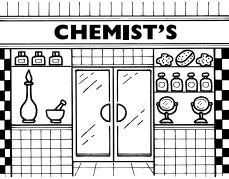
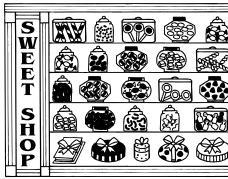


Sort the words into the shops.

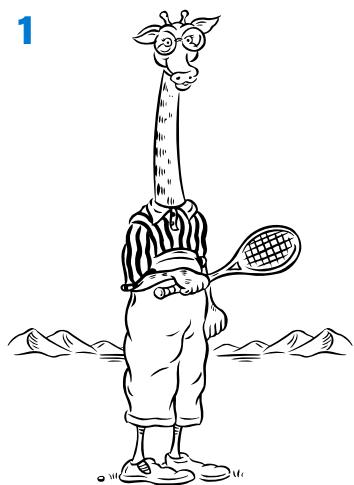
apples	hamburger	sausages	chicken	meat
	lemons	potatoes	ice cream	
	sandwich	bread	sweets	medicine
oranges	bananas	carrots		
	toothpaste	biscuits	chocolate	
	buns	lollipop		
	crisps	soap		
	tea	coffee	cake	a drink
	cabbage			



Shopping game

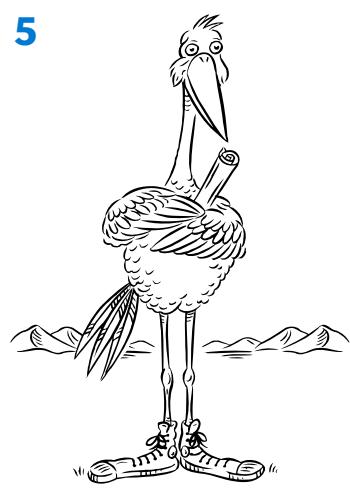
 <p>You take your own shopping bag to the shops. Have another turn.</p> <p>Answer a Bad Baby question</p> <p>You leave the television on. Miss a turn.</p>	<p>You forget to turn off the lights. Miss a turn.</p> <p>Answer an Elephant question</p>	 <p>You drop a crisp packet on the road. Miss a turn.</p> <p>Answer a Bad Baby question</p>	
<p>You help an old lady. Have another turn.</p> <p>Answer a Bad Baby question</p>	 <p>1 Where can you buy bread? 2 Name a green fruit. 3 How do you ask for something politely in a shop? 4 What did the elephant say at the snack bar? 5 Name two shops beginning with the letter 'B'. 6 How do you refuse something politely?</p>	<p>You left a tap dripping. Miss a turn.</p> <p>Answer a Bad Baby question</p>	
 <p>You buy recycled paper. Have another turn.</p> <p>Answer an Elephant question</p> <p>You do some shopping for your neighbour. Have another turn.</p>	 <p>Answer an Elephant question</p>	 <p>You forgot to put the bottles in the bottle bank. Miss a turn.</p> <p>Answer a Bad Baby question</p>	
<p>Answer an Elephant question</p>	<p>1 Where can you buy a bun? 2 Where can you buy a sandwich? 3 What did the elephant say at the grocer's shop? 4 How do you offer something politely? 5 Name two shops beginning with the letter 'G'. 6 How do you accept something politely?</p>	<p>You walk to the shops. Have another turn.</p> <p>Answer an Elephant question</p>	
 <p>Answer a Bad Baby question</p>	 <p>Answer a Bad Baby question</p>	<p>You open the door for a mother and her baby. Have another turn.</p>	

Read and match

1

2

3

4

5


A This creature is very small. He's got big eyes and a big nose. He's got hairy ears and hairy feet.

D This creature is very tall and he's got a long neck. He's got two small horns and he's wearing glasses.

B This creature is tall and he's got a long neck. He's got a big beak and big feet. He's got wings and feathers.

C This creature is short and fat. He's got big ears and a black nose.

E This creature is short. She's got very long ears. She's got big eyes, a small nose and a small mouth.

Number the sentences in order

The other creatures think Something Else is different and they don't like him.

Something Else lives alone in a house on a windy hill. 1

Something stays with Something Else.

Something and Something Else are different but they're friends.

He wants to be friends with the other creatures.

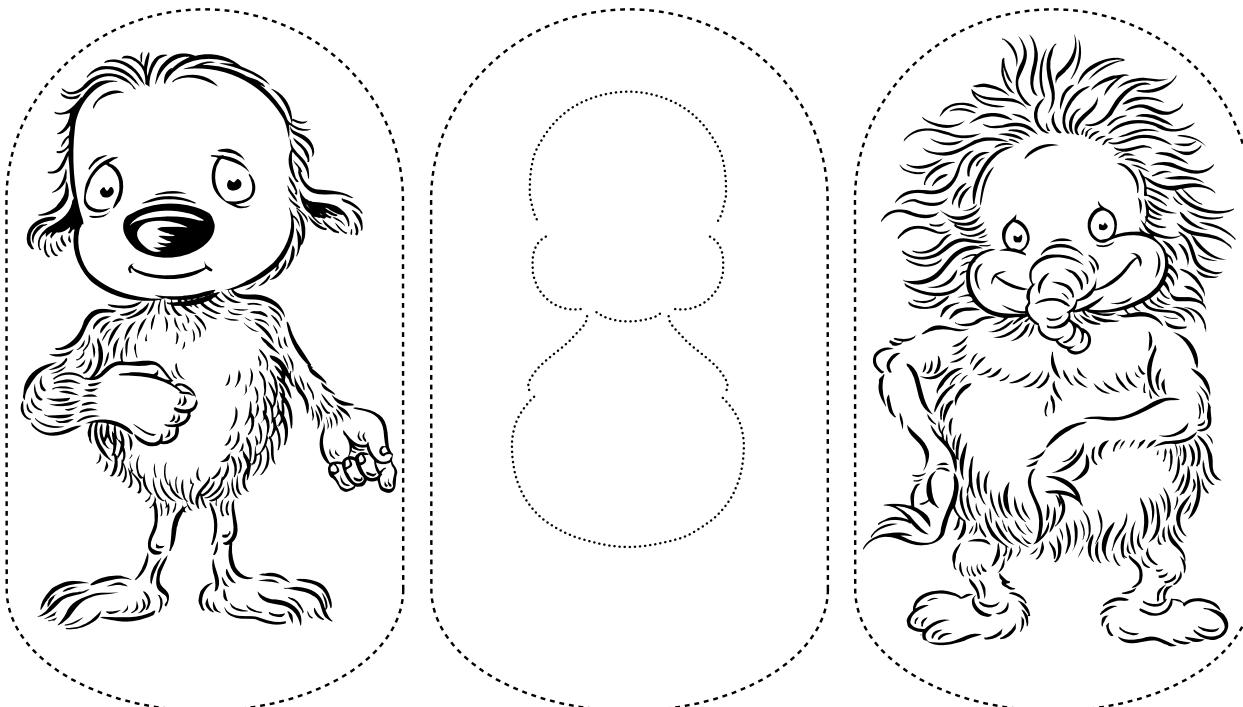
When a really weird-looking creature comes to the house, he's their friend too.

One day Something comes to Something Else's house.

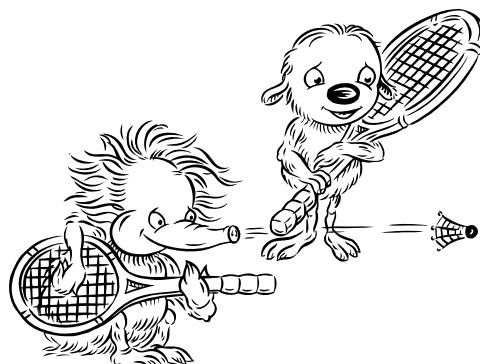
Listen and complete the picture

Make the pencil puppets

cut

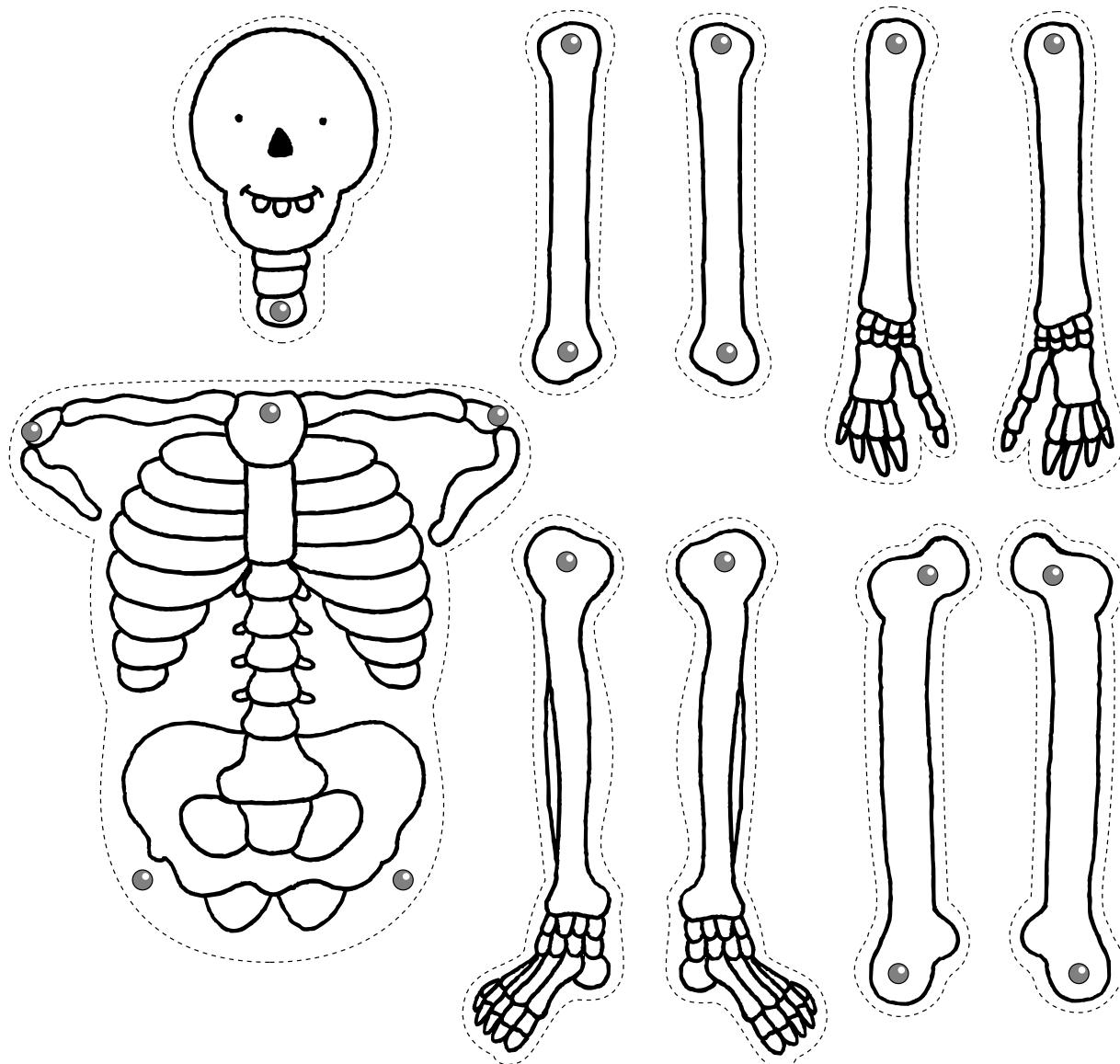


Picture cards

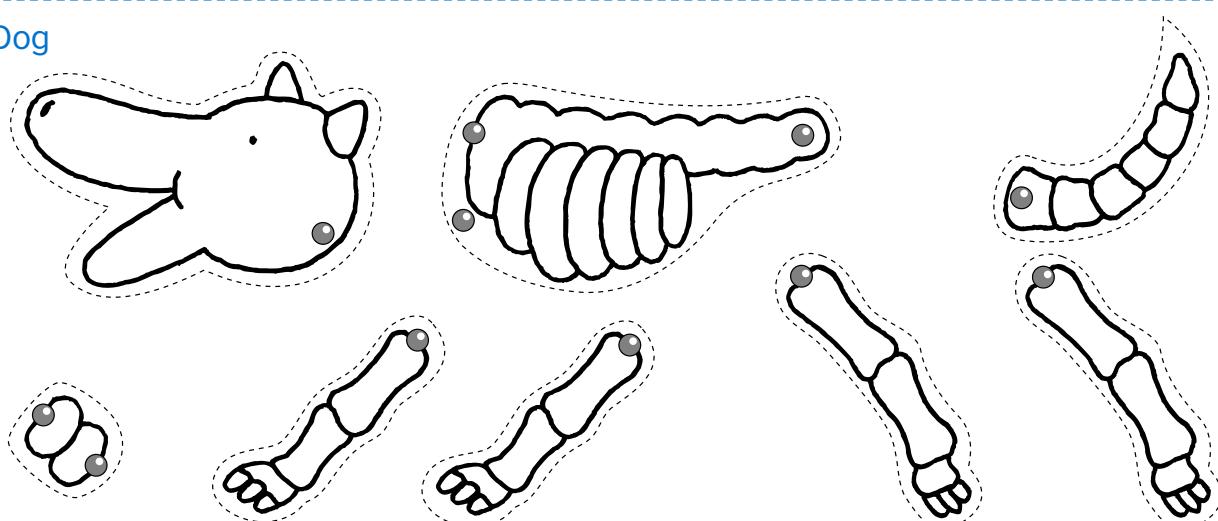


Make a skeleton

Human



Dog



Body parts flashcards

toe
bone



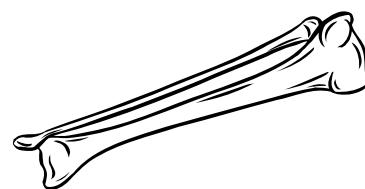
foot
bone



ankle
bone



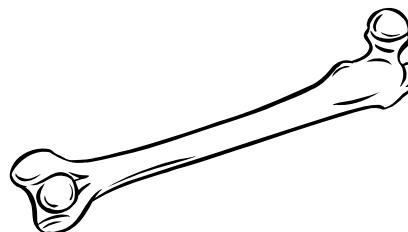
leg
bone



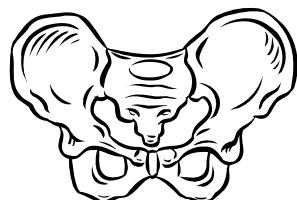
knee
bone



thigh
bone



hip
bone



back
bone



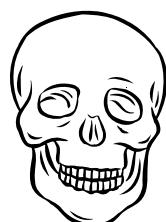
shoulder
bone



neck
bone



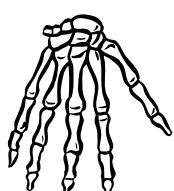
head
bone



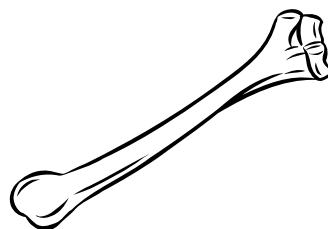
finger
bone



hand
bone



leg
bone



Skeleton wordsearch

In this example can you find the words:

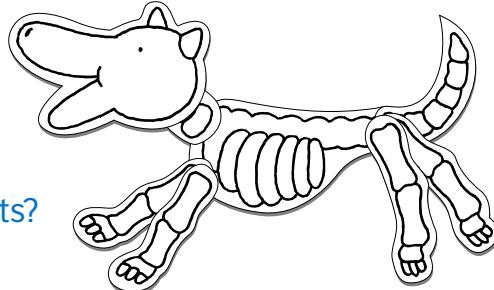
thigh
 skull
 foot
 finger
 ankle
 neck
 hand
 back
 shoulder
 leg
 arm

Look carefully – some words may be spelt backwards!

s	h	o	u	l	d	e	r
b	r	e	g	n	i	f	i
f	p	h	a	n	d	g	b
o	o	e	l	e	a	l	a
o	z	i	l	c	r	l	c
t	a	k	w	k	m	u	k
t	n	l	e	g	x	k	z
a	t	h	i	g	h	s	n

Funnybones quiz

- 1 How many bones are there in the human body?
- 2 Is it true that babies have more bones than adults?
- 3 How many bones are there in your skull?
- 4 How many bones are there in your neck?
- 5 How many bones are there in a giraffe's neck?
- 6 How many bones are there in your foot?
- 7 How many bones are there in your hand?
- 8 How many bones are there in your back?
- 9 Which is the longest bone in your body?
- 10 Is it true that your skeleton shrinks (gets smaller) during the day?

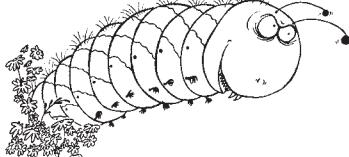
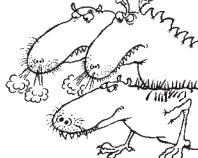


Typical!

typical princes	typical princesses	not typical
are usually handsome	usually like wearing beautiful clothes	usually wear uniforms
usually rescue princesses	are usually brave	are usually very ugly
usually have long, blonde hair	usually have blue eyes	are usually very beautiful
are usually fat	usually wear pink	usually ride bicycles
usually like riding horses	are usually well-behaved	usually have pets
are usually frightened	usually live in a castle	usually wear black

Princes and tasks 1

----- cut

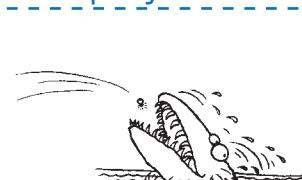
The Princess asked	Prince Compost	 to skate in a roller-disco marathon
	Prince Rushforth	 to ride on her motorbike
	Prince Pelvis	 to stop the slugs eating her garden
	Prince Boneshaker	 to feed her pets

Reasons

Prince Basthumb Boneshaker Compost Fetlock Grovel Pelvis Rushforth Swimbladder Vertigo	couldn't do his task because	the pony the slugs the pets it the trees they the tower the fish the motorbike the roller-disco marathon the goldfish pond the shopping	was/were	too heavy too slippery too fierce too dangerous too tiring too frightening too difficult too big
--	---	--	-----------------	---

Princes and tasks 2

----- **cut**

The Princess asked	Prince Vertigo	  to ride her pony
	Prince Bashtumb	  to find her magic ring in the pond
	Prince Fetlock	  to chop firewood
	Prince Grovel	 to rescue her from a glass tower
	Prince Swimbladder	  to go shopping with the Queen

Solutions

cut

Prince Swash- buckle	used a magic potion		to get firewood	
	used a helicopter		to ride a motorbike	
	used hypnosis		to go shopping with the Queen	
	used an elephant		to skate in the roller-disco marathon	
	used rockets		to tame the pony	
	used special suckers		to make the slugs sleepy	
	used a blindfold		to feed the pets	
	used brooms		to open the fish's mouth to get the ring	
	used a sword		to rescue the princess	

Story cards

Jack and the Beanstalk

Joseph Jacobs

Jack and his mother are very poor. Jack's mother tells him to sell their cow at the market.

On the way to market, Jack meets a man and exchanges the cow for some magic beans.

Jack's mother is very angry and throws the beans out of the window.

During the night a beanstalk grows and grows and grows up into the sky.

Jack climbs to the top of the beanstalk.

Jack goes into the castle and eats some food.

'Fee, fi, fo, fum,' the giant comes into the kitchen and eats his breakfast, counts his gold and falls asleep.

Jack takes the gold.

Jack climbs down the beanstalk and the giant follows him.

Jack chops down the beanstalk and the giant falls down.

Jack and his mother are now rich and live happily ever after.

Character study

	Jim	The Giant
Physical appearance		
Clothes		
Lives in a ...		
Favourite food		
Likes to read		
Characteristics		
Other		

Wordsearch

Find the **giant** words!

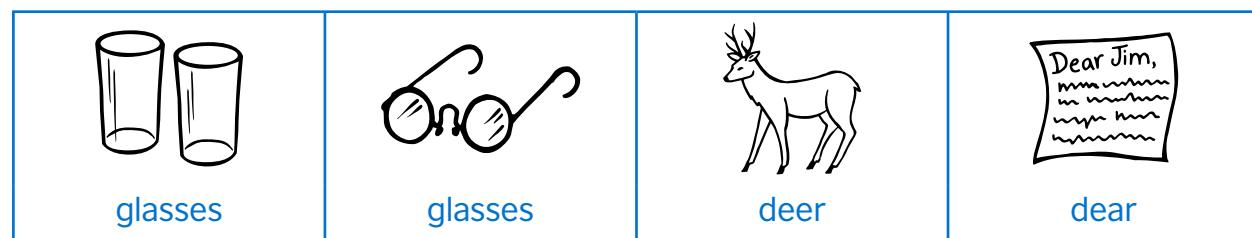
Now write the words

T	A	L	L	B	A	X	P	O	H	E	R	W
Q	L	K	B	I	G	B	P	L	U	N	H	H
G	M	Z	U	M	K	L	W	A	M	O	C	O
G	I	G	A	N	T	I	C	H	U	R	S	P
R	G	I	L	B	E	A	J	C	N	M	F	P
E	H	U	G	E	D	U	M	O	G	O	H	I
A	T	N	V	E	D	Y	U	L	O	U	S	N
T	Y	G	I	N	O	R	M	O	U	S	C	G
F	L	A	R	G	E	C	X	S	S	G	R	Z
D	I	M	M	E	N	S	E	S	B	L	K	A
W	D	I	A	L	J	H	N	A	V	A	S	T
M	B	K	H	A	O	K	U	L	H	A	B	N

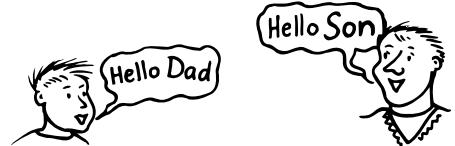
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____

Homonyms

Homonyms are words that sound the same and are sometimes spelt the same but which have different meanings. For example:



Find the homonyms

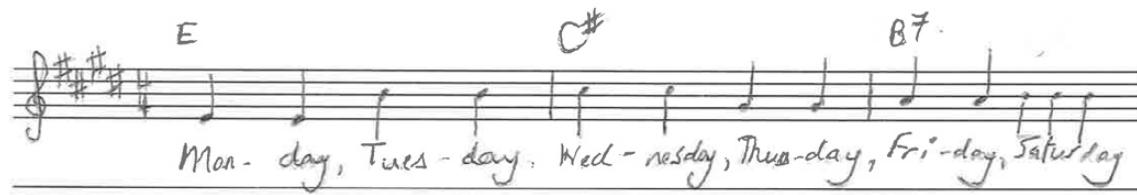
	
been	tale
	
chip	two
	
bat	no
	
tail	hare
	
to	chip
	
know	sun
	
hair	bat
	
son	bean

World map

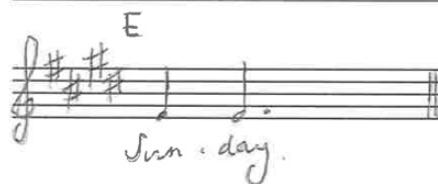


Sheet music

Monday, Tuesday, ...



Handwritten musical notation on a staff. The key signature is A major (no sharps or flats). The notes are: E, C#, and B7. Below the staff, the lyrics are written: Mon-day, Tues-day, Wed-nesday, Thurs-day, Fri-day, Saturday.



Handwritten musical notation on a staff. The key signature is A major (no sharps or flats). The notes are: E and C. Below the staff, the lyrics are written: Sun-day.

Who are you ?

Handwritten musical score for a song. The score consists of four staves of music, each with a key signature of one flat (F major, C major, G major, and F major again). The lyrics are written below the notes. The music is in common time.

First Stave (F major):
Who are you asked Meg?
P.
Who are you asked Meg?
P.

Second Stave (C major):
I'm Dip-10-do-cus
P.

Third Stave (G major):
Ven-y big and ver-y long and
P.

Fourth Stave (F major):
eat plants all day long!
P.

Oh wa de he

Handwritten musical score for two songs. The first song, 'Wade in the Water', is in F major, 3/4 time, with lyrics: 'Oh wade he wade ho Wade he he he the'. The second song, 'The Lion and the Cheetah', is in F major, 3/4 time, with lyrics: 'chee-tah is the fast-est the li-on is the strongest The'. The score includes musical notation with various note heads and rests, and a 'x3' at the end of the first song's section.

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The Primary Tips section of the *Language Assistant* site has guidelines for using several stories www.teachingenglish.org.uk/language-assistant

Notes

Notes

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Tell it Again!

More and more teachers are recognising the value of using real storybooks as a motivating, challenging and enjoyable resource for primary English language teaching. Tell it Again! is an invaluable guide to using real storybooks with children in the primary classroom.

The book is divided into two sections:

- 1. A comprehensive methodology section.** Packed with plenty of practical examples, this section explores the theory behind using authentic storybooks and explains the benefits. It includes sections on how to select stories, using a story-based methodology, creating activities to suit your class, storytelling techniques, learning to learn, learning about culture, assessment, using learning technologies, classroom management and creating an inclusive learning environment.
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- Story notes can be used as a supplement or as an alternative to a coursebook.
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- Photocopiable activity sheets for each story.

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