



Key learning outcomes

Wonder

Imagine

Build

Grow

in Unit 3, the students will:

SO

Rosi

Name or describe people or common objects or express basic opinions in a few words

Understand overall meaning and main idea(s) from short sentences and texts on everyday topics

Participate in social exchanges in English

Write simple sentences on familiar topics

Shine Create a story character



Unit overview

Target vocabulary

Book characters: astronaut, inventor, villain, explorer, pirate, prince, princess, spy, storyteller, superhero Adjectives: beautiful, brave, cute, exciting, fun, interesting, kind, scary, smart, strong

Functional language

I think (this book is great). Oh, I do./So do I.

Recycling and building

bad, big, good, happy, sad, short, small, tall

Language stretch

Story books are great!

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch

Target structures

The book is about (a villain). Is she (happy)? Yes, she is./ No, she isn't.

Are they (smart)? Yes, they are./No, they aren't.

Pronunciation

/b/ (book), /v/ (very, brave)

Values

I enjoy different ways to tell stories.

Competency focus

Develop an interest in and enjoy different genres, styles, and ways of storytelling.

Have a short conversation about my world.

Development indicator:

Speaking

Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic and at the highest level, being able to give a simple, prepared talk.

| Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (29) | Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech. |
|--|---|
| Can say how someone is feeling using single words, if guided by questions or prompts. (27) | Use basic words and phrases for introductions and to show politeness in simple social and interpersonal exchanges. |
| Can express agreement using simple fixed expressions. (33) | Participate in common informational, academic, or transactional exchanges using simple language and expressions. |
| Writing | Write simple sentences about the world around me. |

Working towards: writing a short text of 4–6 sentences on common topics and at the highest level being able to write for a range of social and interpersonal purposes.

Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g., food), given prompts or a model. (30)

Write simple sentences on familiar topics and situations.

Lesson 1 - Vocabulary

Student Book page 32

Objectives

- Lesson aim: to talk about characters in books
- **Target language:** villain, astronaut, prince, princess, spy, storyteller, pirate, explorer, superhero, inventor
- **Recycled language:** book, eyes, blue, favorite book, eyes, blue, favorite

GSE

- **Productive: Speaking:** Can reproduce words from taught vocabulary list. Can ask and answer questions about people in a limited way (e.g., *Who's this?*).
- Receptive: Listening: Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.

Wonder: sparking curiosity

Wonder

- Encourage students to create questions and make connections to the world around them.
- Ask students to look at the Big Picture. Have them think about which character in the picture they'd rather be. Have them role-play the character for the rest of the class to guess.
- Point to the "Wonder" stepping stone and write the learning objective on the board: We're learning to talk about characters in books.

Materials

• Audio; Our World video; Flashcards



Starting the lesson: warm up and song

- Ask students to raise their hand if they like reading books. Ask them to say the names of some books they have read recently, or their favorite book.
- Play the *Rise and Shine Welcome Song*. Encourage students to use actions from the Welcome unit. Then practice with the karaoke version of the song (audio track 0.03).

Big Picture: What can you see?



- Look at the Big Picture. Ask *Who or what can you see on the page?* Ask students to look at the objects and people.
- Ask students to point to any characters in the main picture they have seen in their favorite books, or any books they have read.

I wonder

- Have students look at the I wonder feature on page 32. Read aloud the question *What other ways can we tell stories?* Ask students to think about how they like to learn stories.
- Role-play dancing and singing and elicit the words. Elicit any other ideas students have and write them on the board.
- Ideas may include poetry, dancing, songs, chants, opera, or puppets, etc.

FUTURE SKILLS: enquiry and imagination

Ask students to look at the Big Picture and say where the characters are. Encourage them to give reasons for their answers by describing what they can see in the picture (posters, books, beanbags). After listening to the audio in Activity 1, ask students if they were correct. Then ask students if they can remember from the audio if the characters like the reading corner (yes, they say it's amazing). Ask the class what they think of the reading corner and again encourage them to give reasons for their answers.









Presentation: Activity 1





I wonde

1 🕵 🛺 Listen and find.

Ask students to look at the main picture. Play the audio and tell students to point to each character as they hear them. Ask the class a follow-up question, e.g., *What costume is Daniel wearing?* (astronaut). <u>SUPPORT</u> Before listening, get students thinking about the people by asking them to say who they are in L1. <u>STRETCH</u> Play the audio again and ask *Where's Thomas?* (in the inventor costume).

2 💯 Listen and point. Then listen and say.

- Play the audio and ask students to point to the character they hear. Then play the audio track again and ask students to repeat the words.
- Hold up each flashcard for them to say without prompting and ask them to point to each character on the page.

3 💽 Watch and listen.

- Review story characters vocabulary using flashcards. Tell students they are going to watch a video about telling stories. Before watching, ask students how they like to tell stories. Pre-teach some vocabulary, e.g., *dress up*, *puppet*.
- Ask students to watch the video to find the different story characters (*prince, princess, inventor, pirate, astronaut, spy, superhero*). Play the *Our World* video.

4 Ask and answer.

- Read the question as a class. Point to Alicia in the main picture. Ask *Who's this?* Elicit answers (a superhero).
- Put students into pairs and have them point to one of the people in the picture and ask *Who's this?* Ask their partner to say the character. Ask them to take turns. Have them use the question in the speech bubble to help them. (SUPPORT Invite a confident student to help you demonstrate the activity. STRETCH Ask students to say what each character has, e.g., *He has a hat*.

Extra activity Ask students to draw one of the book characters they have learned in the lesson. Then have them show their partner for them to guess who it is. Encourage them to add detail to their answers to describe the characters further.

WONDER HELPER

Ask students which helper they can see (Daniel, the wonder helper).

Read Daniel's question as a class. In pairs, ask students to point to and say their favorite characters. Encourage them to say why, if possible, and say the title of the book (in L1, if needed).

Ending the lesson

- Stick the flashcards around the room or on tables. Say the name of a character and ask students to point or stand by their picture. Repeat 3 times. Tell students if they stand by or point to the wrong character, they are out.
- Choose students to say characters.

Workbook page 22

Think and write. Ask students to write the places.

ANSWER KEY: hospital, cafe, movie theater

1 Read and number. Students number the pictures.

ANSWER KEY: Answers from left to right, top to bottom: 8 astronaut, 3 spy, 4 villain, 7 princess, 1 prince, 9 inventor, 5 explorer, 6 pirate, 2 superhero, 10 storyteller

2 Look and write. Students write the words to match the pictures.

ANSWER KEY: 2 prince, 3 princess, 4 pirate, 5 astronaut, 6 storyteller

Wonder Helper: Students look at the picture and answer the question.

ANSWER KEY: superhero

Extra time: Students answer the question.

Activity 1

Audio script

- Alicia
 The reading corner is amazing!

 Lena
 Look at all the books. My favorite book is about a spy.

 Alicia
 This is a book about a superhero. It's my favorite book.

 Lena
 What's your favorite book, Rafa?
- Rafa It's a soccer book.
- Lena Is it a story?
- Rafa No, it's a sticker book.
- Lena Oh! What's your favorite book, Daniel?
- Daniel I like adventure books. My favorite book is about an astronaut.
- Lena I like adventure books, too.
- Daniel Where's Thomas?
- Alicia He has two eyes...
- Daniel And glasses?!
- Lena Yes! And he's wearing a white coat...
- Daniel Oh... He's an inventor!















02

Lesson 2 - Song and structures

Student Book page 33

Objectives

- Lesson aim: to talk about books
- Target language: The book is about (a spy). Is she (happy)? Yes, she is./ No, she isn't.
- Recycled language: adjectives (happy, sad, good, bad, short, tall, big, small) GSE

Productive: Speaking: Can describe someone's physical appearance in a basic way, if guided by guestions or prompts. Can describe someone's physical appearance and say how they are feeling, using single words, if guided by questions.

Receptive: Listening: Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., What's this?).

Wonder: sparking curiosity

- Wonder Engage students with the Big Picture by writing questions about the places and characters on the board, e.g., Where is the astronaut? Where is the villain?
- Point to the "Wonder" stepping stone and write the learning objective on the board: We're learning to talk about books.

Materials

Audio



Starting the lesson

- Review the story characters by pointing to them in the Big Picture and asking Who is this?
- Write the words sad, big, fly on the board. Say It's big and have students point to a big character in the main picture, e.g., the spy. Then say She's happy. Repeat the steps for the three words.

(303) Read and sing.

- Play the audio. Tell students to listen to the song and to point to the characters they hear in the Big Picture.
- Play the audio track again and have students sing alona.
- When students are confident with the words, play the karaoke version (audio track 3.04) and have them sing along.
- Once students are confident with the song, you can play a short game with them. Say the characters
- from Lesson 1. Ask students to stand up if the character appeared in the song, and to sit down if they didn't. Have them look at the song lyrics to help them.

Listen, find, and point.

- Ask the class to look at the robot and ask *ls it* big? (yes) Is it blue? (no). Repeat the steps for the pirate, e.g., Is he happy? (no) Is he sad? (yes).
- Play the audio. Ask students to point to the characters from the Big Picture. (SUPPORT Review the characters students can see in the Big Picture again, so that they are clear that they are listening about these characters. This can be done in a game, going around the class and having students point to and identify each of the characters. STRETCH Have students listen to the audio a second time and make notes of the all of the information they find out about each of the characters being described. (robot: big, red, can fly wings; superhero: happy, long hair)

ANSWER KEY: 1 robot, 2 superhero













Presentation:

Wonde

Make a sentence, a question, and an answer about a book in the picture.

Read the Grammar box to the class. Ask students to look at the picture. Point to the explorer book and say: This book is about an... and have students say the character (pirate). Ask Is he happy? (No, he isn't.). Write Yes, he is. or No, he isn't. on the board to help less confident students. Point to a book in the Big Picture and practice modeling the questions and answers with students.

 Put students into pairs to make their own sentence, questions, and answers about the picture. Encourage them to use the Grammar box to help them. (SUPPORT) Before the activity, have students say the characters they can see on the books. Write them on the board. Brainstorm some adjectives students know to describe the characters, e.g., happy, sad, big, etc. Have students use these as prompts in their sentences and questions, STRETCH Students correct the negative sentences, e.g., Is he sad? No, he isn't. He's happy.

TEACHER TIME TO SHINE: extension activities

Extend the activity by encouraging students to play familiar games from previous units. Ask students to play their own *true/false* game. Have them point to a book and say The story is about [character]. and have their partner say if it's true or false.

Ask and answer.

- As a class, brainstorm the adjectives students know on the board, e.g., sad, happy, big, small, etc.
- Ask students to think of a story they like and a character in that story. If they don't know one, have them imagine or choose a book from the class bookcase.
- Read the speech bubbles to the class. In pairs, students say a sentence about their book, then have their partner ask a question using the adjectives on the board. Have pairs take turns. Encourage them to use the prompts to help them.

I can shine Assess

ACHIEVE The student asks and answers questions to talk about characters in books.

ADJUST The student repeats some questions or sentences about book characters, with support.

EXCEED The student asks 2–3 questions and gives answers accurately to describe book characters.

Extra activity To give students a further opportunity to personalize the grammar, refer them back to the song verses. Have them choose their favorite book character. If they don't have one, they can choose a character from Rise and Shine, the Big Picture, or their favorite movie character. Have students write their own verse for the song, using the question structure *Is he/she...?* Once students are confident with their verses, you can play the karaoke version of the song (audio track 3.04) and have them sing their verses.

Ending the lesson

- Ask students to draw a character. Tell students it can be as big, small, happy, or sad as they like. Encourage them to use coloring pencils to make it colorful.
- In pairs, ask students to tell their partner what their story is about and to ask questions for their partner to answer, e.g., Is he/she big? (yes).

Workbook page 23

Listen and check (/). Students listen to the audio and check the characters they hear.

ANSWER KEY: 1 a, 2 b, 3 a, 4 b

(2) Look at Activity 1. Then write. Students look back at Activity 1 and complete the texts. Students then ask in pairs about the dragon.

ANSWER KEY: 2 robot, Is, isn't, 3 villain, Is he, he is, pirate, Is he, No he isn't

I can shine!

(3) Write about your favorite book. Students complete the sentences with their own ideas.

Extra time: Students say and spell out the words. Then they write in the missing letter in each word.

ANSWER KEY: a, y, i, a

Activity 2

| | | - |
|------|-------------------------|------|
| Воу | This book is about a | Girl |
| | robot. | |
| Girl | Oooh! Is it small? | Boy |
| Boy | No, it isn't. It's big. | Girl |
| Girl | ls it red? | Boy |
| Boy | Yes, it is. | Girl |
| Girl | Can it fly? | Boy |
| Boy | Yes, it can. It has | |
| | wings. | Girl |
| | | |

V.

Audio script

This book is about a superhero. Is she sad?

- No, she isn't.
- Is she happy?
- Yes, she is. Does she have long
- hair?
- Yes, she does.













Lesson 3 - Story

Student Book pages 34 and 35

Objectives

- Lesson aim: to read, understand, and role-play a story about story books
- Target language: cute, scary, smart, brave, kind, strong **Recycled language:** story characters
- **Receptive language:** Is (the astronaut strong?) Yes, he is./ No, he isn't.

GSE

- Receptive: Reading: Can understand short, simple descriptions of objects, people, and animals, if supported by pictures.
- Receptive: Listening: Can recognize familiar key words and phrases in short, basic descriptions (e.g., of objects, people, or animals), if spoken slowly and clearly.

Imagination: fostering imagination

magine

- Encourage students to be imaginative and creative. Use books from your class reading area, or have children bring their favorite story books in from home to use when role-playing the story today. Bring in any interesting picture books you have to show students and to demonstrate your love of reading.
- Point to the "Imagine" stepping stone and write the learning objective on the board: We're understanding and role-playing a story about story books.

Materials

Audio; Flashcards; Story animation; Story cards



Starting the lesson

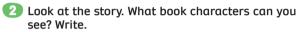
- Draw 3 dashes on the board. Tell the class they represent letters. Divide the class into two teams.
- Ask teams to shout out a letter to try and guess the story character from the previous lesson (spy). Award points to the team that guesses the character correctly first.
- Repeat the steps for other story characters.

Listen, point, and say.

- Ask students to look at the pictures. Ask them what story characters they see.
- Play the audio and have students listen and point to the words they hear.
- Play the audio again and ask students to point and say the words.

FUTURE SKILLS: enquiry and imagination

Ask students to imagine they are reading a book about one of these characters. Ask them to point and say which character they like. Encourage more confident students to suggest other adjectives that could describe the characters. For example, the dragon is cute and maybe it is also kind. Have students give reasons for their answers, if possible. For example, the dragon is kind because it is holding a flower.



- Brainstorm the characters from Lesson 1 on the board. Then draw students' attention to the story. Ask students to write what characters they can see.
- Have students point to each character and say the adjectives to describe them, e.g., astronaut - strong. (SUPPORT) For each character, give students two adjectives and have them choose the most appropriate adjective for each character. STRETCH For more confident students, encourage them to come up with multiple adjectives that could describe each character.

SUGGESTED ANSWERS: astronaut: smart, brave, strong; robot: scary; superhero: kind, brave; spies: smart, brave



Listen or watch. Who likes the book about spies?

- Play the audio and ask students to follow the story in their books.
- Play the video and have students listen for who likes the book about spies.

(SUPPORT) Stop the audio or video after each frame and ask questions to check understanding, e.g., Where are the characters? Does Rafa like story books? etc. STRETCH Play the audio or video again and ask: What is Alicia's book about? (a villain and a superhero).

ANSWER KEY: Lena

RECEPTIVE SKILLS TIP

Before listening to the story, ask pairs to discuss what they can see in each frame. Tell them this pre-reading discussion will help them prepare for the words they might hear. To prompt students, ask Where are the characters? What are they looking at? What do you think happens?



Extra

activity





Stor animation





path

Presentation:

Activity 1



4 Read again. Describe the book characters.

 Ask the class to look at the pictures, then the story, again. Ask them to find the word strong and say which character it describes (astronaut).

Put students into pairs and ask them to say which character matches each adjective. Have them point to the characters in the frames. (SUPPORT) Do the activity as a class. Read the adjectives together then point to the characters and say who they are. STRETCH Ask students to use adjectives to describe their favorite book characters in full sentences, e.g., My favorite character is a princess. She is brave.

ANSWER KEY: 1 astronaut: brave, strong, 2 superhero: kind, 3 villain: scary, 4 spies: smart, brave

- Imagine you are showing your friends your favorite books. Role-play the story.
- Put students in groups. Give each group a set of story cards. Ask students to imagine they are showing their friends their favorite books.
- Encourage students to draw or use any props they need, e.g., their own book covers. (SUPPORT) For each character, give students two adjectives and have them choose the most appropriate adjective. STRETCH For more confident students, encourage them to come up with multiple adjectives that could describe each character.
- Have students choose the Rise and Shine characters they are going to play. Students should follow the dialog in the story, changing the characters and adjectives to best suit their favorite book characters.
- Less confident students may wish to note down their lines or use their books for reference, while more confident students may be able to learn their lines or need less prompting.
- Choose more confident groups to show their stories to the class.



ACHIEVE The student says most of the key language from the story accurately, including some narration lines.

ADJUST The student says some of the key language from the story about books and book characters, with support.

EXCEED The student role-plays the storyline and can change details or lines from the story to their own ideas, e.g., using a book from home or a book cover that they've made.

Story extension

Display the story cards on the board in the incorrect order. Have the class help you reorder them by pointing at the one that goes first, second, etc. Ask students to close their eves. Remove one card. Ask students to open their eves and discuss with a partner what is on the missing card.

IMAGINE HELPER

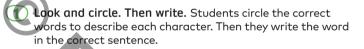
Ask students which helper they can see (Alicia, the Imagine helper).

Read Alicia's question as a class. Ask students to point at the book they choose. Have them tell their partner which book they want to read using the adjective and character. Encourage them to say why.

Ending the lesson

- Write 6 of the adjectives and characters from the lesson in pairs on the board, e.g., smart princess, scary villain, strong explorer, brave superhero, etc.
- Divide the class into small groups. Tell them they have to remember as many of the phrases as they can.
- Erase one of the adjectives and have groups try to guess the missing word. Repeat the steps, erasing a character or adjective each time. The winning group is the one that remembers the most words.

Workbook page 24



ANSWER KEY: 1 strong, 2 scary, 3 kind, 4 smart 1 strong, 2 scary, 3 kind, 4 smart

Think about the story. Then read and check (\checkmark) . Students check the correct review.

ANSWER KEY: It's about a boy and his friends. They share their favorite books.

I can shine!

3 Write for you. Students write about their favorite book character using the adjectives they've learned.

Imagine helper: Students color in the number of stars.

Extra time: Students circle the type of books they like best











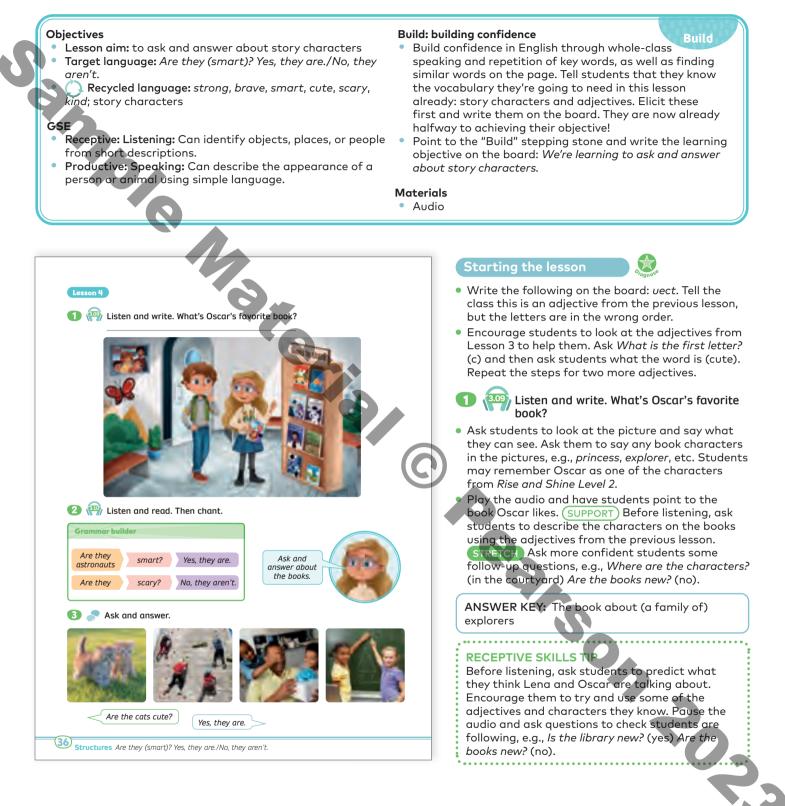






Lesson 4 - Structures

Student Book page 36













2 💷 Listen and read. Then chant.

Mime the adjectives *smart* and *scary* for students. They guess the adjective.

Read the Grammar builder to the class. Encourage them to follow along with you.

Play the audio and have students listen and chant along.

- Explain that *the astronauts* can be replaced by the pronoun *they*.
- Divide more confident classes into two groups. Have one repeat the questions and the other group repeat the answers. SUPPORT Help students build new questions as a class, before moving onto the Build helper activity. On the board write *Are the astronauts* ______?. Have students complete the question with different adjectives, then decide on the answer to each question. Then encourage them to replace the noun *astronauts* with different story characters. STRETCH Once students are confident with the new grammar, encourage them to expand their negative answers. For example, in answer to *Are the astronauts* students could say *No*, *they aren't*. They're smart.

BUILD HELPER

Ask the class which helper they can see (Lena, the Build helper).

Have students to look at the picture in Activity 1. Ask: Are the spies smart? (Yes, they are).

Put students into pairs to ask and answer a question about a book in the picture. Students use the Grammar builder for support, changing the character and adjective each time.

3 Ask and answer.

- Have students look at the pictures. Read the speech bubbles as a class.
- Ask Are the cats cute? (Yes, they are). Put students into pairs to ask and answer using the pictures. Encourage them to use the Grammar builder above to help. <u>SUPPORT</u> Before the activity, say the adjectives and people in the pictures as a class, e.g., cute cats, brave children, kind children, smart friend, etc. <u>STRETCH</u> Ask students to look back at the story from Lesson 3. They ask and answer questions using the characters and the adjectives from the previous lesson, e.g., *ls the astronaut strong? Yes, he is.*

SUGGESTED ANSWERS:

Are the cats cute? Yes, they are. Are the children brave? Yes, they are. Are the children kind? Yes, they are. Is your friend smart? Yes, she is.

Extra activity

Extend practice of the target grammar by having students ask and answer questions about characters from books in the classroom, the school library, or posters on the walls. Alternatively, you could supply them with pictures of characters in well known movies, TV shows, or cartoons for them to talk about.

Ending the lesson

- Write the following on the board: scary dragons, cute princesses, smart inventors, strong superheroes.
- Put students into pairs. Ask the class questions using the characters on the board, e.g., *Are the inventors cute?* (No, they aren't.) *Are the inventors scary?* (Yes, they are.). Award points to pairs that say the correct answer.

Workbook page 25

1 Look and write. Students write the correct answers.

ANSWER KEY: 2 Are, aren't, 3 Are they cute? Yes, they are. 4 Are they scary? No, they aren't.

Build helper: Students ask and answer about superheroes using the questions from Activity 1.

(2) **Read and circle.** Students read and circle the correct answer.

ANSWER KEY: 1 So do I!, 2 Oh, I do!

Grammar extension

Grammar 3 Lesson on page 90 of the Student Book offers extended practice of the grammar introduced in Unit 3. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

| Activity | 1 Audio script |
|----------|--|
| Lena | Hi Oscar, welcome to the Rise and Shine library! |
| | Look at our bookcase. It has all our favorite |
| | books on it. We want to share them. |
| Oscar | Are these books new? |
| Lena | No, they aren't. They are old books to share. |
| Oscar | That's a great idea! |
| Lena | l like this book. It's about two princesses. |
| Oscar | Are the princesses kind? |
| Lena | Yes, they are. |
| Oscar | Cool! Look! This is my favorite book. It's about |
| | a family of inventors. |
| Lena | Are the inventors smart? |
| Oscar | Yes, they are. |
| Lena | Are they scary? |
| Oscar | No, they aren't. |
| Activity | 2 |
| Lena | Come on everybody, listen to me. |
| | Are the inventors smart? |
| Boy | Yes, they are. |
| Lena | Are they scary? |
| Boy | No, they aren't. |
| Lena | Come on everybody, chant with me. |
| | |

Children Are the inventors smart? Yes, they are. Are they scary? No, they aren't.











Lesson 5 - Communication

Student Book page 37

Objectives

- Lesson aim: to agree and disagree; to practice the sounds b /b/ and v /v/
- Speaking function: to give opinions
- Functional language: I think (this book is great). Oh, I do. So do I.
 - Recycled language: story characters, adjectives

GSE

- Receptive: Listening: Can understand simple phrases about likes and dislikes. Can distinguish between a negative statement and a positive statement.
- Productive: Speaking: Can express agreement and disagreement using simple, fixed expressions.

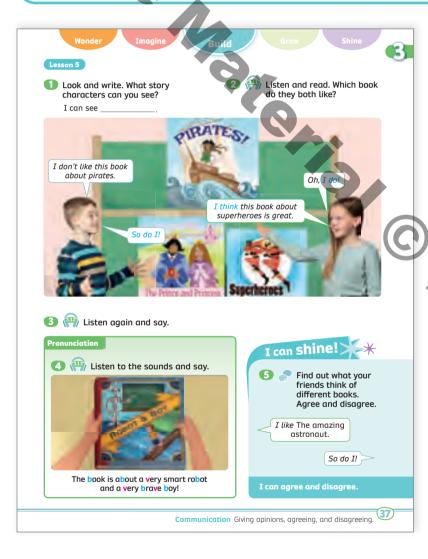
Build: building confidence

Build Build autonomy in English through noticing patterns in target language, building on a bank of known words, and encouraging students to notice mistakes. Tell the class that they already know words that end in y: spy, happy, scary, very, boy. Point out the different ways of pronouncing the y ending and practice as a class. Ask for other words they know that end in y.

Point to the "Build" stepping stone and write the learning objective on the board: We're learning to agree and disagree.

Materials

Audio; Communication cards



Starting the lesson

- Play a game. Say scary, cute, spy, prince, brave, astronaut, superhero, big robot, brave princess.
- Ask students to touch their head if they hear an adjective and to touch their toes if they hear a story character. Ask students to turn around if they hear an adjective and story character together.
- Look and write. What story characters can you see?
- Draw students' attention to the book covers. Ask the class to say what they can see. Then ask What characters can you see? Students write the characters in their books.
- Ask more confident classes to say adjectives to describe how the characters look on the book covers, e.g., strong superheroes, etc.
 - Listen and read. Which book do they both like?
- Play the audio and have students read along.
- Play the audio again and ask students to point to the book the speakers both like.
- Ask Which book do you like? Students can respond in a full sentence, using the speech bubbles as a guide. Less confident students can point to the book they like best.
- To check comprehension, ask students Does the girl like the book about superheroes? (yes). (SUPPORT) Explain to students that we can use Oh, I do! when someone says they don't like something but we do like it. Explain that we use So do I! when you also like something that someone else likes. STRETCH Have students think back and recall another phrase they have learned that they can use to agree with something someone likes. (Me too!). Tell students they can use So do *I*! in the same way.

ANSWER KEY: Both like the book about superheroes.













3 💷 Listen again and say.

Play the audio track again and have students repeat what they hear. (SUPPORT) In pairs, one student plays the boy and the other plays the girl. Ask the "boy" to repeat what the boy says, and the "girl" to repeat what the girl says. STRETCH Ask students what adjective they could use instead of *great* to talk about the superheroes book. Encourage them to think of adjectives with *b*, e.g., *brave*.

Pronunciation Listen to the sounds and say.

- Ask students to say what they can see in the picture.
- Read the sentence to the class. Ask students to say the colored letters (b and v). Make the sound /b/, /b/, /b/ and /v/, /v/, /v/ and ask students to repeat. Ask students to notice the position of your lips for each letter and to copy if they can.
- Play the audio and have students read along. Then play the audio again and say the tongue twister.
- Ask students to read the sentence without the audio and encourage more confident students to say it faster and faster each time. SUPPORT Look up how the mouth is positioned to make these sounds. Draw a mouth on the board to show students where the sound comes from.
 STRETCH Ask students what other words in English they know beginning with /b/ or /v/ and write them on the board.

5 Find out what your friends think of different books. Agree and disagree.

With communication cards:

- Print the communication cards off before the lesson. Have students look at the 6 book covers on the communication cards.
- Say I like books about superheroes. Ask students to say if they agree (So do I.). Then say I don't like books about princesses. and ask students to say if they disagree (Oh, I do!). Read the speech bubbles as a class.
- Tell students they are going to say what they like or don't like and their partner is going to say if they agree or disagree.
- Students look at the 6 book covers on the communication cards and use them for their discussion.

Without communication cards:

 Take students to your classroom reading corner, the school library, and ask them to bring in books or let them talk about books in an online bookstore similar to the story.

I can shine!

ACHIEVE The student can say what they like and dislike and can agree or disagree with their classmates' opinion.

ADJUST The student can say what they like and dislike using sentences on the board to support them.

EXCEED The student can say what books or movies they like and dislike and can include additional responses.

TEACHER TIME TO SHINE: practicing speaking in class

Ensure students have the necessary functional language to do the activity independently, e.g., *My turn! Your turn! Your go!* Practice this language and make it more memorable by using gestures and actions, e.g., by pointing to a partner or yourself.

FUTURE SKILLS: collaboration and communication

Ask students to work in pairs and create a happy and sad face for books or movies they agree they like/dislike. Ask them if they like the same books and movies.

Ending the lesson

Ask students to say some things they like and write them on the board, e.g., *cats*, *books*, *to run*, etc. Choose students to say *l like...* with one of the ideas from the board. Have the class say if they agree or disagree. Encourage them to say why, if possible.

Workbook page 25

I can shine!

3 Write for you. Then talk with a friend. Students discuss in pairs the books they like and don't like using the wordpool to help them.

Pronunciation: Circle the one that doesn't belong. Students say the words, focusing on the initial sounds. They circle the one that doesn't belong.

ANSWER KEY: very















Lesson 6 - Global citizenship

Student Book page 38

Objectives

- Lesson aim: to read about different types of storytelling Cross-curricular connection: Storytelling around the world
- Global citizenship theme: Stories around the world Target language: fun, exciting, interesting, beautiful Recycled language: prince, princess, dance, sing, chant, brave, scary

GSE

- Receptive: Listening: Can identify key information (e.g., places, times) from short audio recordings, if spoken slowly and clearly.
- Receptive: Reading: Can understand basic factual statements relating to pictures or simple texts.

Growth: Nurturing growth in society

- Promote good global citizenship by encouraging students' awareness of their role in society. Ask children if anyone in their families is from a different country. Ask them if they (e.g., a grandmother or an uncle) have special stories that they tell from their country. Discuss how different cultures have their own traditional stories that they pass on to the next generation.
- Point to the "Grow" stepping stone and write the learning objective on the board: We're learning to read about different types of storytelling.

Materials

Audio

Look. How can we tell stories?



This is Hula, It's from Hawaii, The dance and the chant tell stories about people and the past. It's fun to watch. Dancers wear skirts and flowers. Children can learn Hula in special schools in Hawaii.

Chinese Shadow Puppets



These are Chinese shadow puppets. The puppets tell a story. The stories are about princesses and brave explorers. There's a lot of action and it's very excitina!

Read again. Then write.

Which type of storytelling...

- 1 has a lot of things happening and is exciting?
- 2 isn't from Hawaii and is a dance?
- 3 is interesting and tells
- stories with songs? is fun to see and the dancers
- wear flowers?

🕢 🐏 Listen. Which type of storytelling do they do?

38 Global Citizenship Storytelling around the world



stories with sonas Opera is from Italy. The stories are about princesses and pirates. They're also about normal people and families.

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Opera

Kathak Dance

Look at the dancers. They're telling stories with dance. The name of the dance is "Kathak". It's from India. The stories are about princes and princesses. The dancers wear very beautiful clothes!

Listen and read. What types of





Starting the lesson



- Write the following words on small pieces of paper: prince, princess. Invite a student to the front of the class
- Ask the student to choose a piece of paper and to draw a picture of that word on the board. Have the class quess.
- Repeat the steps with different students.

Look. How can we tell stories?

- Draw students' attention to the pictures. Ask What is happening in the first picture? (dancing). Roleplay dancing to help them, if necessary. Repeat the steps for the third picture (singing).
- Write the word *puppet* on the board. Ask the class to point to what they think a puppet is. Point to the second picture to show them.
- Ask the class to say what is happening in the final picture (dancing).

Listen and read. What types of storytelling use dance?

- Read through the names of each story as a class. Then play the audio and have students listen and read along.
- Ask Which types of storytelling use dance? Ask students to point and say

ANSWER KEY: Hula and Kathak dance

RECEPTIVE SKILLS TIP

Tell students they are going to hear some words they already know. Before playing the audio, ask students to point at and say anything they can see in the pictures.













8 Read again. Then write.

- Read the questions as a class. Ask students to say the words in bold they can see. Drill pronunciation.
- Put students into pairs and ask them to find and write the answers together.

Ask the class the questions and have them point to and say the correct answers. <u>SUPPORT</u> Before the activity, have students say the important words in the questions and find them in the text to help them with the answers.

STRETCH Use realia and have students point to things they think are beautiful, fun, or interesting in the classroom.

ANSWER KEY: 1 Chinese Shadow Puppets, 2 Kathak dance, 3 Opera, 4 Hula

Extra activity

Ask students to role-play what they can see in the pictures in pairs. Have one student role-play a picture and the other guess which type of storytelling they are doing.

Listen. Which type of storytelling do they do?

- Ask the class to say some of the characters and adjectives they can remember.
- Play the audio and have students listen for which type of storytelling they do. <u>SUPPORT</u> Stop the audio after each answer to a question and ask students to repeat the main words, e.g., brave princes and princesses, scary pirates, etc. <u>STRETCH</u> After listening, students tell a partner about one of the storytelling methods using Activity 1 to help them, e.g., *It's fun, dancing (Hula)*. Have their partner guess the story.

ANSWER KEY: Chinese Shadow Puppets

9

GROW HELPER

Ask students who the helper is (Thomas, the Grow helper).

Read Thomas's question as a class and have students say their answers. Encourage them to use some of the adjectives from their lesson in their reasons why, e.g., *It's fun, it's exciting*, etc. Have them draw a picture or role-play it to show in small groups. Remind them it is important to remember everyone likes different things.

FUTURE SKILLS: critical and reflective thinking

Ask students how people tell stories in their country. Then ask them to think about storytelling around the world and what is different to their way of storytelling, e.g., *dancing*, *singing*, *puppets*, etc. Which type of storytelling would they like to try?

Ending the lesson

- Put the class into 3 or 4 teams. Ask students to think about the adjectives from the lesson (*fun*, *interesting*, *exciting*). Ask them to cover their books.
- Say one of the types of storytelling and have groups say which adjective is used to describe it, e.g., opera – interesting. Award points for correct answers. Ask students to say any other information they remember about the type of storytelling for extra points, e.g., opera – Italy, princesses and pirates, etc.

Background information (Culture and CLIL)

Bring in or display pictures from popular stories from around the world that students might know, e.g., *Goldilocks and the three bears.* Ask students if they know any of the stories and ask them to explain them (in L1 or English). Before the lesson, research where the stories originate. Ask students to guess the countries. Then encourage students to discuss how these stories could be told, using the methods they have learned about in the lesson.

Workbook page 26

Read and write true (T) or false (F). Students read the captions and write T or F next to the four pictures.

ANSWER KEY: 2 T, 3 F, 4 T

2 Listen and match. Then write for you. Students listen to the dialog. Students listen again and write sentences.

ANSWER KEY: 2 d, 3 a, 4 b

Extra time: Students complete the sentence so that it is true for themselves.

| Activity | 4 Audio script |
|-------------|---|
| Woman | Hi Kaylin and Amal. Are you storytellers? |
| Girl | Yes, we are. |
| Woman | What are your stories about? |
| Воу | We tell stories about brave princes and |
| \A/a wa awa | princesses. |
| Woman | Are they exciting? |
| Girl | Yes, they are! We also have inventors in our stories. |
| Woman | Do you dance? |
| Воу | No, we don't. We tell stories with puppets. |











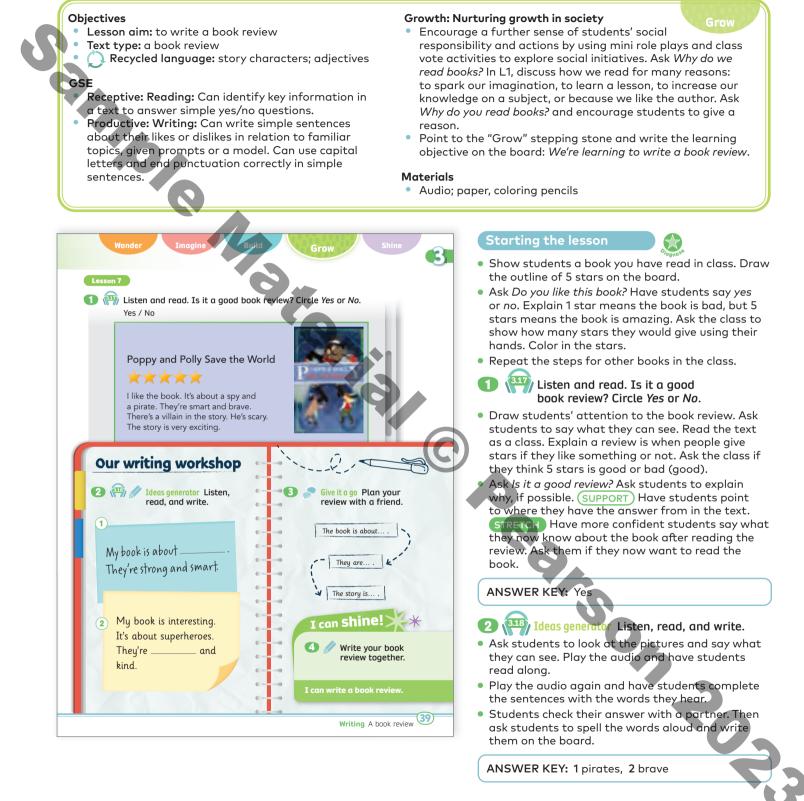






Lesson 7 - Writing

Student Book page 39













RECEPTIVE SKILLS TIP

Encourage students to talk with a partner about what they think the missing word is before they listen. Help students decide for each blank whether the word they are looking for is a character or an adjective, and for more confident students have them say why (1 character, 2 adjective).

3 Give f g Plan your review with a friend.

- Read the sentence starters as a class. Put students into pairs and ask them to think about a book they both like. Tell them they are going to write their own book review. Encourage them to use Activity 2 to help them plan their ideas.
- Ask students to make a note of their ideas. SUPPORT Divide the board into 3 and give each section a heading: Characters, Adjectives, Opinions. Write some words in each section of the board to help students with their plan, e.g., pirates, inventors, princesses, fun, interesting, brave, smart, etc. STRETCH Ask students to write some notes on what happens in the story.

FUTURE SKILLS: collaboration and communication

Ask students to take it in turns to read through their sentences together to help them feel more confident when they share their work with the class.

4 Write your book review together.

- Ask students to write their book review, using their plan to help them. Encourage them to draw stars according to whether it's good or bad.
- Have students share their review with another pair.
- Have more confident students read their review aloud to the class.

l can shine! 🔆 🛠 🏠 Assess

ACHIEVE The student can write about a book they like and describe it using adjectives from previous lessons.

ADJUST The student can write 3 sentences about a book, using the sentence starters given as support. They draw out the number of stars they give the book.

EXCEED The student can write about a book they like and say why. They can add description using adjectives and extra information.

TEACHER TIME TO SHINE: facilitating speaking

Bring in a book of your own (an appropriate one) to show students. Write a short review, similar to the one in this lesson and show it to the class, reading it aloud to them. Tell them that it helps to write down your ideas before you speak, to give you confidence. Even adults need to do this sometimes to feel prepared and confident.

Ending the lesson

- Put students into small groups and have them choose a book from the classroom, the library, or the reading corner. Ask them to show it to the class and have the class say some sentences about it, e.g., *The book is about animals. They are* happy and cute.
- Have groups take it in turns to show their chosen book to the class.

Workbook page 27

Read and check (/). Students read the model text and check the correct movie poster.

ANSWER KEY: b

2 Give it a go Plan your movie review. Students answer the questions about a movie.

I can shine!

Write your movie review. Students write about their fovorite movie.

Check your work: Students complete the articles, then check their work to make sure they have used *a* or *an* correctly.

ANSWER KEY: a spy, an astronaut, a prince, a villain

Activity 2

Audio script

Boy My book is about pirates. They're strong and smart.
 Girl My book is interesting. It's about superheroes. They're brave and kind.











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Lesson 8 - Review

Student Book page 40

Objectives

- Lesson aim: to review the language from Unit 3
- Reviewed language: inventor, spy, superhero, villain, prince and princess, astronaut, brave, strong, cute, smart, kind, scary

GSE

- Receptive: Reading: Can understand short, simple descriptions of objects, people and animals, if supported by pictures.
- **Receptive: Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Productive: Speaking: Can ask and answer questions about people in a limited way (e.g., Who's this?).

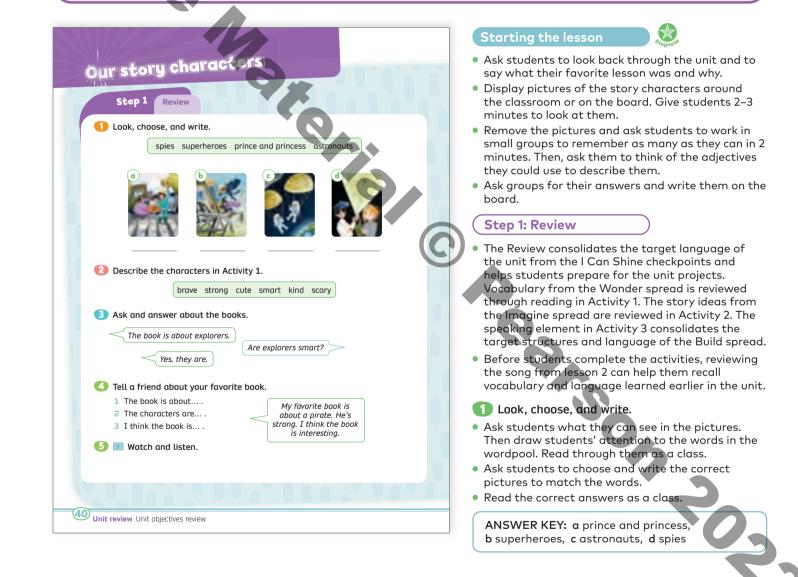
Shine: Time to shine!

Make sure that children know that it only matters what they can do and encourage them not to compare with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 3 to help themselves. Encourage them to ask a partner for support when creating their characters or presenting it, if they need to.

Point to the "Shine" stepping stone and write the lesson objective on the board: We're reviewing what we've learned in the unit.

Materials

Our World video















Shine

2 Describe the characters in Activity 1.

• Ask students to look again at the pictures in Activity 1. Put students into pairs and ask them to describe the characters using the adjectives in the box.

Have more confident students share their ideas with the class.

ANSWER KEY: a kind prince and princess,

b strong superheroes, c brave astronauts, d smart spies

3 Ask and answer about the books.

- Read the exchanges in the speech bubbles as a class.
- Ask students to work in pairs and ask questions about the books. Ask them to look at the pictures in Activity 1 and choose 3 of these to use in their discussion. (SUPPORT) Write the question and answer on the board to help students, e.g., Are they (brave)? (Yes, they are/No, they aren't.). STRETCH Ask students to use other adjectives to give their opinions, e.g., The book about superheroes is exciting/interesting/fun.

4 Tell a friend about your favorite book

- Read the sentence prompts to the class. Ask students to think about their favorite book or have them use one from the classroom.
- Put students into pairs to finish the sentence prompts with their own ideas. Encourage more confident students to give more information, e.g., what happens in the story.
- Invite students to share their ideas with the class.

TEACHER TIME TO SHINE: personalization

Encourage students to bring in their favorite books to the next class to show their classmates and to review the language.

互 匞 Watch and listen.

- Review the unit vocabulary using flashcards. Play the Our World video.
- After watching, ask students if they can remember the different types of storytelling they saw in the video (write stories, draw pictures, read books, dance, sing, dress up, puppets).

Ending the lesson

- Ask students to write down two characters and two adjectives from the lesson. Say a character, e.g., spy, and have students cross it off if they have written it. Repeat the steps. Say different characters and adjectives from the lesson.
- The winner is the student that crosses off their words first.

Workbook page 28

Write the words. Students write the words to reveal the (1) "magic" character down the middle of the puzzle.

ANSWER KEY: 2 princess, 3 pirate, 4 inventor, 5 spy, 6 prince, 7 superhero, 8 astronaut, 9 explorer Hidden word: storyteller

Order and write. Then listen and check. Students unscramble the words and write the questions and answers correctly.

ANSWER KEY: The book is about villains. Are they scary? Yes, they are. Are they cute? No, they aren't.

3 Write and answer for you. Then talk with a friend. Students complete the sentences for themselves.

Extra time: Students unscramble the adjectives. They guess who the character being described is.

ANSWER KEY: strong, kind

There could be several answers, e.g., pirate, villain, inventor, explorer, superhero.

Unit 3 review notes

Use this space to take notes on what your students might need to revisit based on their performance in the review lesson.







Review





Endina the lesson

Lesson 9 - Project: Create a story character

Student Book page 41

Objectives

- Lesson aim: to create a story character
- 🤇 Reviewed language: inventor, spy, superhero, villain, prince and princess, astronaut, brave, strong, cute, smart, kind, scary

GSE

- Receptive: Listening: Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., What's this?).
- Productive: Speaking: Can describe someone's physical appearance in a basic way, if guided by questions or prompts. Can express agreement and disagreement using simple fixed expressions.

Shine: Time to shine!

- Shine Provide support for the independent elements of project work, such as drawing or taking pictures, by making sure students know exactly what they have to do at each stage.
- Encourage children to collaborate effectively in this lesson by listening to each other's ideas; adding to each other's ideas and agreeing on the final characters to create. Tell students that good collaboration means that no one feels left out and that everyone feels listened to.
- Point to the "Shine" stepping stone and write the learning objective on the board: We're going to create a story character.

Materials

Paper, coloring pencils, scissors, glue



Starting the lesson

Draw the outline of a story character on the board and have students guess who it is. Have them say some adjectives to describe the character, e.g., princess - brave, cute, etc.

Step 2: Create

This section reviews global citizenship skills from the Build and Grow spreads, such as personalization, creativity, and collaboration. Activity 6 focuses on personalization. Activities 7 and 8 foster creativity, collaboration, and communication skills as students collate their work to create their story characters before presenting to the class. Activity 8 develops creativity.

Make sure students understand the steps to success for the project. Give them clear, step-bystep instructions:

- 1 Choose the characters you are going to make.
- 2 Draw the shape of the character.
- 3 Decide if they are making a shadow puppet or a card puppet.
- 4 Cut your character out and color it or add details to make it recognizable.

6 Choose and write your story character.

- Tell students they are going to design their own story characters. Explain they can draw them, or they can make puppets.
- Ask students to decide on what their characters will be by discussing what story characters they like. (SUPPORT) Brainstorm with students some different characters and some adjectives before they start the activity. Write on the board the words they say so they can use these to help with their ideas for their own characters. STRETCE Have students make notes about their characters so they can develop their personalities more. They can use these notes to help with their discussions in Activity 7.











TEACHER TIME TO SHINE: encouraging creativity

Let students be imaginative and creative when they invent their characters. These characters could be a mixture of multiple different characters they have learned about. To help challenge stereotypes, encourage students to remember that princesses can be brave and strong. inventors can be kind, and spies can be scary. Their characters can have any personality traits they wish. To extend the activity further, students could come up with a storyline for their characters.

7 Tell your group about your character.

- In their groups, students tell their friends about their character.
- Ask the class if they can remember ways to agree and disagree from Lesson 5 (So do I. Oh, I do.) and write them on the board.
- Have less confident students tell another group. Have more confident students tell the whole class.

8 Create your story characters.

- Tell students they are going to make the characters they chose in Activity 6. They can make shadow puppets or card puppets. For shadow puppets, give each pair some strong card, scissors, and glue sticks.
- Explain that the character should be easy to recognize just from the shape of it.
- Have students draw the outline of their character on the card and cut it out, showing as much detail as possible.
- For card puppets, give each pair some colored card, glue, and scissors.
- Have students create their puppets with the colored card and ask them to put holes at the bottom for both fingers to represent legs. Ask them to color their character with the coloring pens or pencils.

PROJECT TIP

Students could also make a simple set out of card for their puppet. For example, if their character is a prince, they might want to make a castle.

Time to shine!

Present your characters to the class.

- Read the example speech bubbles. Tell students they are going to take it in turns to show the class their characters and tell stories.
- Encourage them to use simple English or tell them they can also tell their stories without speaking to show the story in a creative way.

10 Tell stories together!

• In small groups, ask students to share their characters. Encourage them to say what type of story the character might be in, e.g., fun, exciting. Have more confident students think of what happens in the story.

Ending the lesson

- Look back at lessons in the unit. Ask students which lesson they enjoyed most and would like to do again. Have a vote for each lesson and write the results on the board. Encourage them to say why, if possible.
- Refer students to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Workbook page 29

- (1) Think and match. Then talk with a friend. Students think about telling a story and how they could describe each book character. They draw matching lines. They compare with a partner, saying a sentence about each character.
- Make your lapbook. Find pictures or draw. Then (2) write. Students answer the questions to help them plan their lapbook. Then they make their lapbook.

Home-school link: Students tell their family about their story, using their lapbook to help.



ACHIEVE The student can present their characters, saying full sentences using the key language from the unit.

DUUST The student can present their characters, saying some key words about it, with support.

EXCEED The student can present their characters, using the key language and giving opinions on the

Time to shine: Activity 9











characters.