

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** bag, book, crayon, eraser, pencil case, pen, pencil, pencil sharpener, ruler, scissors; This is my desk. These are my books.

Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Photocopiable 26
- sheets of A4 paper
- classroom objects flashcards (bag, book, crayon, eraser, pen, pencil, pencil sharpener, ruler, scissors)
- story cards
- strips of paper with classroom objects on it
- Unit 2 story animation

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stand up and change places technique
- Peer learning: Think-pair-share technique
- Independent learning: Three facts and a fib technique; portfolio

Lesson 2, part 1

Starting the lesson (5 minutes)

- Give each pupil two strips of paper with a classroom object on it. Show a flashcard. Pupils with that object stand up and say the word.

Presentation (5 minutes)

- Explain that in this lesson pupils will read a story and design a computer. On the board, write *The computer*.
- Tell pupils to imagine they have a powerful computer. Using the Lollipop stick technique, ask pupils what things it can do.

Practice

Class Book

Story

1 Before you read How many rulers can you see? 3

2 Watch or listen and read.

The computer

1 These are my books and this is Atomic, my cat. Cool!

2 This is my desk. This is my pen and these are my pencils.

3 What's this? It's my new project. It's a computer – I think!

4 Your books! What a mess! Polly! Stop! Oh, no!

5 Where's my pen? Let's tidy up. It's under the desk. Here you are. Can you see Atomic?

28 twenty-eight

1 Before you read How many rulers can you see? (3 minutes)

- Ask pupils to find the rulers and raise their hands when they are ready to answer.

2 Watch or listen and read. (8 minutes)

- Have pupils read and listen to the story. Ask them what happens in it. They can also watch the video.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box. Then play the rest of the story and ask pupils to follow along on page 29.
- Using the Stand up and change places technique, say different statements about the story.
- **Extension** Use the story cards to ask about the story.

2.6

The computer

Scene 1

Lily: These are my books and this is Atomic, my cat.
Jack: Cool!

Scene 2

Lily: This is my desk. This is my pen and these are my pencils.

Scene 3

Sami: What's this?
Lily: It's my new project. It's a computer – I think!

Scene 4

Jack: Your books! What a mess!
Sami: Polly! Stop!
Lily: Oh, no!

Scene 5

Lily: Where's my pen?
Fatma: It's under the desk. Here you are.
Jack: Let's tidy up.

Scene 6

Jack: Your crayons.
Sami: Your scissors and your rulers.
Lily: Thank you.

Scene 7

Lily: Where's Atomic?
Fatma: She's under the table.
Sami: Look... Lily!

Scene 8

Jack: Oh! It's a computer. It's great.
Sami: Well done, Atomic!

CLIL Link

In Unit 2, the story is based around the concept of living in society: working together and helping each other. Lily's pets upset all her books and stationery plus the prototype for a new computer that she's working on. Her friends help her tidy up.

3 After you read Look at the story. Read and tick (✓). (5 minutes)

- Pupils complete the activity and check answers with partners.

Diversity

Support

- Use two books, two pens and two rulers to revise vocabulary and the singular and plural forms.

Challenge

- Tell pupils to write sentences for the odd pictures.

4 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

Extra activity TPR

- Give pupils a strip of paper to write a sentence from the story.
- Read the story in the correct order. When pupils hear their sentence, they have to act their sentence out.

5 Draw your desk at home. (7 minutes)

- Place pupils in pairs. Give them a sheet of A4 paper. Explain that they have to draw and colour their desk at home. Pupils present their work to the class.
- Place work in their portfolios.

Extra activity Critical thinking

- Ask pupils how often they play computer games and for how long. Ask if it's better to play on computers or to play with friends.

Values

- Ask pupils if it's good to be messy or tidy and why. Have pupils say two good reasons as to why we should be tidy.

Finishing the lesson (2 minutes)

- Have a class vote on which story the pupils liked better, Unit 1 or Unit 2. Watch or listen to the story with the most votes.

Lesson 2, part 1

6 Your crayons. Your scissors and your rulers. Thank you.

7 Where's Atomic? She's under the table. Look... Lily!

8 Well done, Atomic. Oh! It's a computer. It's great.

3 After you read Look at the story. Read and tick (✓).

1 These are my books. 2 This is my pen. 3 These are my rulers.

4 Act out the story.

5 Draw your desk at home.

CLIL

Values
Be tidy

Activity Book, Unit 2 Lesson 2, part 2 Sounds and Spelling Book Unit 2, Lesson 2 twenty-nine 29

Lesson 2, part 2

Starting the lesson (7 minutes)

- Pupils stand up with a selection of classroom items. They make sentences using 'This is' or 'These are' with the classroom objects. Some sentences are true and some are false. Pupils guess if the sentences are true or false.

Practice

Activity Book

Story Lesson 2, part 2

1 After you read Remember the story. Read and match.

1 Oh! It's a computer. It's great.

2 These are my books and this is Atomic, my cat.

3 This is my desk. This is my pen and these are my pencils.

4 Let's tidy up.

2 Values Look and match.

3 Look and colour.

The computer

26 twenty-six

Extra activity Fast finishers

- Have pupils look at the story and make a list of all the items they know the names of. They can write or draw.

Finishing the lesson (5 minutes)

- As the theme of the lesson is to tidy up, pupils do one task each to tidy up at the end of the lesson.

Extra activity Photocopiable 26

- Ask pupils to do photocopiable 26.

1 After you read Remember the story. Read and match. (10 minutes)

- Pupils think back to the story in the previous lesson and then match the pictures. You can play the audio again from the previous lesson for pupils to check their answers.

2 Values Look and match. (10 minutes)

- Explain to pupils that in this activity they have to help tidy up the classroom. They have to match the items to where they appear in the main picture.

Extra activity Critical thinking

- Ask pupils to think about how tidy they are and if they can improve themselves.

3 Look and colour. (8 minutes)

- Use the Think-pair-share technique to discuss if pupils liked the story.