

# 3

## Let's tell stories!

### Key learning outcomes

in Unit 3, the pupils will:

#### Wonder

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

#### Imagine

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

#### Build

Participate in social exchanges in English

#### Grow

Write simple sentences on familiar topics

#### Shine

Create a story character

## Unit overview

### Target vocabulary

**Book characters:** *giant, astronaut, prince, princess, spy, storyteller, pirate, monster, superhero, dragon*

**Adjectives:** *cute, scary, clever, brave, kind, strong, fun, exciting, interesting, beautiful*

### Functional language

*I think (this book is great).*

*Oh, I do. So do I.*

### Recycling and building

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

### Language stretch

*Story books are great!*

### Target structures

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

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

### Pronunciation

*b (book), v (very, clever)*

### Values

*I enjoy different ways to tell stories.*

### Competency focus

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

## Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)		Development indicator:
<b>Speaking</b>		<b>Have a short conversation about my world.</b>
<i>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.</i>		
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.
<b>Writing</b>		<b>Write simple sentences about the world around me.</b>
<i>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.</i>		
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.

**Objectives**

- Lesson aim: to talk about characters in books
- Target language: *giant, astronaut, prince, princess, spy, storyteller, pirate, monster, superhero, dragon*
- Recycled language: *book, eyes, blue, favourite book, eyes, blue, favourite*

**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**

- Encourage pupils to create questions and make connections to the world around them.
- Ask pupils to look at the Big Picture. Have them think about which character in the picture they'd rather be. Have them act out 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

Wonder

# 3 Let's tell stories!

**Rise and Shine Library**

- Talk about book characters.
- Read about book characters.
- Agree and disagree.
- Write a book review.
- Create story characters.

**I wonder...**  
What other ways can we tell stories?

1 giant	2 astronaut	3 prince	4 princess	5 spy
6 storyteller	7 pirate	8 monster	9 superhero	10 dragon

**Lesson 1**

What characters are there in your favourite books?

3 Watch and listen.

4 Ask and answer.

Who's this? A superhero.

**32 Vocabulary** Book characters

**Starting the lesson: warm up and song**

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

**Big Picture: What can you see?**

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

**I wonder**

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

**FUTURE SKILLS: enquiry and imagination**

Ask pupils 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 pupils if they were correct. Then ask the pupils 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.

### 1 3.01 Listen and find.

- Ask pupils to look at the main picture. Play the audio and tell pupils to point to each character as they hear them. Ask the class a follow-up question, e.g. *How many eyes does the monster have?* (four). **SUPPORT** Before listening, get pupils thinking about the people by asking them to say who they are in L1. **STRETCH** Play the audio again and ask pupils *Where's Thomas?* (in the monster costume).

### 2 3.02 Listen and point. Then listen and repeat.

- Play the audio and ask pupils to point to the character they hear. Then play the audio track again and ask pupils 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.

- Revise story characters vocabulary using flashcards. Tell pupils they are going to watch a video about telling stories. Before watching, ask pupils how they like to tell stories. Pre-teach some vocabulary, e.g. *dress up, puppet*.
- Ask pupils to watch the video to find the different story characters (*prince, princess, dragon, pirate, astronaut, spy, superhero*). Play the *Let's Tell Stories* video.

### 4 Ask and answer.

- Read the question as a class. Point to Alicia in the main picture. Ask the class *Who's this?* Elicit answers (a superhero).
- Put pupils 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 it in turns. Have them use the question in the speech bubble to help them. **SUPPORT** Invite a confident pupil to help you demonstrate the activity. **STRETCH** Ask pupils to say what each character has got, e.g. *He's got a hat*.

**Extra activity** Ask pupils to draw one of the book characters they have learnt 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 pupils which helper they can see (Daniel, the wonder helper).

Read Daniel's question as a class. In pairs, ask pupils to point to and say their favourite 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 pupils to point or stand by their picture. Repeat 3 times. Tell pupils if they stand by or point to the wrong character, they are out.
- Choose pupils to say characters.

#### Activity Book page 22



**Think and write.** Ask pupils to write the places.

**ANSWER KEY:** hospital, café, cinema

#### 1 Read and number. Pupils number the pictures.

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

#### 2 Look and write. Pupils write the words to match the pictures.

**ANSWER KEY:** 2 monster, 3 prince, 4 princess, 5 giant,  
6 pirate, 7 astronaut, 8 storyteller

**Wonder Helper:** Pupils look at the picture and answer the question.

**ANSWER KEY:** superhero

**Extra time:** Pupils answer the question.

#### Activity 1

#### Pupil's Book Audioscript

- Alicia *The reading corner is amazing!*  
Lena *Look at all the books. My favourite book is about a spy.*  
Alicia *This is a book about a superhero. It's my favourite book.*  
Lena *What's your favourite book, Rafa?*  
Rafa *It's a football book.*  
Lena *Is it a story?*  
Rafa *No, it's a sticker book.*  
Lena *Oh. What's your favourite book, Daniel?*  
Daniel *I like adventure books. My favourite book is about an astronaut.*  
Lena *I like adventure books, too.*  
Daniel *Where's Thomas?*  
Alicia *He's got four eyes...*  
Daniel *Four eyes?!*  
Lena *Yes! And he's blue...*  
Daniel *Oh... He's a monster!*



Extra activity



Our World video:  
Activity 3



Practice:  
Activity 4



Wonder Helper



Activity Book:  
Practice



Ending the lesson



Learning path



## Objectives

- Lesson aim: to talk about books
- Target language: *The book is about (a giant). 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 questions 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 pupils with the Big Picture by writing questions about the places and characters on the board, e.g. *Where is the astronaut? Is the giant big or small?*
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to talk about books.*

## Materials

- Audio

**Wonder** **Imagine** **Wild** **Grow** **Shine** **3**

**Song**

Storyteller, storyteller!  
What's the book about?  
Let's open it and see!

The book is about a giant.  
Is she happy or is she sad?  
Is she good or is she bad?  
Please read it to me!  
Yes, of course!

**Chorus**

The book is about a dragon.  
Is it short or is it tall?  
Is it big or is it small?  
Please read it to me!  
Yes, of course!

**Chorus**

The book is about a princess.  
Is she happy?  
No, she isn't.

**Lesson 2**

**1** **3.03** Read and sing.

**2** **3.05** Listen, find and point.

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

**Grammar**

The book is about a giant.  
Is she happy? Yes, she is. No, she isn't.

**I can shine!**

**4** Ask and answer.

The book is about a princess.  
Is she happy?  
No, she isn't.

**I can talk about book characters.**

**Song and structures** *The book is about (a giant). Is she (happy)? Yes, she is. / No, she isn't.* **33**

## 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 pupils point to a big character in the main picture, e.g. the giant. Then say: *It's small*. Repeat the steps for the three words.

**1** **3.03** Read and sing.

- Play the audio. Tell pupils to listen to the song and to point to the characters they hear in the Big Picture.
- Play the audio track again and have pupils sing along.
- When pupils are confident with the words, play the karaoke version (audio track 3.04) and have them sing along.
- Once pupils are confident with the song, you can play a short game with them. Say the characters from Lesson 1. Ask pupils 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.

**2** **3.05** Listen, find and point.

- Ask the class to look at the dragon and ask the class: *Is 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 pupils to point to the characters from the Big Picture. **SUPPORT** Revise the characters the pupils 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 pupils point to and say each of the characters. **STRETCH** Have pupils listen a second time to the audio and make note of the all of the information they find out about each of the characters being described. (dragon: big, red, can fly, wings; superhero: happy, long hair)

ANSWER KEY: 1 dragon, 2 superhero

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

- Read the Grammar box to the class. Ask pupils to look at the picture. Point to the pirate book and say: *This book is about a...* and have pupils 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 pupils. Point to a book in the Big Picture and practise modelling the questions and answers with pupils.
- Put pupils 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 pupils say the characters they can see on the books. Write them on the board. Brainstorm some adjectives pupils know to describe the characters, e.g. *happy, sad, big, etc.* Have pupils use these as prompts in their sentences and questions. **STRETCH** Pupils 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 pupils to play familiar games from previous units. Ask pupils 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.

### 4 Ask and answer.

- As a class, brainstorm the adjectives the pupils know on the board, e.g. *sad, happy, big, small, etc.*
- Ask pupils 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, pupils say a sentence about their book, then have their partner ask a question using the adjectives on the board. Have pairs take it in turns. Encourage them to use the prompts to help them.

#### I can shine!



#### Assess

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

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

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

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

#### Ending the lesson

- Ask pupils to draw a character. Tell pupils it can be as big, small, happy or sad as they like. Encourage them to use colouring pencils to make it colourful.
- In pairs, ask pupils 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).

#### Activity Book page 23

- 1 3.06 Listen and tick (✓). Pupils listen to the audio and tick the characters they hear,

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

- 2 Look at Activity 1. Write. Pupils look back at Activity 1 and complete the texts. Pupils then ask in pairs about the dragon.

ANSWER KEY: 2 dragon, Is, isn't, 3 giant, Is he, he is, 4 pirate, Is he, No he isn't

#### I can shine!

- 3 Write about your favourite book. Pupils complete the sentences with their own ideas.

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

ANSWER KEY: a, y, i, a

#### Activity 2

1  
Daniel *This book is about a dragon.*  
Alicia *Oooh! Is it small?*  
Daniel *No, it isn't. It's big.*  
Alicia *Is it red?*  
Daniel *Yes, it is.*  
Alicia *Can it fly?*  
Daniel *Yes, it can. It's got wings.*

#### Pupil's Book Audioscript

2  
Alicia *This book is about a superhero.*  
Daniel *Is she sad?*  
Alicia *No, she isn't.*  
Daniel *Is she happy?*  
Alicia *Yes, she is.*  
Daniel *Has she got long hair?*  
Alicia *Yes, she has.*



**Objectives**

- Lesson aim: to read, understand and act out a story about story books
- Target language: *cute, scary, clever, 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 recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.

**Imagination: fostering imagination****Imagine**

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

**Materials**

- Audio; Flashcards; Story animation; Story cards

**Lesson 3**

**1 Listen, point and say.**

**2 Look at the story. Describe the book characters you can see.**

**3 Listen or watch. Who likes the book about spies?**

**4 Read again. Describe the book characters.**

**5 Imagine you are showing your friends your favourite books. Act out.**

**6 I can shine!**

**7 I can read, understand and act out a story about book characters.**

**Story value** Enjoying different books and stories.

**2 Look at the story. Describe the book characters you can see.**

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

**SUGGESTED ANSWERS:** astronaut: clever, brave, strong; giant: scary; superhero: kind, brave; spies: clever, brave

**3 Listen or watch. Who likes the book about spies?**

- Play the audio and ask pupils to follow the story in their books.
- Play the video and have pupils 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 pupils: *What is Alicia's book about?* (a giant and a superhero).

**ANSWER KEY:** Lena

**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.

**1 Listen, point and say.**

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

**FUTURE SKILLS: enquiry and imagination**

Ask pupils 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 pupils to suggest other adjectives that could describe the characters. For example, the dragon is cute and maybe it is also kind. Have pupils give reasons for their answers if possible. For example, the dragon is kind because it is holding a flower.

**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?*



#### 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 is (astronaut).
- Put pupils 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 pupils to use adjectives to describe their favourite book characters in full sentences, e.g. *My favourite character is a princess. She is brave.*

**ANSWER KEY:** 1 astronaut: clever, brave, strong, 2 superhero: kind, 3 giant: scary, 4 spies: clever, brave

#### 5 Imagine you are showing your friends your favourite books. Act out.

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

### I Can Shine!

#### ★ Assess

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

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

**EXCEED** The pupil acts out 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 pupils to close their eyes. Remove one card. Ask pupils to open their eyes and discuss with a partner what is on the missing card.



#### IMAGINE HELPER

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

Read Alicia's question as a class. Ask pupils 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. *clever princess, scary monster, strong giant, 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 group that remembers the most words.

#### Activity Book page 24

- 1 **Look and circle. Then write.** Pupils circle the correct words to describe each character. Then they write the word in the correct sentence.

**ANSWER KEY:** 1 strong, 2 scary, 3 kind, 4 clever  
1 strong, 2 scary, 3 kind, 4 clever

- 2 **Think about the story. Then read and tick (✓).** Pupils tick the correct review.

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

#### I can shine!

- 3 **Write for you.** Pupils write about their favourite book character using the adjectives they've learnt.

**Imagine helper:** Pupils colour in the number of stars.

**Extra time:** Pupils circle the type of books they like best.





## Objectives

- **Lesson aim:** to ask and answer about story characters
- **Target language:** *Are they (clever)? Yes, they are. / No, they aren't.*
- **Recycled language:** *strong, brave, clever, cute, scary, kind*; story characters

## GSE

- **Receptive: Listening:** Can identify objects, places or people from short descriptions.
- **Productive: Speaking:** Can describe the appearance of a person or animal using simple language.

## Build: building confidence

- Build confidence in English through whole-class speaking and repetition of key words as well as finding similar words on the page. Tell pupils that they know the vocabulary they're going to need in this lesson already: story characters and adjectives. Elicit these first and write them on the board. They are now already halfway to achieving their objective!
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to ask and answer about story characters.*

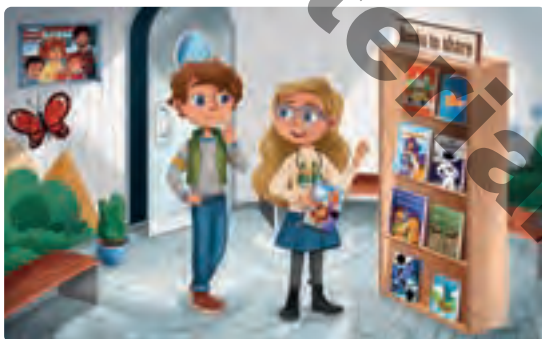
## Build

## Materials

- Audio

## Lesson 4

- 1 Listen. What's Oscar's favourite book?

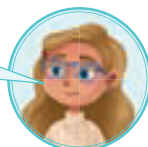


- 2 Listen and read. Then chant.

## Grammar builder

Are the dragons	clever?	Yes, they are.
Are they	scary?	No, they aren't.

Ask and answer about the books.



- 3 Ask and answer.



Are the cats cute?

Yes, they are.

36 Structures *Are they (clever)? Yes, they are. / No, they aren't.*

## Starting the lesson



- Write the following on the board: *uct*. Tell the class this is an adjective from the previous lesson, but the letters are in the wrong order.
- Encourage pupils to look at the adjectives from Lesson 3 to help them. Ask the class *What is the first letter?* (c) and then ask pupils what the word is (cute). Repeat the steps for two more adjectives.

- 1 Listen. What's Oscar's favourite book?

- Ask pupils to look at the picture and say what they can see. Ask them to say any book characters in the pictures, e.g. *princess, dragon*, etc. Pupils may remember Oscar as one of the characters from *Rise and Shine Level 2*.
- Play the audio and have pupils point to the book Oscar likes. **SUPPORT** Before listening, ask pupils to describe the characters on the books using the adjectives from the previous lesson. **STRETCH** Ask more confident pupils some follow-up questions, e.g. *Where are the characters?* (in the courtyard) *Are the books new?* (no).

**ANSWER KEY:** The book about (a family of) dragons

## RECEPTIVE SKILLS TIP

Before listening, ask pupils to predict what they think Lena and Oscar are talking about. Encourage them to try and use some of the adjectives and characters they know. Pause the audio and ask questions to check pupils are following, e.g. *Is the library new?* (yes) *Are the books new?* (no).



## 2 Listen and read. Then chant.

- Mime the adjectives *clever* and *scary* for the children. They guess the adjective.
- Read the Grammar builder to the class. Encourage them to follow along with you.
- Play the audio and have pupils listen and chant along.
- Explain that *the dragons* 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 pupils build new questions as a class, before moving onto the Build helper activity. On the board write *Are the dragons \_\_\_\_\_?* Have pupils complete the question with different adjectives, then decide on the answer to each question. Then encourage them to replace the noun *dragons* with different story characters. (STRETCH) Once pupils are confident with the new grammar, encourage them to expand their negative answers. For example, in answer to *Are the dragons scary?* pupils could say *No, they aren't. They're clever.*



### BUILD HELPER

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

Have pupils to look at the picture in Activity 1. Ask the class: *Are the spies clever?* (Yes, they are).

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

## 3 Ask and answer.

- Have pupils look at the pictures. Read the speech bubbles as a class.
- Ask pupils *Are the cats cute?* (Yes, they are). Put pupils into pairs to ask and answer using the pictures. Encourage them to use the Grammar builder above to help. (SUPPORT) Before the activity, say the adjectives and people in the pictures as a class, e.g. *cute cats, brave children, kind children, clever dog*, etc. (STRETCH) Ask pupils 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. *Is 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 the dog clever? Yes, it is.

### Extra activity

Extend practice of the target grammar by having pupils 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 films, TV shows or cartoons for them to talk about.

## Ending the lesson

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

## Activity Book page 25

- 1 Look and write. Pupils 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:** Pupils ask and answer about superheroes using the questions from Activity 1.

- 2 Read and circle. Pupils 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 Pupil's 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

- Lena** *Hi Oscar, welcome to the Rise and Shine library! Look at our bookcase. It's got all our favourite 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** *I like this book. It's about two princesses.*
- Oscar** *Are the princesses kind?*
- Lena** *Yes, they are.*
- Oscar** *Cool! Look! This is my favourite book. It's about a family of dragons.*
- Lena** *Are the dragons clever?*
- Oscar** *Yes, they are.*
- Lena** *Are they scary?*
- Oscar** *No, they aren't.*

## Activity 2

- Lena** *Come on everybody, listen to me. Are the dragons clever?*
- Boy** *Yes, they are.*
- Lena** *Are they scary?*
- Boy** *No, they aren't.*
- Lena** *Come on everybody, chant with me.*
- Children** *Are the dragons clever?*  
*Yes, they are.*  
*Are they scary?*  
*No, they aren't.*



**Objectives**

- **Lesson aim:** to agree and disagree; to practise 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 autonomy in English through noticing patterns in target language, building on a bank of known words and encouraging pupils 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 practise 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.*

**Build****Materials**

- Audio; Communication cards

Wonder
Imagine
Build
Grow
Shine

3

**Lesson 5**

- 1 Look. What story characters can you see?
- 2 Listen and read. Which book do they both like?
- 3 Listen again and repeat.
- 4 Pronunciation Listen and say.
- 5 I can shine! Find out what your friends think of different books. Agree and disagree.

*I don't like this book about monsters.*

*Oh, I do!*

*I think this book about superheroes is great.*

*So do I!*

**I can shine!**

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

*I like The amazing astronaut.*

*So do I!*

**I can agree and disagree.**

**Pronunciation**

4 Listen and say.

The book is about a very clever robot and a very brave boy!

37

Communication Giving opinions, agreeing and disagreeing.

**Starting the lesson**

- Play a game. Say *scary, cute, monster, spy, prince, brave, astronaut, superhero, big giant, brave princess*.
- Ask pupils to touch their head if they hear an adjective and to touch their toes if they hear a story character. Ask pupils to turn around if they hear an adjective and story character together.

**1 Look. What story characters can you see?**

- Draw pupils' attention to the book covers. Ask the class to say what they can see. Then ask *What characters can you see?* Write them on the board.
- Ask more confident classes to say adjectives to describe how the characters look on the book covers, e.g. *strong superheroes, etc.*

**2 Listen and read. Which book do they both like?**

- Play the audio and have pupils read along.
- Play the audio again and ask pupils to point to the book the speakers both like.
- Ask pupils *Which book do you like?* Pupils can respond in a full sentence, using the speech bubbles as a guide. Less confident pupils can point to the book they like best.
- To check comprehension, ask pupils *Does the girl like the book about monsters?* (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 pupils think back and recall another phrase they have learnt that they can use to agree with something someone likes. (*Me too!*). Tell pupils they can use *So do I!* in the same way.

**ANSWER KEY:** Both like the book about superheroes.



### 3 <sup>3.12</sup> Listen again and repeat.

- Play the audio track again and have pupils repeat what they hear. **(SUPPORT)** In pairs, one pupil 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 pupils what adjective they could use instead of *great* to talk about the superheroes book. Encourage them to think of adjectives with *b*, e.g. *brilliant*.

### 4 <sup>3.13</sup> Pronunciation Listen and say.

- Ask pupils to say what they can see in the picture.
- Read the sentence to the class. Ask pupils to say the coloured letters (*b* and *v*). Make the sound /b/, /b/, /b/ and /v/, /v/, /v/ and ask pupils to repeat. Ask pupils to notice the position of your lips for each letter and to copy if they can.
- Play the audio and have pupils read along. Then play the audio again and say the tongue twister.
- Ask pupils to read the sentence without the audio and encourage more confident pupils 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 pupils where the sound comes from. **(STRETCH)** Ask pupils 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 the pupils look at the 6 book covers on the communication cards.
- Say *I like books about superheroes*. Ask pupils to say if they agree (*So do I.*). Then say *I don't like books about princesses*. and ask pupils to say if they disagree (*Oh, I do!*). Read the speech bubbles as a class.
- Tell pupils they are going to say what they like or don't like and their partner is going to say if they agree or disagree.
- Pupils look at the 6 book covers on the communication cards and use them for their discussion.

#### Without communication cards:

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

## I can shine! Assess

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

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

**EXCEED** The pupil can say what books or films they like and dislike and can include additional responses.

#### TEACHER TIME TO SHINE: practising speaking in class

Ensure pupils have the necessary functional language to do the activity independently, e.g. *My turn! Your turn! Your go!* Practise 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 pupils to work in pairs and create a happy and sad face for books or films they agree they like/dislike. Ask them if they like the same books and films.

#### Ending the lesson

- Ask pupils to say some things they like and write them on the board, e.g. *cats, dogs, books, to run*, etc. Choose pupils to say *I 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.

#### Activity Book page 25

#### I can shine!

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

**Pronunciation:** Circle the odd one out. Pupils say the words, focusing on the initial sounds that are highlighted. They circle the odd word out.

ANSWER KEY: very





## Objectives

- Lesson aim: to read about different kinds 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, dragon, 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

Grow

- Promote good global citizenship by encouraging pupils' 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 kinds of storytelling.*

## Materials

- Audio

Lesson 6

- Look. How can we tell stories?
- Listen and read. What types of storytelling use dance?

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

**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!

**Hula**  
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, brave explorers and scary dragons. There's a lot of action and it's very **exciting**!

- Read again. Then answer.
 

Which type of storytelling...

  - has a lot of things happening and is exciting?
  - isn't from Hawaii and is a dance?
  - is interesting and tells stories with songs?
  - is fun to see and the dancers wear flowers?
- Listen. Which type of storytelling do they do?

Which type of storytelling do you like? Why?

38 Global Citizenship Storytelling around the world

## Starting the lesson



- Write the following words on small pieces of paper: *prince, dragon, princess* and invite a pupil to the front of the class.
- Ask the pupil to choose a piece of paper and to draw a picture of that word on the board. Have the class guess.
- Repeat the steps with different pupils.

## 1 Look. How can we tell stories?

- Draw pupils' attention to the pictures. Ask *What is happening in the first picture?* (dancing). Act out 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).

## 2 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 pupils listen and read along.
- Ask the class *Which types of storytelling use dance?* Ask pupils to point and say.

ANSWER KEY: Hula and Kathak

## RECEPTIVE SKILLS TIP

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



92 Starting the lesson



Learning path



Presentation: Activity 1



Practice: Activity 2



Extra activity



Practice: Activity 3

### 3 Read again. Then answer.

- Read the questions as a class. Ask pupils to say the words in bold they can see. Drill pronunciation.
- Put pupils into pairs and ask them to find the answers together.
- Ask the class the questions and have them point to and say the correct answers. **(SUPPORT)** Before the activity, have pupils say the important words in the questions and find them in the text to help them with the answers.
- (STRETCH)** Use realia and have pupils point to things they think are beautiful, fun or interesting in the classroom.

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

#### Extra activity

Ask pupils to act out what they can see in the pictures in pairs. Have one pupil act out a picture and the other guess which type of storytelling they are doing.

### 4 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 pupils listen for which type of storytelling they do. **(SUPPORT)** Stop the audio after each answer to a question and ask pupils to repeat the main words, e.g. brave princes and princesses, scary dragons, etc.
- (STRETCH)** After listening, pupils 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



#### GROW HELPER

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

Read Thomas's question as a class and have pupils 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 act it out to show in small groups. Remind them it is important to remember everyone likes different things.

#### FUTURE SKILLS: critical and reflective thinking

Ask pupils 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 pupils 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 pupils 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 pupils might know, e.g. *Goldilocks and the three bears*. Ask pupils 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 pupils to guess the countries. Then encourage pupils to discuss how these stories could be told, using the methods they have learnt about in the lesson.

### Activity Book page 26

- 1 Read and answer. True (T) or false (F)? Pupils 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. Pupils listen to the dialogue. Pupils listen again and write sentences.

**ANSWER KEY:** 2 d, 3 a, 4 b

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

### Activity 4 Pupil's Book Audioscript

- Woman *Hi Kaylin and Amal. Are you storytellers?*  
 Girl *Yes, we are.*  
 Woman *What are your stories about?*  
 Boy *We tell stories about brave princes and princesses.*  
 Woman *Are they exciting?*  
 Girl *Yes, they are! We also have scary dragons in our stories.*  
 Woman *Do you dance?*  
 Boy *No, we don't. We tell stories with puppets.*



## Objectives

- Lesson aim: to write a book review
- Text type: a book review
- Recycled language: story characters; adjectives

## GSE

- Receptive: Reading: Can identify key information in a text to answer simple yes / no questions.
- Productive: Writing: Can write simple sentences about their likes or dislikes in relation to familiar topics, given prompts or a model. Can use capital letters and end punctuation correctly in simple sentences.

## Growth: Nurturing growth in society

- Encourage a further sense of pupils' social responsibility and actions by using mini roleplays and class vote activities to explore social initiatives. Ask the children *Why do we read books?* In L1, discuss how we read for many reasons: to spark our imagination, to learn a lesson, to increase our knowledge on a subject, or because we like the author. Ask the children: *Why do you read books?* and encourage them to give a reason.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to write a book review.*

## Materials

- Audio; paper, colouring pencils

Grow

Wonder Imagine Build Grow Shine

Lesson 7

1 Listen and read. Is it a good book review?

Poppy and Polly Save the World  
★★★★★

I like the book. It's about a spy and a pirate. They're clever and brave. There's a giant in the story. He's scary. The story is very exciting.

POPPY & POLLY  
SAVE THE WORLD

Our writing workshop

2 Ideas generator Listen, read and complete.

1 My book is about...  
They're strong and clever.

2 My book is interesting.  
It's about superheroes.  
They're... and kind.

3 Give it a go Plan your review with a friend.

The book is about...  
They are...  
The story is...

I can shine!

4 Write your book review together.

I can write a book review.

Writing A book review 39

## Starting the lesson



- Show pupils a book you have read in class. Draw the outline of 5 stars on the board.
- Ask pupils *Do you like this book?* Have pupils say *yes* or *no*. Explain 1 star means the book is bad, but 5 stars means the book is amazing. Ask the class to show how many stars they would give using their hands. Colour in the stars.
- Repeat the steps for other books in the class.

## 1 Listen and read. Is it a good book review?

- Draw pupils' attention to the book review. Ask pupils to say what they can see. Read the text as a class. Explain a review is when people give stars if they like something or not. Ask the class if they think 5 stars is good or bad (good).
- Ask pupils *Is it a good review?* Ask pupils to explain why if possible. (SUPPORT) Have pupils point to where they have got the answer from in the text. (STRETCH) Have more confident pupils say what they now know about the book after reading the review. Ask them if they now want to read the book.

ANSWER KEY: Yes

## 2 Ideas generator Listen, read and complete.

- Ask pupils to look at the pictures and say what they can see. Play the audio and have pupils read along.
- Play the audio again and have pupils complete the sentences with the words they hear.
- Pupils check their answer with a partner. Then ask pupils to spell the words aloud and write them on the board.

ANSWER KEY: 1 pirates, 2 brave

**RECEPTIVE SKILLS TIP**

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

**3 Give it a go** Plan your review with a friend.

- Read the sentence starters as a class. Put pupils 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 pupils 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 pupils with their plan, e.g. *pirates, dragons, princesses, fun, interesting, brave, clever*, etc. **STRETCH** Ask pupils to write some notes on what happens in the story.

**FUTURE SKILLS: collaboration and communication**

Ask pupils 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 pupils 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 pupils share their review with another pair.
- Have more confident pupils read their review aloud to the class.

**I can shine!**  **Assess**

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

**ADJUST** The pupil 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 pupil can write about a book they like and say why. Pupils 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 the children. 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 pupils 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.

**Activity Book page 27**

- 1 Read and tick (✓).** Pupils read the model text and tick the correct film poster.

ANSWER KEY: b

- 2 Give it a go** Plan your film review. Pupils answer the questions about a film.

**I can shine!**

- 3 Write your film review.** Pupils write about their favourite film.

**Check your work:** Pupils 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 monster

**Activity 2 Pupil's Book Audioscript**

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



**Objectives**

- **Lesson aim:** to review the language from Unit 3
- **Revised language:** *dragon, spy, superhero, giant, prince and princess, astronaut, brave, strong, cute, clever, 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!**

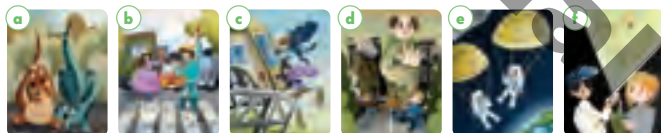
- Make sure that children know that it only matters what they can do and encourage them not to compare with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 3 to help themselves. Encourage them to ask a partner for support when creating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

**Shine****Materials**

- *Our World* video

**Our story characters****Step 1 Review****1 Look and match.**

dragons spies superheroes giants prince and princess astronauts

**2 Describe the characters in Activity 1.**

brave strong cute clever kind scary

**3 Ask and answer about the books.**

The book is about dragons.

Yes, they are.

Are they cute?

**4 Tell a friend about your favourite book.**

- 1 The book is about...
- 2 The characters are...
- 3 I think the book is...

My favourite book is about a pirate. He's strong. I think the book is interesting.

**5 Watch and listen.**40 **Unit review** Unit objectives review**Starting the lesson**

- Ask pupils to look back through the unit and to say what their favourite lesson was and why.
- Display pictures of the story characters around the classroom or on the board. Give pupils 2–3 minutes to look at them.
- Remove the pictures and ask pupils to work in small groups to remember as many as they can in 2 minutes. Then, ask them to think of the adjectives they could use to describe them.
- Ask groups for their answers and write them on the board.

**Step 1: Review**

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps pupils prepare for the unit projects. Vocabulary from the Wonder spread is reviewed through reading in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

**1 Look and match.**

- Ask pupils what they can see in the pictures. Then draw pupils' attention to the words in the wordpool. Read through them as a class.
- Ask pupils to choose the correct pictures to match the words.
- Read the correct answers as a class.

**ANSWER KEY:** a dragons, b prince and princess, c superheroes, d giants, e astronauts, f spies96 **Starting the lesson****Learning path****Review: Song****Review: Activity 1****Review: Activity 2****Review: Activity 3**



## Objectives

- Lesson aim: to create a story character
- Revised language: *dragon, spy, superhero, giant, prince and princess, astronaut, brave, strong, cute, clever, 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!

- Provide support for the independent elements of project work, such as drawing or taking photos, by making sure pupils 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 the children 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, colouring pencils, scissors, glue

Shine

Wonder Imagine Build Grow Shine 3

**Step 2 Create**

6 Choose your story character. 8 Create your story characters.

7 Tell your group about your character.

*My story character is a dragon. He's clever.*

*I like dragons.*

*So do I.*

**Time to shine!**

9 Present your characters to the class. 10 Tell stories together!

*It's a dragon.*

*It's a spy.*

I can talk about story characters.

Unit project A story character 41

## Starting the lesson



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

## Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads, such as personalisation, creativity and collaboration. Activity 6 focuses on personalisation. Activities 7 and 8 foster creativity, collaboration and communication skills as pupils collate their work to create their story characters before presenting to the class. Activity 8 develops creativity.
- Make sure pupils understand the steps to success for the project. Give them clear, step-by-step 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 colour it or add details to make it recognisable.
- **6 Choose your story character.**
  - Tell pupils they are going to design their own story characters. Explain they can draw them, or they can make puppets.
  - Ask pupils to decide on what their characters will be by discussing what story characters they like. **SUPPORT** Brainstorm with pupils some different characters and some adjectives ahead of them starting the activity. Write on the board the words they say so they can use these to help with their ideas for their own characters. **STRETCH** Have pupils 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 pupils be imaginative and creative when they invent their characters. These characters could be a mixture of multiple different characters they have learnt about. To help challenge stereotypes, encourage pupils to remember that princesses can be brave and strong, dragons can be kind and spies can be scary. Their characters can have any personality traits they wish. To extend the activity further, pupils could come up with a storyline for their characters.

**7 Tell your group about your character.**


- In their groups, pupils 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 pupils tell another group. Have more confident pupils tell the whole class.

**8 Create your story characters.**

- Tell pupils 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 recognise just from the shape of it.
- Have pupils 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 coloured card, glue and scissors.
- Have pupils create their puppets with the coloured card and ask them to put holes at the bottom for both fingers to represent legs. Ask them to colour their character with the colouring pens or pencils.

**PROJECT TIP**

Pupils 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!****9  Present your characters to the class.**

- Read the example speech bubbles. Tell pupils 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 pupils to share their characters. Encourage them to say what kind of story the character might be in, e.g. *fun, exciting*. Have more confident pupils think of what happens in the story.

**Ending the lesson**

- Look back at lessons in the unit. Ask pupils 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 pupils to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

**Activity Book page 29**

- 1 Think and match! Then talk with a friend.** Pupils 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.
- 2 Make your lapbook. Find pictures or draw. Then write.** Pupils answer the questions to help them plan their lapbook. Then they make their lapbook.

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

**Time to shine!****Assess**

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

**ADJUST** The pupil can present their characters, saying some key words about it, with support.

**EXCEED** The pupil can present their characters, using the key language and giving opinions on the characters.