

Ten Fables for Teaching English

**Stories and Activities for Children
Acquiring English**

by
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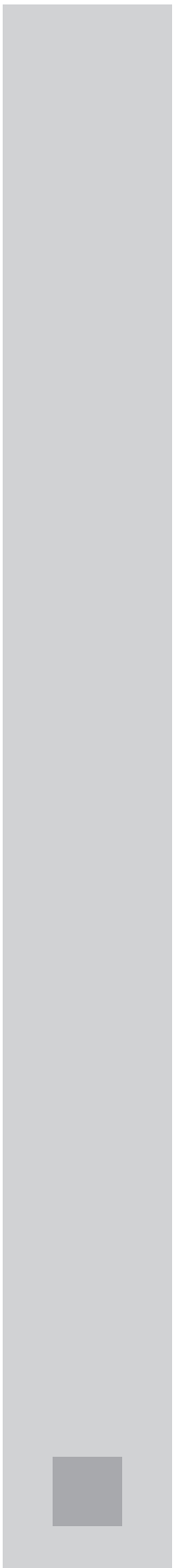
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Welcome to *Ten Fables for Teaching English*, a fun way to introduce children to the world of literature. Children enjoy hearing, reading, and acting out fables. Fables tell about events and achievements that occur in everyday life, but transform those events by using animal characterization to entertain and instruct. The animal characters bridge all nationalities and cultures. That universal appeal also applies to the lessons or morals adapted from *Aesop's Fables* to demonstrate cause-and-effect relationships and matters of responsibility, perseverance, human frailty, and so on. Because of this, teachers can take the opportunity to engage students in higher-level cognitive activities as they check for comprehension of the story and understanding of the lesson the story is teaching. When children's interest is sparked by these fables, they develop a hunger for more stories and literature.

In *Ten Fables for Teaching English*, ten familiar stories based on *Aesop's Fables* are accompanied by activities. The stories have been selected for their high interest level, and are engagingly presented in rhyming couplets that preserve the natural flow of the story and language. Each story unit can be particularly useful as an exciting and challenging review of vocabulary and grammar taught in other contexts. In addition, units address all four language skills: listening, speaking, reading, and writing. You may use any or all of the activities accompanying a story, depending on the interests and abilities of your students and the constraints of your schedule, classroom, and curriculum.

Ten Fables for Teaching English is designed to supplement any beginning or intermediate ELL/ESL/EFL curriculum. The language level, content, and activities are appropriate for children in grades 1–3 who are beginning or intermediate students of English as a second language. The stories and activities focus on vocabulary, grammar structures, language skills, communication skills, learning strategies, reading strategies, and thinking skills commonly taught in classrooms, guided reading lessons, and reading series at this level. The activities encompassing these skills are challenging, fun, and relevant. They achieve objectives through a hands-on approach that encourages children to speak as much English as possible. As children work together, permit them to speak English at their personal level of competence. As you monitor their work and language skills, invite children to repeat key words and target language as you model them. This will give children additional opportunities to practice listening and speaking skills. Since classes for English as a second language and English as a foreign language often have students of varying abilities, there are different ways to present the units to meet the needs of beginning, intermediate, and advanced language learners.

When presenting a story from *Ten Fables for Teaching English* to **beginning language learners**, offer as much visual support as possible. Use the picture cards provided for each story, and allow children to become familiar with the vocabulary before presenting the story. Offer as much visual support as possible. Use the flash cards provided for each story, and allow children to become familiar with the vocabulary before presenting the story. Next, use the “Getting Ready to Read” activities to involve students and prepare them for the reading lesson. Present the fable as a “read-aloud,” and use the flash cards and story illustrations as you read aloud to students. Point to illustrations that depict key story words. Pause as you are reading and ask knowledge-level questions about the story to check for understanding and to involve students in the activity. When you are sure that students understand what you have read so far, continue in the same manner. To assess students’ understanding of the story, choose one of the activities suggested for the fable you have read. Choose an activity that meets their needs and level of understanding. As students work on activities that complement the stories, walk around and assist as necessary. As a closing activity, invite students to retell the story using their own words. Encourage them to use the final project they have made, the flash cards, the story illustrations, or a picture they have drawn about characters or plot events. Model the activity first, and assist students as they share with the class.

Intermediate language learners will still need visual support and should be given the opportunity to learn or review the story vocabulary before you present the fable. Use the flash cards provided for each fable and the story illustrations to draw on students' background knowledge as you review familiar words, and then present new vocabulary as you would to beginning students. Ask them what they know about the topic and the story. During this pre-reading activity, do not correct students' language skills; simply allow them to enjoy the experience of sharing their knowledge and the language skills they have acquired. Invite them to use a variety of methods they are comfortable with as they share what they know. They can act out, role-play, and/or use single words, simple phrases, or simple sentences. After students are introduced to the story, take the opportunity to present any new vocabulary and concepts so that children will be ready to read. You might provide a copy of the story for them to follow along, tracking the words by using their "reading finger." After reading the story together, assess students' understanding of the story. Choose one of the activities suggested for the fable you have read, an activity that meets their needs and level of understanding. As students work on activities that complement the story, walk around and assist as necessary. As a closing activity, invite students to retell the story using their own words. Encourage them to use the final project they have made, the flash cards, the story illustrations, or a picture they have drawn about characters or plot events. Model the activity first, and assist students as they share with the class.

Advanced language learners should be given a chance to tell what they know about the story and the topic. Use the flash cards and story illustrations to help prompt students, and model talking about the story if necessary. Begin a discussion about the story and the topic. If you feel your students are ready, give them a copy of the story, and demonstrate following along as you read aloud. Show them how to track the print using their "reading finger" as you read the story aloud. Pause while reading to students to check for understanding. Ask comprehension questions and ask them to predict what they think might happen next. This can be done even if students' language abilities are limited. Ask: *What can happen? What do you think is going to happen? What can (the lion) do? Who can help (the boy)?* When you are sure that students understand what you have read so far, continue in the same manner. To assess students' understanding of the story, choose one of the activities suggested for the fable you have read. Choose an activity that meets their needs and level of understanding. As students work on activities that complement the fables, walk around the room and assist as necessary. Take this opportunity to talk to students, and encourage them to use as much English as possible. Ask comprehension questions and repeat their responses using correct English, and invite them to repeat after you. As a closing activity, invite students to retell the story using their own words along with the final project they have made, the flash cards, the story illustrations, or a picture they have drawn about characters or plot events. Assist as needed.

Teachers who are attempting to "totally immerse" their children in English will particularly enjoy this book. By incorporating so many aspects of English language and literature, *Ten Fables for Teaching English* can help English Language Learners reach their goals in the target language sooner.

Common Core Standards are provided and as much content area as possible is included to help keep English language learners current in the mainstream content areas and to support mainstream classroom efforts.

The *Common Core Standards* associated with Language Arts for grades 1–3 and the stories in *Ten Fables for Teaching English* are listed on the following page, where the specific objectives for each story lesson are presented.

Common Core Standards for Language Arts for Ten Fables for Teaching English:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Use singular and plural nouns with matching verbs in basic sentences.

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Each

unit includes a set of **teacher preparation pages** to help direct the learning around the story. These pages provide

- a synopsis of the story
- a list of the literature, grammar, communication, and content-area objectives for the unit
- a warm-up activity to help students focus on the upcoming story
- a list of important vocabulary and grammatical structures from the story
- suggestions for teaching and reviewing the unit vocabulary and grammar, including model conversations for students to practice
- directions for using the student pages
- additional activities

The **student pages** in each unit begin with the story (divided into two parts with comprehension questions) and include practice, application, and evaluation pages. The story and activity pages are to be photocopied and distributed to students.

Other features of the book include

- **Scope and Sequence of Skills:** This essential reference section lists the specific objectives for each unit.
- **Presenting the Story Units:** This section contains general guidelines and suggestions for planning and presenting a story unit.
- **Flash Cards:** These reproducible pages provide illustrations of key vocabulary and concepts from the stories. A flash card is included for each starred word in the unit vocabulary lists. Suggestions for using the flash cards are included in the teacher preparation pages for each unit and in Presenting the Story units. In addition, pages 158–159 contain instructions for seven games that students can play with the flash cards.
- **Suggestions for Additional Reading:** This bibliography offers a list of additional reading material and sources for other versions of the fables in this book.

The Ant and the Grasshopper

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives and predicate nominatives; questions and answers for <i>who/what/how/why</i> ; <i>have to</i> and <i>like to</i> plus the base form of verbs; singular and plural nouns
Communication Objectives	Tell what one likes and doesn't like to do; talk about weather and seasons; talk about the relationship between the weather and what clothing one wears
Learning Strategies and Cognitive Skills	Understand sequence; use illustrations as picture clues; follow directions; use rhyme; cooperate with peers; use prior knowledge; make text-to-self connections; cause-and-effect relationships; self-assess
Mainstream Classroom Content Connections	Language arts; literature; science (seasons and weather)

The Wind and the Sun

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; questions and answers for <i>who/what/how/why</i> ; comparative form of adjective <i>stronger</i> ; present progressive tense of <i>to wear</i>
Communication Objectives	Tell what one does; tell what one wears and is wearing; talk about the weather; count from 1–5 forward and backward; say and act out a finger-play
Learning Strategies and Cognitive Skills	Understand sequence; use illustrations as picture clues; follow directions; use rhyme; cooperate with peers; use prior knowledge; text-to-self relationships; make predictions; compare and contrast; cause-and-effect relationships; self-assess
Mainstream Classroom Content Connections	Language arts; literature; science (weather)

The Lion and the Mouse

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; questions and answers for <i>who/what/how/why</i> ; ordinal numbers
Communication Objectives	Tell what one does; talk about friendships and friends; use <i>please</i> , <i>thank you</i> , and <i>you are welcome</i> to ask for help and show gratitude; talk about order using ordinal numbers; say and act out a finger-play
Learning Strategies and Cognitive Skills	Understand sequence; use illustrations as picture clues; use rhyme; cooperate with peers; use prior knowledge; text-to-self connections; sequence using ordinal numbers; make predictions; cause-and-effect relationships; listen for details; self-assess
Mainstream Classroom Content Connections	Language arts; literature; social studies (friendships); math (ordinal numbers and sequencing)

The Tortoise and the Hare

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; questions and answers for <i>who/what/how/why</i> ; singular and plural nouns; homophones
Communication Objectives	Tell what one can and cannot do; talk about a race; talk about being first and last; identify body parts
Learning Strategies and Cognitive Skills	Understand sequence; use illustrations; follow directions; use rhyme; cooperate with peers; use prior knowledge; make text-to-self connections; make predictions; cause-and-effect relationships; self-assess
Mainstream Classroom Content Connections	Language arts; literature; science (body parts)

The Boy Who Cries Wolf

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; questions and answers for <i>who/what/how/why</i>
Communication Objectives	Tell what one does, likes to do, and wants to do; talk about lies and lying; play bingo
Learning Strategies and Cognitive Skills	Understand sequence; use illustrations as picture clues; follow directions; use rhyme; cooperate with peers; use prior knowledge; make text-to-self connections; make predictions; problem solve; listen for details; cause-and-effect relationships; self-assess
Mainstream Classroom Content Connections	Language arts; literature (fables and nursery rhymes)

The City Mouse and the Country Mouse

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; questions and answers for <i>who/what/how/why</i> ; singular and plural nouns; count and non-count nouns; count from 1–15; use <i>some</i> with plural and non-count nouns
Communication Objectives	Tell what one does; talk about different foods; tell what one wants to eat and drink
Learning Strategies and Cognitive Skills	Understand sequence; use illustrations; follow directions; use rhyme; cooperate with peers; use prior knowledge; text-to-self relationships; make predictions; problem solve; listen for details; cause-and-effect relationships; self-assess
Mainstream Classroom Content Connections	Language arts; literature; health (foods); math (counting from 1–15)

Two Men and a Bear

Grammar Objectives	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; questions and answers for <i>who/what/how/why</i> ; singular and plural nouns
Communication Objectives	Tell what one does; talk about friendships; say and act out a finger-play; talk about the five senses

Learning Strategies and Cognitive Skills

Understand sequence; use illustrations as picture clues; follow directions; use rhyme; cooperate with peers; use prior knowledge; text-to-self relationships; make predictions; problem solve; listen for details; cause-and-effect relationships; compare and contrast; self-assess

Mainstream Classroom Content Connections

Language arts; literature; science (five senses); social studies (friendships)

The Two Goats

Grammar Objectives

Simple present tense of regular verbs and the verb *to be*; predicate adjectives; questions and answers for *who/what/how* and *why*; prepositions

Communication Objectives

Tell what one does; talk about compromise; talk about feelings; count from 1–10; say and act out a finger-play; use prepositions to explain where something/someone is

Learning Strategies and Cognitive Skills

Understand sequence; use illustrations as picture clues; follow directions; use rhyme; text-to-self connections; make predictions; problem solve; listen for details; cause-and-effect relationships; self-assess

Mainstream Classroom Content Connections

Language arts; literature; math (counting to 10); social studies (compromising)

The Goose that Lays the Golden Eggs

Grammar Objectives

Simple present tense of regular verbs and the verb *to be*; predicate adjectives; questions and answers for *who/what/how/why/how many*; preposition *on* used with days of the week; modals *can* and *can't*

Communication Objectives

Talk about what happens on specific days of the week; tell what one can and cannot do; tell what one does; describe objects using the adjective *golden*; tell *how many*

Learning Strategies and Cognitive Skills

Understand sequence; use illustrations as picture clues; follow directions; use rhyme; use prior knowledge; text-to-self connections; make predictions; problem solve; listen for details; cause-and-effect relationships

Mainstream Classroom Content Connections

Language arts; literature; math (counting to 5; simple addition/subtraction word problems to the addend 5); reading (number words *one* to *five*)

The Crow and the Pitcher

Grammar Objectives

Simple present tense of regular verbs and the verb *to be*; predicate adjectives; questions and answers for *who/what/how/why/how many*; describe using an adjective plus a noun

Communication Objectives

Make descriptions; tell what one does; count from 1–10; tell *how many*

Learning Strategies and Cognitive Skills

Understand sequence; use illustrations for picture clues; follow directions; use rhyme; cooperate with peers; use prior knowledge; text-to-self connections; make predictions; problem solve; listen for details; cause-and-effect relationships; self-assess

Mainstream Classroom Content Connections

Language arts; literature; math (counting to 10; simple addition/subtraction word problems); reading (number words *one* to *ten*)

The story units are to be presented in more than one session so students will not be overloaded with new material. This section contains guidelines for presenting a story unit in six 30-minute lessons. As you become familiar with these guidelines, you may want to adapt them to suit the specific needs of your students and your learning environment. To assist in this adaptation, photocopy and complete a Unit Planning Guide for each story unit (see page 18). The Unit Planning Guide will help you decide which material to review and which material to present as new.

Lesson One

Your first lesson should begin with a warm-up activity that sparks students' interest in the story, focuses their attention on the story topic, and allows students to draw on past experiences and prior knowledge. For example, show pictures and ask students to tell what they know about any animals, special objects, or places that are part of the story. Give the story title and invite students to share anything they may already know about the story—perhaps by drawing a picture.

Help students understand that they will be reading this story and completing activities about it. Specific suggestions for warm-up activities appear in the teacher preparation pages for each story unit.

Next, preview the vocabulary and grammar included in the unit. Once you have determined which words and structures your students will need to work on, choose from the following activities.

Verbs

Begin by showing students any appropriate flash cards or other visual aids for the verbs. (Flash cards for starred words in the vocabulary lists are printed on pages 149–157 at the end of this book.) Have students work with the simple present tense. Monitor their pronunciation of the final *s* as /s/ and /z/. Act out the verbs for students and have them take turns acting out the verbs for each other. Model the new words and have students repeat them after you as a group, and then individually, so you can check for individual pronunciation.

If students need additional activities to reinforce the final sounds /s/ and /z/, for third person, singular, simple present tense, use the following minimal pair exercises. Have them listen to the pairs of words first. After they can hear the difference between the two words, have them practice saying the pairs.

Teacher: *I am going to say two words. Please tell me if they are the same or different.*

knees knees

Students: *same*

Teacher: *knees niece*

Students: *different*

Teacher: *I am going to say two words. Listen carefully and then say them.*

knees knees

Students: *knees knees*

Teacher: *knees niece*

Students: *knees niece*

Below are some other minimal pairs you can use.

peace peas

bus buzz

place plays

pace pays

race rays

trace trays

fleece fleas

ice eyes

price prize

rice rise

fuss fuzz

The stories are all written in the simple present tense. Lessons Two and Three suggest activities you can use if your students are ready for additional verb tense work.

Nouns

When presenting the nouns for the story, use the flash cards and any other appropriate visual aids or realia. Present the singular noun forms first, then the plurals. Monitor students' pronunciation, making sure they pronounce each final *s* with the correct /s/ or /z/ sound. If your students need more practice hearing and saying these final sounds, use the minimal pair activities described in the Verbs section.

Check for comprehension by showing a visual aid and asking children to tell you what you are holding up. Encourage students to answer using complete sentences and to draw on past experience and prior knowledge when possible. If realia are available, play the "What is it?" game. Put the realia in a bag and have children take turns choosing an item with their eyes closed. Ask, "What is it?" Have students try to guess what they are holding.

If your students need more work with singular and plural nouns, use the following activity:

Change it!

Hold up a visual aid for a singular noun and have students identify it. Tell them that they are going to change the word to show more than one. Model the following examples for students:

Teacher:	<i>bear</i>	<i>bears</i>
	<i>chair</i>	<i>chairs</i>

Write the words on the chalkboard and label the columns *One* and *More Than One*. Help children notice that the plural words have an *s* at the end. Ask students to give other singular nouns and then to add *s* to make them plural. Write them on the chalkboard in the correct columns.

More advanced students can say complete sentences. Use the following model as a guide.

Teacher: *(holding up a picture of a bear)* It is a bear.
 They are bears.

You may wish to introduce the contractions *it's* and *they're*. If so, write the complete form and the contracted form on the chalkboard and help students see that some letters in the words have been taken out and replaced with an apostrophe in the contraction.

Adjectives

Introduce or review the adjectives from the story by using visual aids or by acting out the words. After students are familiar with the new vocabulary, play charades. Have children take turns acting out an adjective from the story. The first student to correctly guess a word gets to act out the next word.

To check students' comprehension of the story vocabulary, use a drawing dictation. Give each student a piece of drawing paper and demonstrate how to fold it into a certain number of boxes (anywhere from four to sixteen) and then open it up again. Dictate that number of vocabulary words and have students illustrate each one. When they are finished, they can share their work with a partner or the class.

For additional practice with the story grammar and vocabulary, use the model conversation(s) provided in the teacher preparation pages for each story unit. Model a conversation for students. After they are familiar with it, have them repeat it after you. Let pairs of students practice it. Then have children switch parts and act out the conversation. As a closing activity, ask students to change the conversation, following the grammar pattern but substituting other vocabulary words. Model if necessary.

Lesson Two

Use the story illustrations, flash cards, and any additional visual aids to review the story topic, vocabulary, and grammar presented in Lesson One. Encourage students to talk about the illustrations and what the story will be about. Then read Part 1 of the story to them. For students

who are already reading in English, provide a copy of the story and have them read silently as you read aloud. Ask the questions at the bottom of the page to check for comprehension.

Read Part 1 of the story again. Then ask students to say a sentence that tells something that happened in Part 1. Model a sentence for them, such as *The ant doesn't play*. Note that the stories are all written in the simple present tense. If your students are ready for additional verb tense work, try using the simple past tense for this activity. (*The ant didn't play.*)

As students contribute their sentences, write them on the chalkboard. Then help students read the sentences and sequence them to reflect the order of events in the story. Students who are not yet reading in English can do this activity if you read the sentences aloud as needed during the sequencing.

Students who are familiar with the future tense can talk about what they think is going to happen next. Have them draw or write their predictions and save them for the next lesson. After you have read Part 2 of the story, have students compare the story ending with their predictions.

For a simpler closing activity, have students draw pictures of the events and characters in Part 1 and share their work with a partner or the class.

Lesson Three

Use the story illustrations, flash cards, and any additional visual aids to review Part 1 of the story. Focus students' attention on any illustrations that show what is going to happen in Part 2 of the story. If students have made story predictions, review their work and talk about what they think is going to happen in Part 2. Elicit as much new vocabulary as possible and draw on students' prior knowledge and experiences.

Read Part 2 of the story aloud. If appropriate, distribute copies of Part 2 for students to follow along silently as you read aloud. Ask the questions at the bottom of the page to check for comprehension.

Read the story again, and then ask students a question such as, "What does the ant do?" Model a statement that answers the question, using the simple present tense. *The ant gives the grasshopper a scarf and a jacket.* Ask students to tell other things that the characters do, using simple present tense verbs. Use the flash cards, the story illustrations, or any additional visual aids to help students focus on the activity.

As students contribute their sentences, write them on the chalkboard under the heading *Happens All the Time*. When everyone has had a turn, help students read their sentences. If students are ready for additional verb tense work, continue with following suggestion. Make a new column and label it *Happened Already, Happening Now, or Going to Happen*. Have students change their sentences to fit the verb tense you have chosen. Write the revised sentences in the new column.

As a closing activity, have students draw a picture of their favorite character from the story. Let them share their work with the class and tell why they like this character the best. Students who are already reading and writing in English can write one or two sentences about why this is their favorite character.

A more advanced closing activity is to read sections from the story, leaving out key words for the students to fill in. First write a word list on the chalkboard and help students read the words with you. Place illustrations or realia next to the words for students who are not yet reading in English. Use the following as a model:

food	work	cold	play
-------------	-------------	-------------	-------------

Summer is here. It is a hot day. The grasshopper sings.

He likes to _____.

The ant likes to _____.

The grasshopper doesn't have any _____.

The grasshopper is _____.

Presenting the Moral

After students are familiar with the story and what happens to the characters, help them talk about the moral of the story. Begin by asking students what the characters do in the story. Ask students which characters they like best and help them tell why. Have students describe what each character does, and then ask them to decide if they like that behavior. Help students tell the moral in their own words, and then help them understand how each character learns or doesn't learn this lesson. Use the following conversation as a model when presenting the moral.

- Teacher:** (Show a visual aid from the story that illustrates who the characters are and what they do.) *Who do you see? What does (he/she) do?*
- Student:** *I see the (ant). The (ant works)*
- Student:** *I see the (grasshopper). The (grasshopper doesn't work).*
- Teacher:** *Who do you like? (Who do you want to be?)*
- Student:** *I like the (ant). I want to be the (ant).*
- Teacher:** *Why do you want to be the (ant)?*
- Student:** *The (ant works). The (ant has food).*
- Teacher:** *Do you want to be the (grasshopper)?*
- Student:** *I don't want to be the (grasshopper). The (grasshopper doesn't work). The (grasshopper doesn't have any food).*
- Teacher:** *Who learns something?*
- Student:** *The (grasshopper) learns something.*
- Teacher:** *What does the (grasshopper) learn?*
- Student:** *The (grasshopper learns that he has to work, too).*
- Teacher:** *What is the lesson in this story?*
- Student:** *There is a time for work and a time for play.*

Encourage students to put the moral into their own words. Students who are more advanced speakers can relate the moral to daily life.

- Teacher:** *When do you (work/play)?*
- Student:** *I work in school. I play after school.*

As a closing activity, have students draw a picture about the moral of the story and what the character(s) learned. Ask volunteers to share their work with the rest of the class. Students who are already reading and writing in English can write the moral of the story under their pictures.

Depending on the level of your students, this presentation may take additional time. If so, present the moral as a separate lesson.

Lesson Four

This lesson uses the practice page to review and reinforce the story, characters, and vocabulary. Use the flash cards, story illustrations, and any other visual aids to preview the material on the practice page. After students are familiar with the necessary vocabulary, grammar structures, and topics, show them a copy of the practice page. Have them talk about the pictures and the activity they will be doing. The practice pages include a variety of hands-on games, puzzles, and other activities.

Model how the page is to be completed. Then hand out copies of the practice page for students to complete in pairs or groups. Refer to the teacher preparation pages in each story unit for specific practice page guidelines and suggestions for activities to close Lesson Four.

Lesson Five

This lesson focuses on the application page. These pages provide a bridge between the ESL curriculum and the mainstream curriculum, using vocabulary, grammar, and topics that relate to content areas such as math, social studies, health, music, and science. Each page contains a story, poem, finger play, or activity that incorporates additional vocabulary related to a specific content area.

Begin the lesson with a warm-up activity that encourages students to tell what they already know about the application page topic. Then follow the suggestions in the teacher preparation pages for each unit and use one of the additional activities as a closing activity.

Lesson Six

This lesson focuses on the evaluation page, and checks students' comprehension of the story, vocabulary, and grammar objectives for the unit. Begin with a warm-up activity that allows students to review the characters and what happened in the story. Focus students' attention on the topic for this page and use the story illustrations, flash cards, or any additional realia that will help students draw on their past experiences. Encourage them to use complete sentences in the target verb tense and to use the vocabulary from this unit as much as possible. Next, tell students what activity they will be doing and model how the evaluation page is to be completed. Give each student a copy of the page and have them complete it according to the suggestions in the teacher preparation pages.

Have students work in groups to act out the story using the story dialogue. Students who have acquired more English can put the story into their own words or write their own dialogues. As an alternative activity, have students tell who their favorite characters are and why. Encourage them to talk about the moral of the story and what the character(s) learned. See Presenting the Moral in Lesson Three for additional suggestions.

To close the unit, ask students to complete the Now I Know page. Write *Now I Know* on the chalkboard and ask students to share details about the story. Draw or write down key words as students discuss what happened. Next, tell students that they are going to either draw or write about what happened in the story. Give each student a copy of the Now I Know page (see page 19), and model how to complete it. Students can draw about some aspect of the story or illustrate key vocabulary words they have learned. The lines at the bottom of the page are provided for students who have acquired more English. Have these students write about their drawings and about what they have learned in the story unit.

Additional activities are provided in each story unit so you can create lessons that best suit the needs of your students. Use these activities as warm-ups, closing activities, or for additional practice in an area that you need to reinforce. Begin each activity by showing students visual

aids that relate to the topic. Have them talk about what they see. Next, tell them what activity they will be doing and model how the activity is done. After students have completed the activity, have them talk about it and, if possible, tell how it relates to the story.

Students who have acquired more English will enjoy the writing exercises that focus on the story, vocabulary, comprehension, and a specific reading skill—usually rhyming words. Again, do a warm-up with students as described above and explain what the activity entails. Have students complete the activity with a partner, and then share their work with the class.

The evaluation page of the story, “The Boy Who Cries Wolf,” is a “bingo” board that can be used with any of the stories in a few different ways. If possible, make enlarged copies of the board for each student. Then, make reduced copies of the appropriate flash cards found at the back of the book and have students paste them in a random order on their bingo boards. Provide students with markers, such as paper clips, and play bingo in the usual way.

Students who have acquired more English can play a more challenging game. Review the vocabulary for the bingo game using the corresponding visual aids/realia and write the words on the chalkboard. Have students copy the words, in a random order, in the spaces on their bingo boards. Then, either read or show the visual aid for the word and have students play bingo in the usual way.

Unit Planning Guide

Story: _____ Date: _____

Class: _____

Words that Students Already Know

Words that I Need to Teach

Grammar/Lexical Frames that Students Already Know

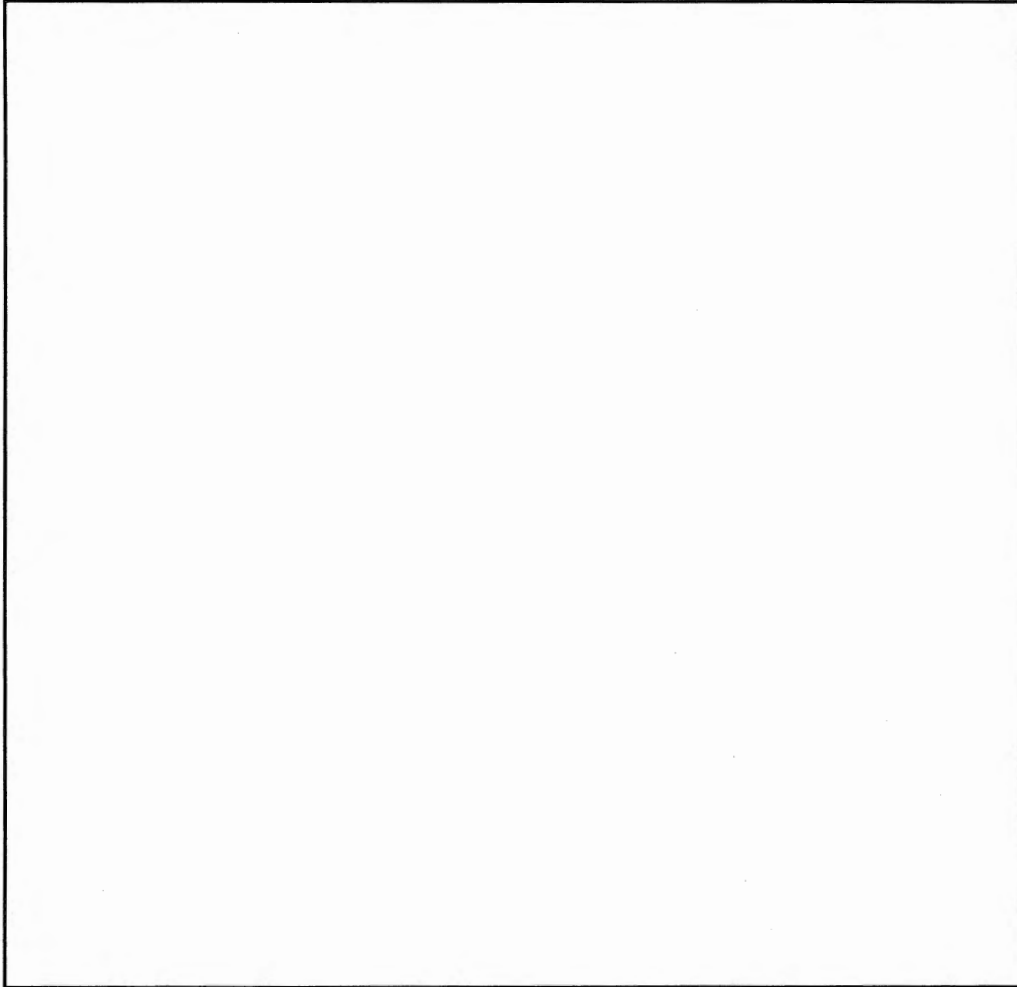
Grammar/Lexical Frames that I Need to Teach

Now I Know

Name: _____

Story: _____

Draw or write about the story.



Overview

Story Synopsis

An ant and a grasshopper are friends. While the ant works hard all summer, the grasshopper dances and sings. When autumn comes, the ant is still working and the grasshopper is still playing. When winter arrives, the ant is in his house. The ant has been preparing, is warm, and has food to eat. The grasshopper, who hasn't been preparing, is outside with no food and no warm clothing. The ant has no food for the grasshopper, but gives him a scarf and a jacket. The grasshopper decides that it is time to work if he is going to make it through the winter.

Suggested Moral Presentation: *There is a time for work and a time for play.* See Presenting the Story Units, Lesson Three for additional suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use regular verbs and the verb *to be* in the simple present tense
- to use predicate adjectives and nominatives
- to tell what one does and doesn't like to do
- to use singular and plural nouns
- to answer questions with *who*, *what*, *how*, and *why* in the simple present tense
- to use *have to* and *like to* + the base form of the verb
- to talk about the weather and seasons
- to talk about clothing and what one wears

The Ant and the Grasshopper

Getting Ready to Read

Warm-Up

Show students pictures of a real grasshopper and ant. Encourage students to tell what they know about the insects. Then show them the illustrations on pages 30, 31, and 32. Ask volunteers to tell what they see in the pictures. Help them find and identify the grasshopper and the ant and to talk about what these characters are doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about the story of the Ant and the Grasshopper or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess what happens when winter comes. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
*dance	*ant	cold	autumn
feel	food	cool	spring
open	*grasshopper	hot	summer
play	hat	hungry	winter
wear	*jacket	tired	
work	*pants	warm	
	*scarf		
	*shorts		
	*sweater		

Grammatical Structures: simple present tense, singular and plural nouns, predicate adjectives and nominatives

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have them switch parts. Let volunteers act out the conversation for the class. As a closing activity, encourage students to talk about how they feel using the predicate adjectives *cold*, *cool*, *hot*, *hungry*, *tired*, *warm*.

Student 1: *How do you feel?*

Student 2: *I feel (cold).*

Student 1: *(She) feels (cold).*

Monitor students' pronunciation of the final *s* in *feels*, checking for the /z/ sound.

Use the suggestions on page 10 of Presenting the Story Units when working with singular and plural nouns. Help students pronounce the plural of scarf correctly, using the /v/ sound. For students who are already reading and writing in English, help them see that this plural is formed by changing the *f* to a *v* and adding *-es*. Help students see that shorts and pants are always used in a plural form.

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Ant and the Grasshopper.” Present the moral after students have listened to or read the story and talked about what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

The Practice Page focuses on naming clothing items and telling how they relate to the story. As a warm-up, review clothing words, using visual aids or realia. When applicable, ask how the clothing item relates to the story. Show students page 33, and model the following conversation.

Teacher: *What is it?*
Student: *It is a (sweater).*
Teacher: *What are they?*
Student: *They are (shorts).*

Have students repeat the correct responses after you. Give students the opportunity to practice the conversation. Next, help students find the clothing items that are in the story. Model the following conversation and have students practice it in pairs.

Student 1: *What does the (ant) wear?*
Student 2: *The ant wears a (sweater).*

Check students' pronunciation of the final /s/ in *wears*.

Give each student a copy of the Practice Page, and tell students to listen carefully. Tell them that they are going to circle the picture that you name. Have them circle the pictures of the following words: 1) *shorts*, 2) *jacket*, 3) *sweater*, 4) *hat*. Model if necessary.

As a closing activity, have students tell what they are wearing. Model the activity by pointing to a piece of clothing that you are wearing and say, "It is a (sweater)." Have students continue to take turns naming clothing items that they are wearing.

Presenting the Application Page

As a warm-up for the activity on the Application Page, review the vocabulary for seasons and weather by using visual aids from the story. Give each student a copy of the Application Page. Ask them to describe the weather shown in each section of the weather wheel and to identify the seasons in each illustration. Direct students' attention to what is happening outside your classroom. Have students describe the day's weather and current season and how it relates to the story. Then, encourage students to talk about each of the weather pictures on the weather wheel and how they relate to the story. Show students how to assemble the weather wheel. Have them work in groups or in pairs. Hold up your weather wheel and spin it. Ask, "What is the weather

like?" Help students respond by modeling, "It is (hot)." Have students identify the seasons. *What season is it? It is (summer).*

Have students take turns asking and answering, using this model. If time is a concern, prepare one weather wheel for each group, and have students take turns using it to complete the activities on the Application Page.

Focus students' attention on the bottom of the page. Help them read and answer the questions. Have them find the pictures on the wheel that show what the weather is like today, and ask them what season is shown. As a closing activity, have students draw pictures about the day's weather and season on a separate piece of paper. Ask volunteers to talk about their pictures with the rest of the class.

Presenting the Evaluation Page

As a warm-up activity, review the clothing vocabulary from this unit, and invite students to talk about the clothing items in "The Ant and the Grasshopper." Show students a copy of the Evaluation Page for this unit and a copy of the page with the clothing items cut out. Put different clothing items on the ant and the grasshopper. Model the following conversation and have students practice it with you. Give students a copy of the Evaluation Page and have them cut out the clothing items and the ant and the grasshopper. Have them work in pairs, putting different clothing items on the ant and the grasshopper. Have them take turns acting out the conversation.

Student 1: *What does the (grasshopper) wear?*

Student 2: *The (grasshopper) wears a (scarf).*

Children who have acquired more English skills can also include the season.

Student 2: *The (grasshopper) wears a (scarf) in the winter.*

Monitor students' pronunciation of the final /s/ when saying the word *wears*.

As a closing activity, ask volunteers to dress their favorite character and tell what he wears.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Draw. What is the weather like today?

Give each student a piece of drawing paper, and have them draw a picture about today's weather. Have them share their drawings with a friend or with the class by asking and answering as follows.

Student 1: *What is the weather like?*

Student 2: *It is (windy) today.*

The Seasons

Have students use the weather wheel and tell what each character does during the seasons. *It is (summer.) The (ant) (works).* Answers will vary and allow individual conversation development. Have students talk about the seasons for your geographical area. Have them draw pictures for each one and share it with a friend or the class.

Student 1: *What season is it?*

Student 2: *It is (summer).*

Student 1: *What is the weather like?*

Student 2: *It is (hot).*

Students who have acquired more English can tell what they do.

Student 1: *What do you do?*

Student 2: *I (swim).*

What Season Comes Next?

For students with more advanced vocabulary, have them spin the weather wheel and tell what happens and what will happen next in the story.

Student: *The ant works in the autumn. The ant is going to have food in the winter.*

Sorting: Seasons/Weather Stations/Clothing

Set up "Seasons/Weather" Stations. Using realia or visual aids, have students sort the clothing items according to season.

Make a Clothes Line

Have students draw clothing items (or use the clothing items on the Practice Page in this unit) and make "clotheslines." Have them "hang" their clothes by stapling or taping them on string lines. Have students talk about their work with a friend. Hang their work in the classroom for everyone to share and admire.

Write About It: Story Comprehension

Write the following word list and sentences on the chalkboard. Help students read and complete the sentences with the correct rhyming words. As a closing activity, ask volunteers to take turns reading the completed sentences.

cold	hot	plays	works
-------------	------------	--------------	--------------

1. The grasshopper _____ all day.
2. The ant _____ all day.
3. It is _____ in the summer.
4. It is _____ in the winter.

Act It Out

As a warm up, review the story with students using the illustrations from the story and any additional visual aids. Model and have students practice the following conversation with you. After they are familiar with it, invite volunteers to come up and take the parts of the ant and the grasshopper and act out the story for the class. If time permits, make puppets by gluing the pictures of the ant and the grasshopper (from the Evaluation Page) on paper bags or by attaching craft sticks to the backs of the pictures. Help students dress the characters correctly and act out the story.

Ant: *I work all spring. I find food for the winter.
What do you do?*

Grasshopper: *I play. I don't like to work. Winter is not here.*

Ant: *I work all summer. I put away food for the winter.
What do you do?*

Grasshopper: *I sing. I don't like to work. Winter is not here.*

Ant: *I work all autumn. I put away food for the winter.
What do you do?*

Grasshopper: *I dance. I don't like to work. Winter is not here.
(Grasshopper goes to Ant's house.)*

Ant: *Winter is here. Grasshopper, what do you want?*

Grasshopper: *I want some food, please. I am cold.
May I come in?*

Ant: *No. I don't have any food for you.
Here is a scarf and a jacket. Go work.*

Grasshopper: *It is time to work now. I need some food.*

Present Progressive Tense: "What are you wearing?"

If your students are ready for additional verb tense work, have them participate in the following activity. Write two column headings on the chalkboard: *Happens All the Time* and *Happening Now*. Ask questions and elicit answers as follows.

Teacher: *What do you wear in the winter?*

Student: *I wear (pants) in the winter.*

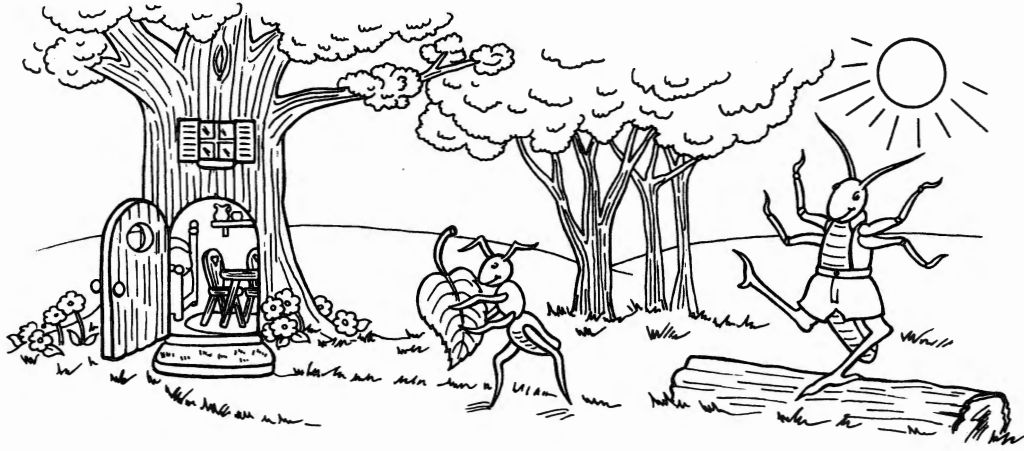
Write each student's response in the first column. Then, elicit responses for the second column.

Teacher: *What are you wearing now?*

Student: *I am wearing (pants).*

Help students see the difference between the two tenses and understand when to use them. Continue in the same manner, providing additional examples. Include examples with the pronouns *I, you, we, they, he, she, it*.

Have students generate similar sentences using the characters and clothing items on the Evaluation Page.



The Ant and the Grasshopper, Part 1

Here is an ant and a grasshopper, too.
Here is a story about what they do.

Summer is here. It is a hot day.
The ant sings a song. The ant doesn't play.

"Summer is here. I work all day.
I do not have time to dance and play.
Winter comes fast. I know what to do.
Grasshopper can you work, too?"

Summer is here. It is a hot day.
The grasshopper sings. He likes to play.

"Oh, little ant, summer is here.
I don't like to work very hard, my dear.
The day is hot. I am happy. I play.
Winter is very far away."

Autumn is here. It is a cool day.
Ant sings a song. The ant doesn't play.

"I am ready for winter, oh grasshopper, dear.
You can work, too. Winter is near.
You need to have food. Come, let me help you.
Come, grasshopper. I know what to do."

Autumn is here. It is a cool day.
Grasshopper sings. He likes to play.

"I don't have to work now. It's autumn you know.
It isn't winter. I don't see snow.
I like to dance. I like to play.
I don't want to work hard today."

Tell What You Know

1. Who works?
2. Who plays?



The Ant and the Grasshopper, Part 2

Winter is here. It is a cold day.
Grasshopper's not happy. He doesn't play.



"Oh, ant, I am cold.
What can I do?
I want to come in. I want to eat, too.
Please open the door. I'm hungry. I'm here.
The snow is so cold. Oh, help me! Oh, dear!"

Winter is here. It is a cold day.
Ant sings a song. Now he can play.

"Oh, grasshopper, grasshopper, what can I do?
I have food for me. I have no food for you.
Winter is here. You have to work, too.
Here's a scarf and a jacket. That is all I can do."

Winter is cold. Spring isn't here.
Grasshopper says, "Oh dear, oh dear."

"It's not time to dance. It's not time to play.
Winter is here. It is a cold day.
It is time to work hard. I know what to do.
The ant works hard. I can work hard, too."

Tell What You Know

1. What does the ant do?
2. What does the grasshopper do?



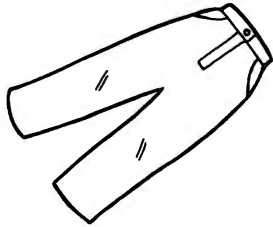
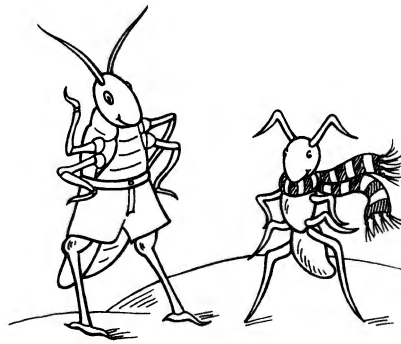
Practice Page

Ask and answer. Work with a friend.

What is it?

What are they?

Listen. Circle.



1.

pants

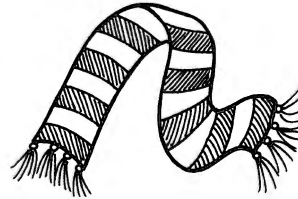


shorts



2.

jacket

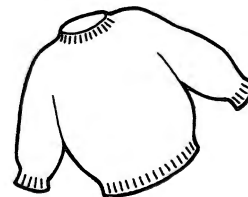


scarf



3.

shorts

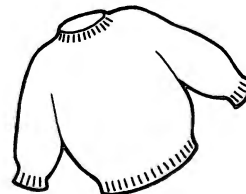


sweater



4.

hat



sweater

Ask and answer.

What do you wear? Tell a friend.

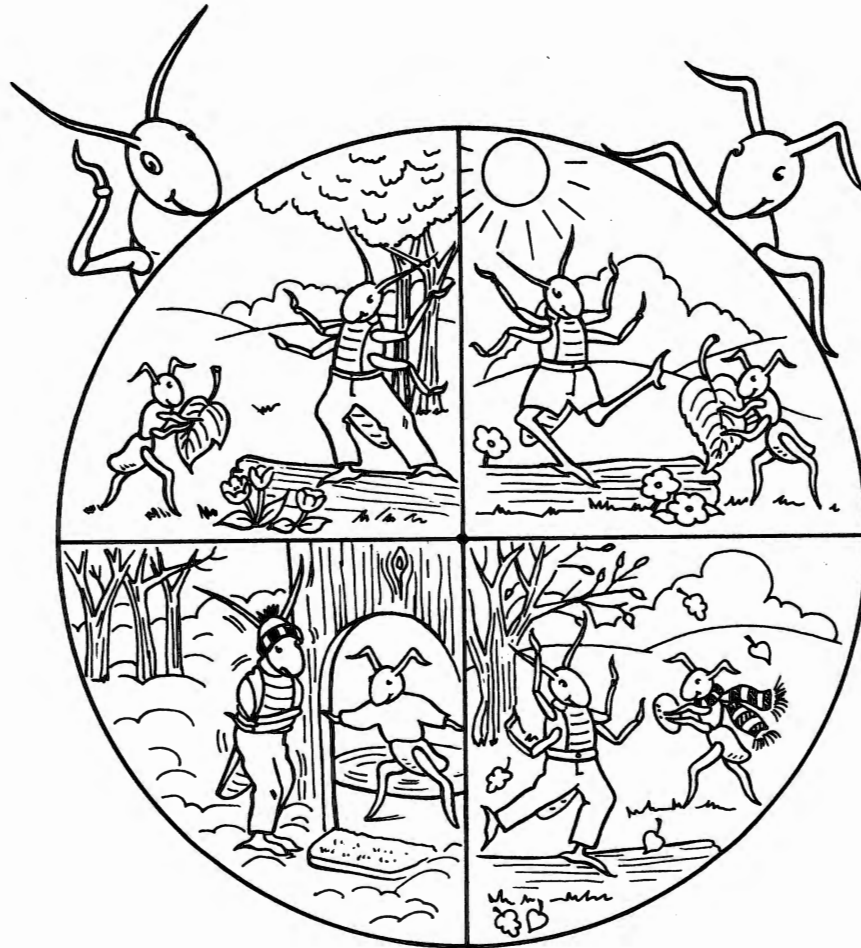
Application Page

What season is it?

What does Ant do?

What does Grasshopper do?

Is it hot? Is it cold?



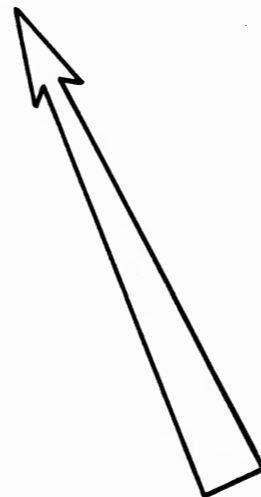
You will need one of these.



Draw. Use your own paper.

What is the weather like? What season is it now?

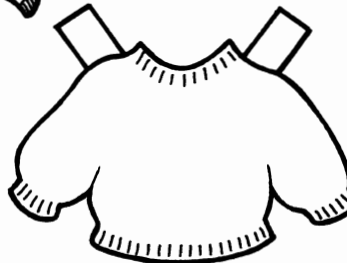
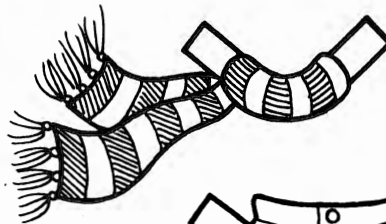
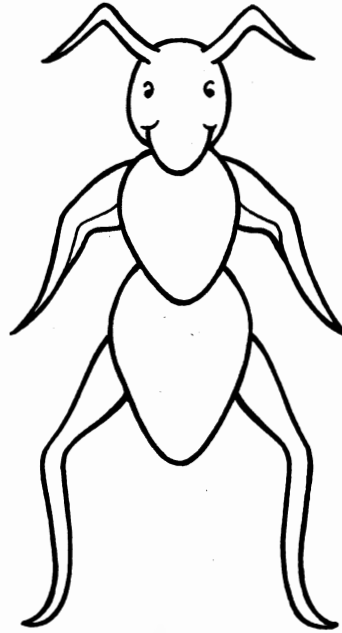
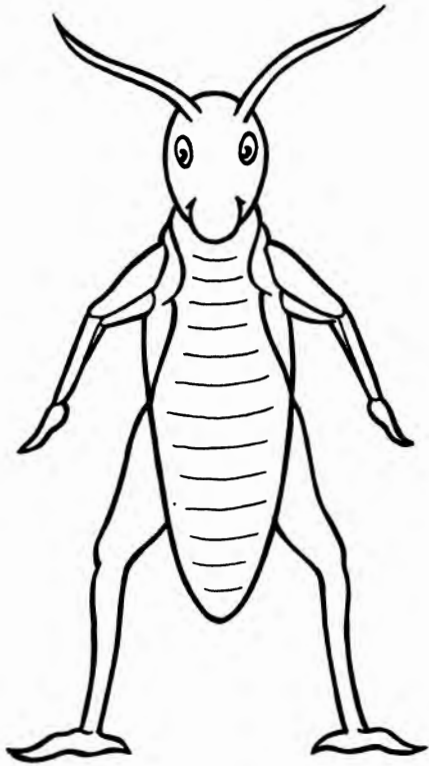
Tell a friend.



Evaluation Page

Cut. Dress. Ask and answer.

What does the ant wear? What does the grasshopper wear?



Overview

Story Synopsis

The Wind and the Sun live in the sky. One day, the Wind tells the sun that he is very strong. The Sun says that he is strong, too, but the Wind decides that he is the stronger of the two. The Sun devises a plan to see who is stronger. The Sun tells the Wind to make the man on the ground below them take off his coat. No matter how hard the Wind blows, the man just pulls his coat tighter around himself. Finally, the Sun tells the Wind to stop blowing and watch. The sun begins to shine softly at first, and then becomes very hot. The man on the ground takes off his coat and folds it up as a pillow. The man falls asleep. When the Sun is finished, he explains that he can be strong and gentle at the same time.

Suggested Moral Presentation: *You can be strong and gentle at the same time.* See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use regular verbs and the verb *to be in the* simple present tense
- to use predicate adjectives
- to understand the comparative form of the adjective *strong/stronger*
- to answer questions with *who, what, how, and why* in the simple present tense
- to tell what one does
- to use *wear* in the present progressive tense
- to talk about the weather
- to say and act out a finger play
- to count to five forward and backward
- to complete a maze

Getting Ready to Read

Warm-Up

Show students pictures of weather that depict “sunny” and “windy.” Encourage students to tell what they know about the weather in these pictures. Then show them the illustrations on pages 44 and 45. Ask volunteers to tell what they see in the pictures. Help them find and identify the man, the wind, and the sun, and to talk about what each is doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about the story of The Wind and the Sun or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess who makes the man take off his jacket. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
blow	hood	angry	gently
fall asleep	*jacket	bright	hard
shine	man	cold	
sit	sun	gentle	
zipper	sky	hot	
	wind	proud	
		strong/stronger	

Grammatical Structures: simple present tense, present progressive tense of the verb *to wear*, singular and plural nouns, predicate adjectives

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have students switch parts. Let volunteers act out the

conversation for the class. As a closing activity, encourage children to talk about how they feel using the predicate adjectives *cold*, *cool*, *hot*, *hungry*, *tired*, *warm*.

Student 1: *How do you feel?*

Student 2: *I feel (cold).*

Student 1: *(She) feels (cold).*

Monitor students' pronunciation of the final *s* in *feels*, checking for the /z/ sound.

When presenting the verb *to wear* in the simple present tense, include time-frame indicators such as, "all the time, in the winter," and so on. Help students understand that they can talk about what they wear "in the winter," "all the time," and so on, using the simple present tense.

If your students are ready for additional verb tense work, practice the present progressive tense by first reviewing clothing items with students. Then say, "I am wearing a shirt. I am wearing pants." and so on. Model similar sentences for students to practice with you, and then ask, "What are you wearing now?" Encourage students to answer using the present progressive tense, "I am wearing a (shirt)." Including *now* tells students the time frame for this tense.

Model the following conversation for students. After they are familiar with the conversation, have them repeat it after you one part at a time. Have students take turns being Student 1 and Student 2. Ask volunteers to act out the conversations. As a follow-up activity, encourage students to ask questions that fit this format.

Student 1: *What are you wearing?*

Student 2: *I am wearing (shorts).*

Student 1: *(She is) wearing (shorts).*

Write the following column headings on the chalkboard, *Now* and *All the Time*. Help students generate sentences about what they are doing right now and write them in the correct column. Include the indicator, *now*, for each sentence. Next, help students change these sentences using *all the time* and simple present tense.

Example:

Now

I am reading now.

All the Time

I read after school.

(I read all the time.)

Have students take the parts of the wind and the sun and act out the verbs *blow* and *shine*. Have other students pretend to put on a jacket and zipper and unzipper it. At this time, introduce the adverb *gently*. Have students “shine” and “blow” gently at first and then hard. It is not expected that students will learn the concept of adverbs at this time, but will understand what the words *gently* and *hard* mean.

The comparative form of the adjective *strong/stronger* is presented in this story unit. Act out the adjective *strong* for students and model *I am strong* by holding up a (heavy stone). Have a student come up and act out the adjective *strong* in the same way. Next, show students a pile of heavier stones. Pick them up, and say, “I am stronger than (Bob).”

Illustrate other adjectives such as *tall/taller* and *small/smaller*. Help students use the correct form by adding the final *-er* to the adjective plus *than*. Students who have acquired more English can use substitutions for this form such as *big/bigger*, *thin/thinner*, *fat/fatter*, *hot/hotter*, *cold/colder*.

Write the adjectives in two columns on the chalkboard to show the contrast between the spellings. Help students read the words and use them in sentences. As a closing activity, line up students in size order and generate sentences about students, using *taller* and *smaller*. Use the following model conversation.

Student 1: *I am (taller) than (Greg).*

Student 2: *I am (smaller) than (Alex).*

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Wind and the Sun.” Present the moral after students have read or listened to the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

As a warm-up activity, focus students’ attention on the story illustrations. Have them talk about the pictures and tell what each character does. Help them retell the story in their own words using the pictures as a guide. Point out the cause-and-effect relationships between what the man does and what the wind and sun do.

Help students decide where to paste the pictures so they reflect what happened in the story. Then, model cutting and pasting the illustrations in the boxes. Have students work in pairs or groups to complete the activity.

When they are done, focus students’ attention on the bottom of the page and help them read the question. Prompt discussion about who is stronger, the wind or the sun, and why. Model the following conversation for students. Have students work in pairs, taking turns as student 1 and student 2. As a closing activity, ask students to tell who they think is stronger, the sun or the wind, and why. Accept all reasonable responses as students’ opinions may vary.

Student 1: *Who is stronger?*

Student 2: *The (sun) is stronger.*

Student 1: *What does the sun do?*

Student 2: *The sun makes the man take off his coat./The sun is warm.*

Presenting the Application Page

Focus students' attention on the illustrations and have them talk about what they see. Discuss how the illustrations relate to "The Wind and the Sun." Read the finger play and act it out for students. Then, read and act out each stanza separately, and have students do the finger play with you. Practice counting forward and backward from 1–5. Model if necessary. When students are familiar with the finger play, and can act it out as you say it, have them repeat each stanza after you and act it out. As a closing activity, ask volunteers to say the finger play as the rest of the class acts it out. For students who are already reading in English, give them a copy of the finger play and have them read along with you.

As a closing activity, have students talk about the finger play and how it relates to the story. Accept all reasonable responses as students' opinions may vary.

Teacher: *Who is stronger, the wind or the sun?*

Student: *The (wind) is stronger.*

Teacher: *What does the wind do?*

Student: *The wind blows and the children go away.*

Presenting the Evaluation Page

Show students a copy of the maze. Have them talk about the pictures and retell the story using the illustrations as a guide. Show them how to complete the maze. Give a copy of the maze to each student, and have them complete it independently. Ask volunteers to tell the story for the class as they go through the maze. As a closing activity, focus students' attention on the bottom of the page. Help them read and answer the question, using the model below.

Teacher: *Who is stronger?*

Student: *The (sun) is stronger.*

Teacher: *What does the (sun) do?*

Student: *The (sun) shines./The sun makes the man take off his coat./ and so on*

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

As a warm-up activity, review the clothing items from the story with students. Have students identify clothing in the story illustrations. Then, give the following commands, and have students act them out.

1. Put on your jacket.
2. Close your jacket.
3. Put up your hood.
4. Zipper your jacket.
5. Unzipper your jacket.
6. Take off your hood.
7. Open your jacket.
8. Take off your jacket.

As a closing activity, ask volunteers to give the commands for the class.

Dress-Up Race: Present Progressive Tense

As an additional warm-up activity, bring in two jackets, two hats, and two pairs of mittens or gloves. Have students identify the clothing. Then, make two piles and have two students put the clothes on as fast as they can. They must zipper or button the jackets in order for it to “count.” The first student to finish wins. When they are finished, have them identify the clothing items and what they are wearing.

Student: *I am wearing a (jacket).*

Act It Out

Use the illustrations on the Practice Page for this unit to make puppets. Glue the pictures on paper bags or attach craft sticks to the backs of the pictures. Have students take turns using the two puppets to act out the story as you read it to them. When they are familiar with the story, ask volunteers to be the sun and the wind and to act out the story using their own words, or model and teach the following dialogue.

The Wind: *I am so strong.*

The Sun: *I am strong, too.*

The Wind: *No, you are wrong.*

The Sun: *Can you make the man take off his coat?*

The Wind: *Yes, I can. Watch me blow.*

(The wind begins to blow, softly at first and then very hard.)

The Man: (Pulls his coat around himself and then zippers it and puts up his hood.) *I am cold!*

The Sun: *Stop. Watch me.*

(The sun shines brightly and the man unzippers his coat, takes off his hood, and then takes off his jacket. He makes a pillow out of the jacket and lies down to take a nap.)

The Wind: *Now I am angry!* (The wind blows away.)

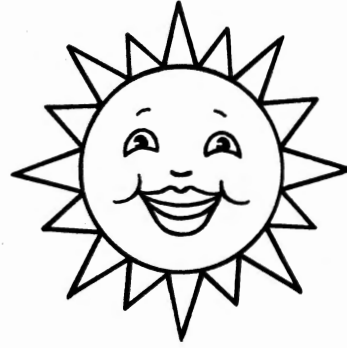
The Sun: *I can be strong and gentle at the same time.*

Writing Activity: Rhyming Words

Write the following sentences and word list on the chalkboard. Help students read and decide which rhyming word makes each sentence correct. Give each student a piece of writing paper. Have them copy and fill in the correct words. As a closing activity, ask volunteers to share their work.

goes	good	ground	day
------	------	--------	-----

1. The Wind lives up in the sky far away.
He blows and he blows everything every ____.
2. The Sun shines gently, the man takes off his hood.
The man looks around. He thinks this is ____.
3. The Wind is angry. He blows and he blows.
He goes far to the north, that's how far he ____.
4. The Wind blows gently. The man looks around.
He closes his jacket. He sits on the ____.



The Wind and the Sun, Part 1

The Wind lives up in the sky far away.
He blows and he blows everything, every day.

The Big Yellow Sun lives in the sky far away.
He warms everything as he shines every day.

One day, the Wind says, "Sun, do you know?
I am stronger than you, just watch me blow!"

The Sun looks and says, "Do you see what I do?
I shine very brightly. I am stronger than you."

The Wind starts to laugh, "I am stronger than you!
There are so many things that the sun cannot do!"

The Sun says, "OK. Do you see that tall man?
Make him take off his jacket. Let's see if you can."

The wind says, "Sun, I know that I can
Blow that jacket right off that man!"

The Wind blows gently. The man looks around.
He closes his jacket and sits on the ground.

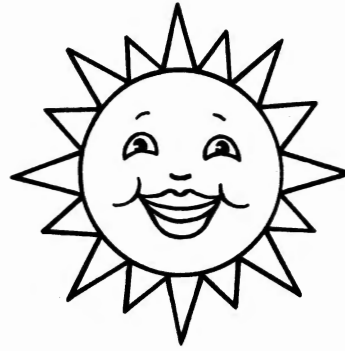
The Wind blows hard. The man puts on his hood.
The man says, "Oh no! This isn't good!"

The Wind is angry. He blows as hard as he can.
 "I will zipper my jacket. I am cold," says the man.

Tell What You Know

1. What does the Wind do?
2. Is the Wind strong?





The Wind and the Sun, Part 2

The Warm Yellow Sun says, "Wind, it's my turn.
Stop all your blowing. Please watch and learn."

The Sun shines gently. The man takes off his hood.
The man looks around and says, "This is good."

The Warm Yellow Sun shines some more on the man.
"I can open my jacket," says the man, "Yes, I can."

The Warm Yellow Sun says, "I am almost done.
I can shine very brightly and be warm," says the Sun.

"The Sun is so hot," says the very tall man.
"I can take off my jacket now. Oh, yes I can."

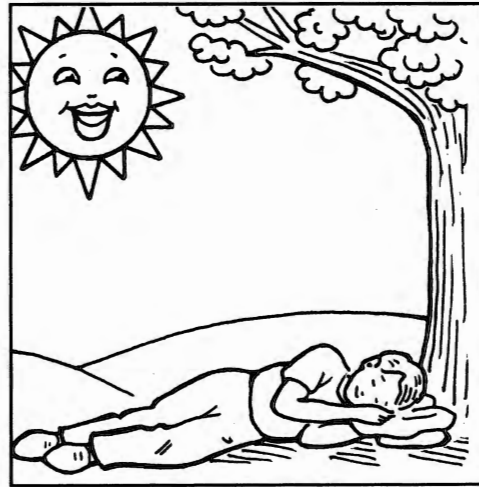
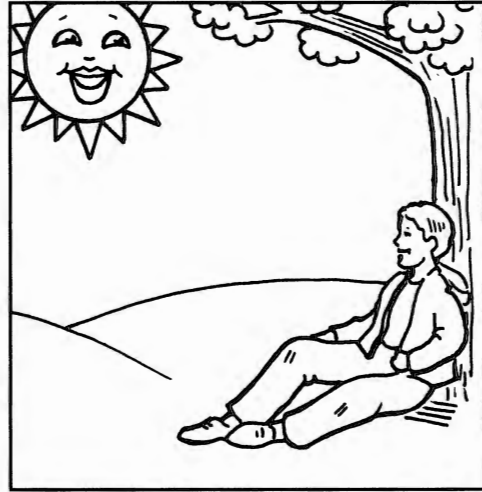
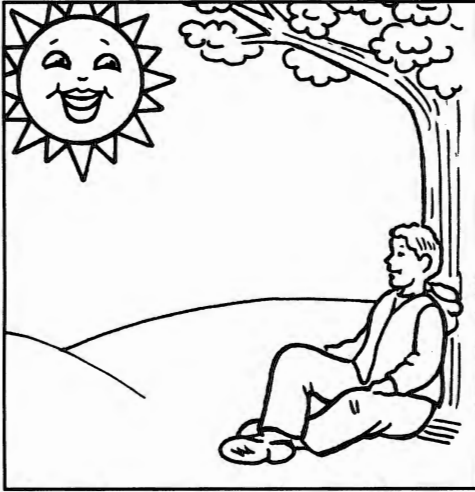
The man falls asleep. The sun shines and shines.
The sun looks at the wind and says, "Now all is fine."

The wind says, "Sun, you are stronger than I."
The wind blows away and calls out, "Good-bye!"

The sun smiles and says, "I know what to do.
I can be gentle and strong. Do you think you can, too?"

Tell What You Know

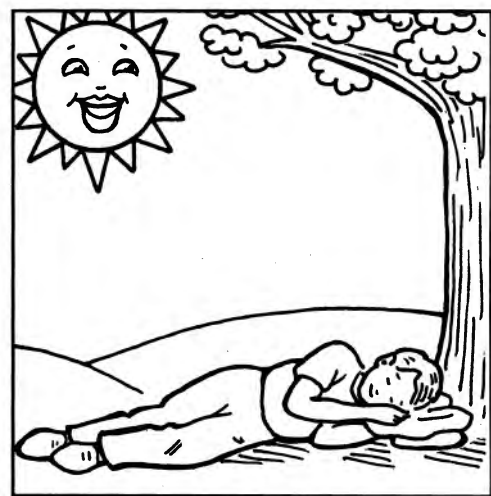
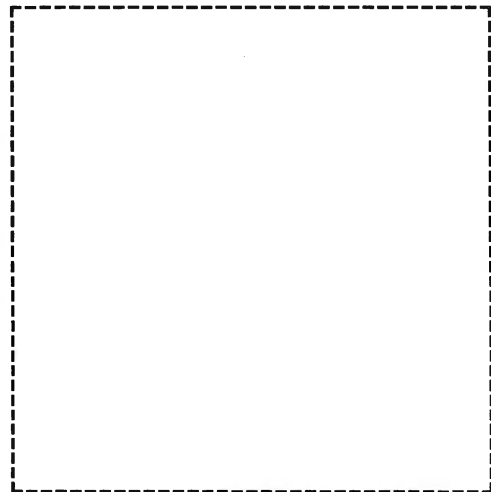
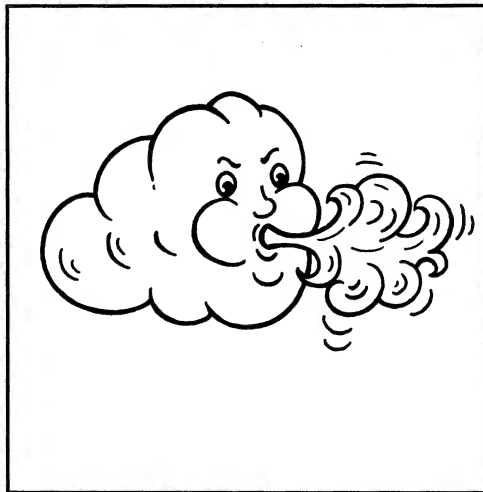
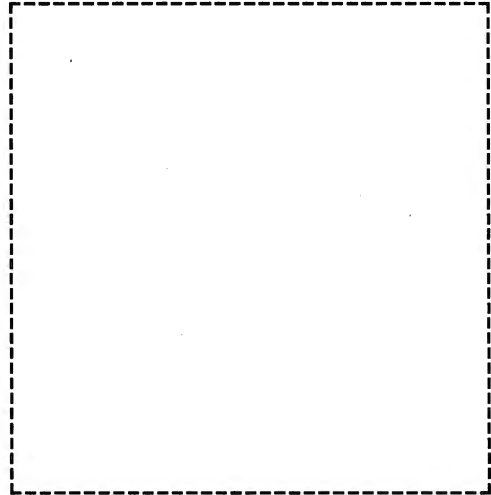
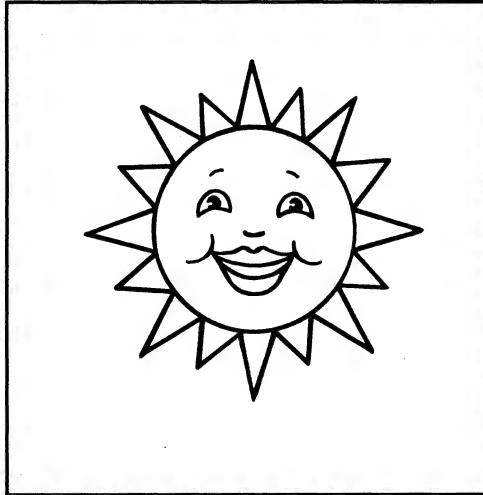
1. What does the sun do?
2. Is the sun strong?



Practice Page

Cut and paste. Tell the story.

What does the Wind do? What does the Sun do?



Application Page

Count, say, and play!



1, 2, 3, 4, 5, let's go!
5, 4, 3, 2, 1, oh no!



Five little children
standing by the
front door.

The wind starts to blow,
Now there are four.



Four little children
getting cold as can be.
The wind blows some
more. Now there are
three.



Three little children,
what should they do?

The wind blows so
hard, now there are
two.



Two little children, is
the wind done?
The wind blows some
more. Now there is
one.



One little child, where
is the sun?

The wind is blowing.
Now there are none.

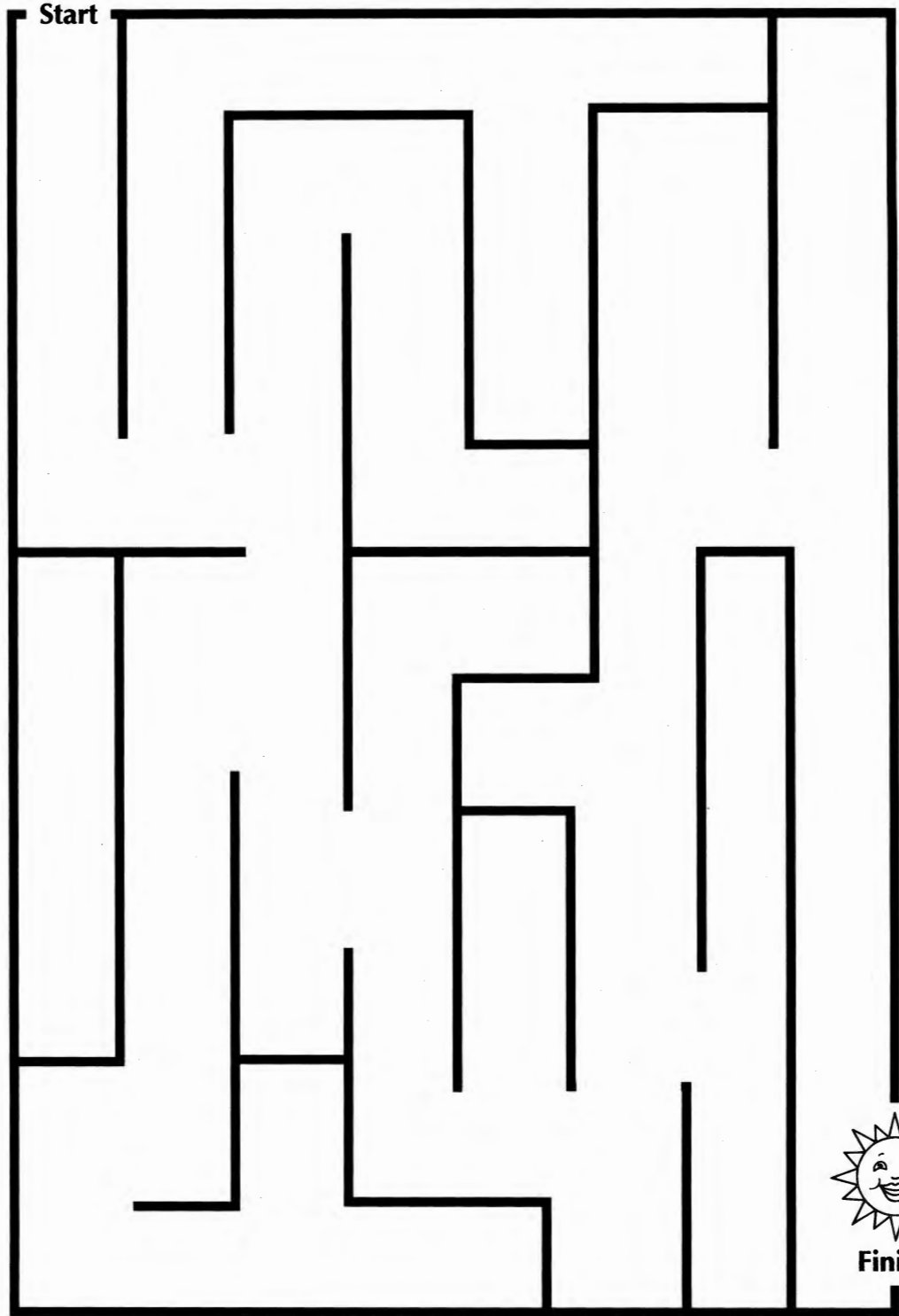


Out comes the sun and what do I see?
Five little children, as warm as can be!

1, 2, 3, 4, 5, it's fun!
5, 4, 3, 2, 1, we're done!

Evaluation Page

Do the maze. Tell the story. Who is stronger?



Story Synopsis

A lion and a mouse live in the jungle. One day the mouse runs over the lion's toe and wakes him up. The lion is furious, and tells the mouse that he is going to make a stew out of him. The mouse pleads for his life. He tells the lion that he would like to be his friend and, someday, be able to help him. The lion frees the mouse. Not long after this, the lion gets caught in a trap made by a hunter. The mouse hears the lion calling. He chews a big hole in the trap, and sets the lion free. The lion thanks the mouse, and is glad that he has such a good friend.

Suggested Moral Presentation: *All acts of kindness, no matter how small, should be appreciated.* See Presenting the Story Units, Lesson 3 for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use regular verbs and the verb *to be* in the simple present tense
- to use predicate adjectives
- to answer questions with *who*, *what*, *how*, and *why* in the simple present tense
- to use ordinal numbers *first* to *fifth*
- to talk about friendships
- to tell what one does
- to use *please* when asking for help
- to use *thank you* and *you are welcome* when showing gratitude
- to say and act out a finger play
- to talk about order using ordinal numbers

Getting Ready to Read

Warm-Up

Show students pictures of a real lion and a real mouse. Encourage children to tell what they know about the animals. Then show them the illustrations on pages 59 and 60. Ask volunteers to tell what they see in the pictures. Help them find and identify the lion, the mouse, and the hunter, and talk about what each is doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about the story of The Lion and the Mouse or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess what happens to the lion after it is captured. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
call out	friend	afraid	ordinal numbers:
catch/caught	hunter	angry	first
chew	jungle	asleep	second
*cry	*lion	happy	third
do	*mouse	hungry	fourth
*eat	nap		fifth
help	*rope		
*jump	stew		please
live	*toe		thank you
make	trap		
*run		can	
talk		can't	
weep			

Grammatical Structures: simple present tense, ordinal numbers, predicate adjectives

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have students switch parts. Invite volunteers to act out the conversation for the class. As a closing activity, encourage students to talk about how they feel using the predicate adjectives *cold, cool, hot, hungry, tired, warm*.

Student 1: *How do you feel?*

Student 2: *I feel (happy).*

Student 1: *(She) feels (happy).*

Monitor students' pronunciation of the final *s* in *feels*, checking for the /z/ sound.

Ordinal numbers are presented on the Application Page. It is important for students to understand the concept of ordinal numbers, but not to master this concept until they are ready. As an introduction to this concept, line students up in groups of five. Have them repeat the ordinal numbers after you as you point to each student in line. *You are (first)*. You might give each student a number in order for them to better understand the concept. Have students practice the new vocabulary after you. As a closing activity, ask each group to tell you where they are standing in line. *I am (first)*.

Model the following conversation for students. After students are familiar with the conversation, have them repeat it after you one part at a time. Have students take turns being Student 1 and Student 2. Ask volunteers to come up and act out the conversations. As a follow-up activity, encourage students to ask questions that fit this format.

Student 1: *Please help me (find my book).*

Student 2: *I can help you (find your book).*

Student 1: *Thank you.*

Student 2: *You're welcome.*

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Lion and the Mouse.” Present the moral after students have read or listened to the story and participated in a discussion of the story. See Presenting the Story Units, Lesson Three for suggestions. Help students understand the meaning of the word *caught* in the story by acting it out. Play “catch” with the students and model sentences such as “The ball is caught.” Help students see the relationship between *catch* and *caught*. Students should not be expected to use sentences in the passive voice at this time, but to understand the meaning of the word in the story.

Presenting the Practice Page

As a warm-up, show students the illustrations from the story. Have them talk about what happened to each of the characters. Show them the Practice Page and have them talk about the pictures. Help them retell the story using the flash cards as a guide. Show students how to cut out the flash cards and then work in groups to complete the task. Choose and model one of the following games for students to play.

Match It Place two sets of cards on a table, facedown. Have students take turns turning over two cards at a time. If the cards match, students get to keep them. Encourage students to identify the cards as they turn them over. The player with the most pairs at the end of the game wins. As a closing activity, have students name all of their pairs.

Look Place a set of cards on a table or chalkboard ledge. Have students name each flash card. Have them close their eyes, then take one card away. Ask students, “What’s missing?” Encourage them to answer in complete sentences. As a closing activity, play the “Give Me” game. Instruct each student to give you a card. *Give me the lion, please.* Students must find the card and give it to you.

Sequence Students can work in pairs or groups. Show them how to sequence the cards so they retell the story. Give students a piece of construction paper and have them paste the cards in the correct sequence. As a closing activity, invite students to retell the story to their classmates, using the flash cards. Review the ordinal numbers on the Application Page. Ask, "What happened first?" Invite a volunteer to hold up the appropriate flash card. Encourage students to answer in complete sentences: *The lion sleeps first.* and so on. Model if necessary.

Puppet Shows: Act It Out! Use the flash cards to make puppets. Have students glue them on paper bags or attach craft sticks to the backs of the pictures. For students who have not acquired as much English, read the story and have them act it out with the puppets they have created. You might assign various students to be the characters and have them act out their parts as you read them. Students who are already reading and writing in English can read the various dialogue sections and act out the story as they are reading. Consider assigning the character roles in the following short play. Have students work in groups, practicing their parts. Model when necessary. Have each group put on their "play" for the rest of the class.

Lion: (The lion is asleep.)
Mouse: (Runs over the lion's toe.)
Lion: *I can't sleep, now! I am hungry and angry!*
Mouse: *Please don't eat me. I can help you one day. I can be a good friend.*
Lion: *OK. You are not good to eat. You are too small. Go.*
Mouse: *Thank you. I can help you. I know.*
Hunter: *I want to catch a lion!* (Hunter builds a trap of rope.)
Lion: (runs and gets caught in the rope.) *Help me, please!*
Mouse: *I can help you.* (The mouse chews a hole in the trap.)
Lion: *Thank you. You are a good friend.*
Mouse: *You are welcome. You are a good friend, too.*

Presenting the Application Page

As a warm-up activity, focus students' attention on the illustrations and have them talk about what they see. Read the finger play and act it out for students. Help them talk about how it relates to the story. Help students practice the ordinal numbers, *first*, *second*, *third*, *fourth*, and *fifth* by holding up each finger in order and then saying the correct ordinal number. Next, have students do the finger play with you as you read and act out each stanza. After students are familiar with the finger play, have them repeat each stanza after you and act it out.

As a closing activity, ask volunteers to say the finger play as the rest of the class acts it out. For students who are already reading in English, give them a copy of the finger play and have them read along with you. As a follow-up activity, focus students' attention on the directions at the bottom of the page and help them read them. Have students draw a picture of a friend on a separate piece of paper and then share their work with the rest of the class. Encourage them to talk about their friends.

Presenting the Evaluation Page

Show students the illustrations from the story and tell what happened to the characters. Focus students' attention on the illustrations and have them name each one, using a complete sentence. *It is the lion.* Model, if necessary. Then say, "Listen. Circle the picture that shows what I say." Model, if necessary. Students should circle the following illustrations for each number.

- 1: trap
- 2: mouse
- 3: hunter
- 4: lion

When students are finished, ask volunteers to tell how the pictures relate to the story. Ask, "What does the (mouse) do?"

Focus students' attention on the question at the bottom of the page and help them read it. Ask volunteers to share who their favorite characters are and why. As a closing activity, have students draw pictures of their favorite characters. Invite volunteers to share their work with the rest of the class.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Ordinal Number Mixup (Reading Activity)

Make flash cards from index cards with the ordinal number words *first*, *second*, *third*, *fourth*, *fifth*. Have students read the ordinal number words. Mix them up and have students take turns putting the flash cards in the correct order. Or, you might play “Look” with students. Place the ordinal number flashcards in the correct order on a table or chalkboard ledge. Have students read the words. Then, have them close their eyes, then take away one flash card. Have students tell you which card is missing. Invite the first student who guesses correctly to take away the next card. To make the game more challenging, mix up the order when you place the flash cards on the table or chalkboard ledge.

Ordinal Number Matching (Reading Activity)

Make flash cards from index cards showing the ordinal number words and numerals *1, first; 2, second; 3, third; 4, fourth; 5, fifth*. Have students read and identify the numerals and ordinal number words. Place the numeral flash cards on a table. Have students take turns matching the ordinal number word to the numeral.

Character Charades

Model this activity for students. Have them take turns acting out what the different characters do. The rest of the class must guess who it is. Invite the first student who guesses correctly to act out the next character. Encourage students to act out a variety of activities for each character.

Sequence Events Using Ordinal Numbers

(Reading/Writing Activity)

Write the following sentences and ordinal numbers on the chalkboard. As a warm-up, help students read the sentences. Then, help them decide which events happened first, second, third, fourth, and fifth. Label the sentences for students. Next, erase the ordinal numbers. Have students copy the sentences and label them with the ordinal number words.

The hunter builds a trap.

The lion is sleeping.

The lion is in the trap.

The lion and the mouse run away.

The mouse chews a hole in the trap.

(Answers: second, first, third, fifth, fourth)

The Lion and the Mouse, Part 1

In the jungle so big, lives a lion I know.
He is asleep when a mouse runs over his toe.

The lion jumps up and says, "Now I can't sleep.
I am angry and hungry!" The mouse starts to weep.

The lion says, "Mouse I want to eat you.
I can take you home and make a mouse stew."

The mouse is afraid, but he knows what to do.
He says to the lion, "Please, let me help you."

"I can be a good friend. I can help you some day.
Please do not eat me. Let me run away."

The lion looks down and says, "Mouse you are small.
You're not good to eat. Run away. That is all."

The mouse runs away and calls out, "Lion, thank you!
I can help you, I know. There's so much I can do."

Tell What You Know

1. What does the lion want to do?
2. What does the mouse want to do?



The Lion and the Mouse, Part 2

In the jungle so big, comes a hunter one day.
He wants to catch lions and take them away.

He uses some rope to make a very big trap.
He says, "I am done. I can take a long nap."

The hunter's asleep. The lion walks by.
He gets caught in the trap and starts to cry.

He roars and calls out, "Can anyone see?
I am caught in a trap! Can someone help me?"

The mouse calls to the lion, "I can help you!
I am your friend. I know what to do."

The mouse chews and chews on the rope. Then he's done.
There's a hole for the lion. He's free. He can run!

The mouse and the lion run far away from the trap.
The hunter's asleep, still taking his nap.

The mouse and the lion stop to talk on that day.
The lion is happy and knows what to say.

He says to the mouse, "I want to thank you
For being my friend and for helping me, too."

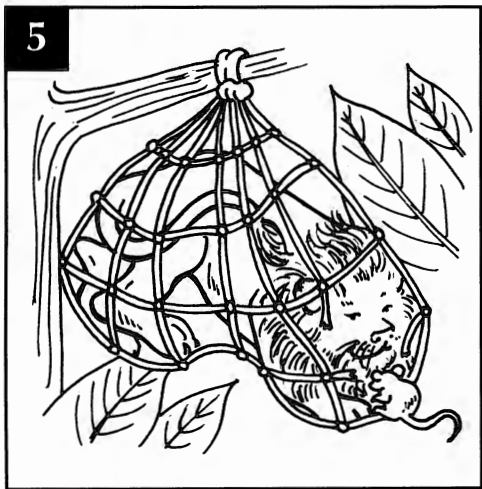
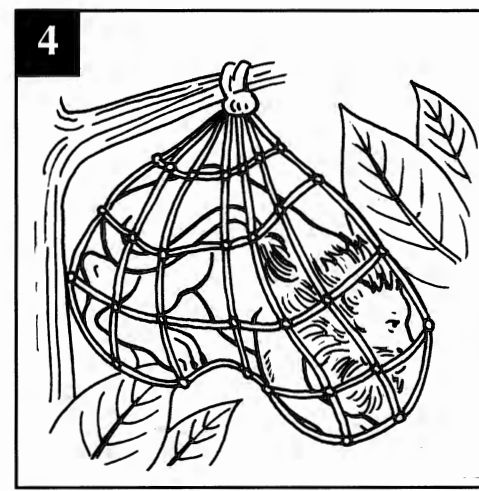
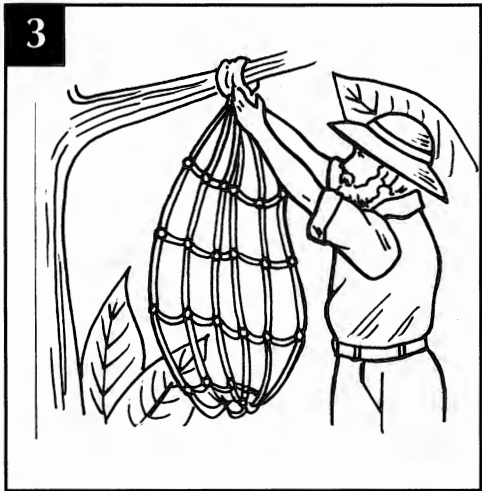
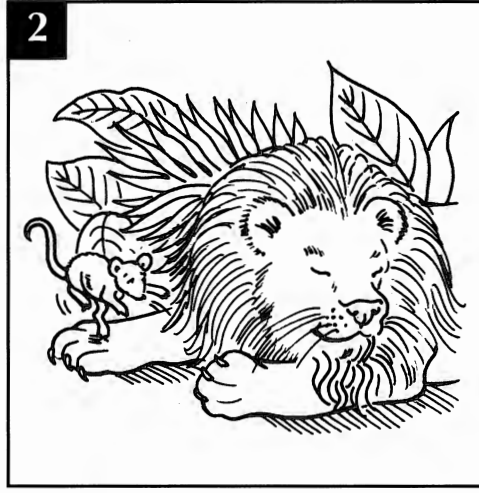
Tell What You Know

1. What does the mouse do?
2. What does the lion do?



Practice Page

What does the mouse do? What does the lion do? What does the hunter do? Tell a friend.



Application Page

Count, say, and play!

I have five friends I see
each day.

Sometimes they can
come out to play.



I ask the first. He says,
"Oh no. My mom says
that I cannot go."



I ask the second, "Can
you play?"

He answers, "No, it's
a rainy day."



I ask the third, "Can
you play with me?"

He says, "I can't. I
hurt my knee."



I ask the fourth to
come and play.

He says, "I cannot
play today."



I ask the fifth, who tells
me, "No. I cannot play.
I hurt my toe."



I wait until a new
day's here.

Look! All my friends
can play! I cheer!

(Wiggle your fingers.)



First, second, third, fourth, fifth!

Draw a picture of a friend.

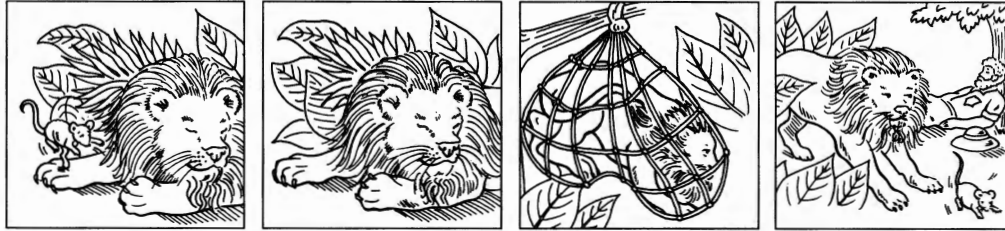
Evaluation Page

Say. Listen. Circle.

1.



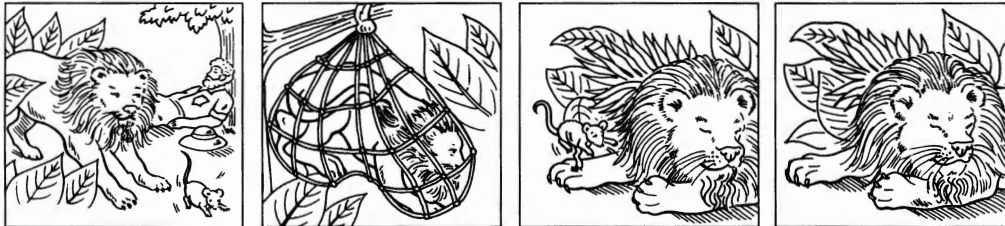
2.



3.



4.



Overview

Story Synopsis

A tortoise and a hare meet in the forest. The hare brags that he is very fast, and challenges the tortoise to a race. The tortoise admits that he is slow, but that he always gets where he is going. During the race, the rabbit runs fast, but trips and falls over various things and, finally, decides to take a nap. The tortoise continues to run slow and wins the race. The hare is angry and cannot understand why he has lost even though he is fast. The tortoise explains that it doesn't matter how fast you are, just that you get where you're going.

Suggested Moral Presentation: *It's important to finish what you start.* See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use simple present tense of regular verbs and the verb *to be*
- to use predicate adjectives
- to tell what one can and cannot do
- to use singular and plural nouns
- to use the homophones *hair/hare* and *know/no*
- to answer questions with *who*, *what*, *how*, and *why* in the simple present tense
- to talk about a race
- to talk about being first and last
- to talk about and identify body parts

Getting Ready to Read

Warm-Up

Show students pictures of a real tortoise and hare. Encourage students to tell what they know about the animals. Then show them the illustrations on pages 71 and 72. Ask volunteers to tell what they see in the pictures. Help them find and identify the tortoise and the hare and talk about what these characters are doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about the story of the Tortoise and the Hare or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess who wins the race. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
*catch	hair	angry	*arm
*fall	*hare	careful	*ear
knock	*knee	fast	*eye
know	nap	last	*finger
live	race	slow	*foot (feet)
*run	rock		*hand
trip	shoe		head
sock	*leg		
*toe	*mouth		
*tortoise	no		
*tree	*nose		
*twig			

Grammatical Structures: simple present tense, singular and plural nouns, predicate adjectives, homophones *hare/hair*, *know/no*

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

When practicing singular and plural noun forms, point out that *foot* has an irregular plural: *feet*.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have students switch parts. Let volunteers act out the conversation for the class. As a closing activity, encourage children to talk about how they feel using the predicate adjectives *cold*, *cool*, *hot*, *hungry*, *tired*, *warm*.

Student 1: *How do you feel?*

Student 2: *I feel (angry).*

Student 1: *(She) feels angry.*

Monitor students' pronunciation of the final *s* for *feels*, checking for the /z/ sound.

Body parts are presented on the Application Page. As a warm-up, use the corresponding flash cards and any additional visual aids to review or present this vocabulary. When students are familiar with these words, play Simon Says.

Teacher: *Simon says, "Touch your nose."*

(Students touch their noses.)

Teacher: *Touch your nose.*

(Students who touch their noses are out because Simon didn't "say it.")

As a closing activity, invite groups of students to play Simon Says independently.

Teach students the following song to review and reinforce body parts. As they sing it, have students touch the body part that they name.

(Sung to "Are You Sleeping?")

Touch your nose.

Touch your hair.

Touch your ears.

Touch your toes.

Wiggle all your fingers.

Aren't we good singers?

Touch your eye.

Say good-bye!

(Substitute other body parts in the first four lines for extra practice.)

Homophones are used in this unit. *Hair* is presented on the Application Page and *hare* is used in the story and student pages. Show students illustrations for *hair* and *hare*. Help them identify the pictures and model the correct pronunciation. Help them understand that the words sound the same, but are spelled differently. Write the two different spellings on the chalkboard for students to read. Ask them to think of additional homophones or help them talk about the meanings of the homophones listed below.

Use the same method when presenting *know* and *no*. Model different situations and sentences for students to give them a better understanding of these words.

Here are more examples of homophones.

<i>hare</i>	<i>hair</i>
<i>see</i>	<i>sea</i>
<i>to</i>	<i>two</i>
<i>know</i>	<i>no</i>
<i>eye</i>	<i>I</i>
<i>knows</i>	<i>nose</i>
<i>toe</i>	<i>tow</i>
<i>bye</i>	<i>buy</i>
<i>maid</i>	<i>made</i>

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Tortoise and the Hare.” Present the moral after students have listened to or read the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

As a warm-up, focus students’ attention on the illustrations from the story and have them talk about the characters and what happened. Show students the puppets and props on the Practice Page and model how to assemble them. Glue the pictures on paper bags or attach craft sticks to the backs of the pictures. Use the puppets and props to retell the story. Give each student a copy of the Practice Page, and ask them to cut out and assemble the puppets. Retell the story and have students act it out, using the puppets. Prepare the puppets for students if time is an issue or your students have trouble cutting and pasting.

Teach students the following dialogue and have them take turns being the Tortoise and the Hare. Invite pairs of students to put on a “play” for the rest of the class. As a closing activity, invite volunteers to retell the story using their puppets and props.

Hare: *I am fast.*

Tortoise: *I am slow.*

Hare: *Let’s have a race. Run to the lake.*

Tortoise: *I am slow, but I get there, you know.*

Hare: *I am fast. I am never last.*

(The tortoise runs slowly, and the hare trips on his way to the lake.)

Tortoise: *I win! I am slow, but I get there, you know.*

Hare: *I run fast, but look I am last!*

Presenting the Application Page

The Application Page focuses on body parts. If this vocabulary is new to your students, refer to Presenting the Story Units, Lesson 1 for teaching suggestions. As a warm-up activity, play a quick game of Simon Says to review body parts. Focus students' attention on the illustration and have them tell what they see. Have them relate the vocabulary to the story "The Tortoise and the Hare." Show students how to cut and paste the body parts in the correct spots to make the picture complete. Give each student a copy of the Application Page and a piece of construction paper. Have them complete the page with a partner or have them work in groups. As a closing activity, have students share their work with the rest of the class, naming the body parts on the page and relating them to the story when possible.

Presenting the Evaluation Page

Review the vocabulary and characters from the story by showing students the illustrations on pages 71 and 72. Show students how to cut out the "slide pictures" and fit them into the slits in the tree. Give each student a copy of the page and have them fit the "slide strip" into the "story tree." Retell the story for students and have them slide the pictures through the tree as you go through the story. Have students work in pairs. Have them take turns retelling the story for each other. Next, invite volunteers to retell the story for the rest of the class. As a closing activity, have students draw pictures of a character they would like to be. Then ask volunteers to share their work with the rest of the class.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Compare and Contrast

Use the illustrations on the Application Page of this unit to review body parts with students. Show them the pictures of the tortoise and the hare. Have them compare and contrast and decide how body parts are similar and different from the tortoise and the hare.

First and Last

Have students randomly line up. Help them decide who is first and who is last. Write their names in alphabetical order on the chalkboard and have them decide whose names are first and last. Use the same activity for similar items such as birthdays, height, weight, age.

Have a Race!/Sequence

Use the illustrations on the Evaluation Page. Cut them out and use them as flash cards. Have pairs of students take turns putting the pictures in the correct order to retell the story. The player who finishes first wins the race. As a closing activity, invite students to retell the story using the pictures as a guide.

Write About It/Make a Book

Write the following sentences on the chalkboard, and help students read them. Then, give each student five pieces of paper, and have them write the following sentences, in order, on the bottom of their five pieces of paper. Have students illustrate the sentences, and then assemble the pages into books. As a closing activity, invite students to share their work with the rest of the class.

Hare runs very fast. Tortoise runs very slow.

Hare trips on a rock.

Hare hurts his knee.

Hare takes a nap.

Tortoise wins the race.

Comparative Adjectives

Comparative adjectives are introduced in the story "The Wind and the Sun." Use the suggestions for teaching this concept in Unit 2 (see page 40), and have students compare the two animals in the story. *The tortoise is slower than the hare. The hare is faster than the tortoise. The tortoise is smaller than the hare.*

The Tortoise and the Hare, Part 1

A tortoise lives in the forest so big.
He walks and he stops. He stands next to a twig.

A hare that I know lives in the forest so big.
He runs very fast. He trips on a twig.

Hare falls to the ground and says, "I am fast.
When I run a race, I don't finish last."

Tortoise sees hare and calls out, "Oh no!
Hare, please be careful. You need to run slow!"

The hare looks at Tortoise and says, "I know!
Let's have a race. Come, Tortoise, let's go!"

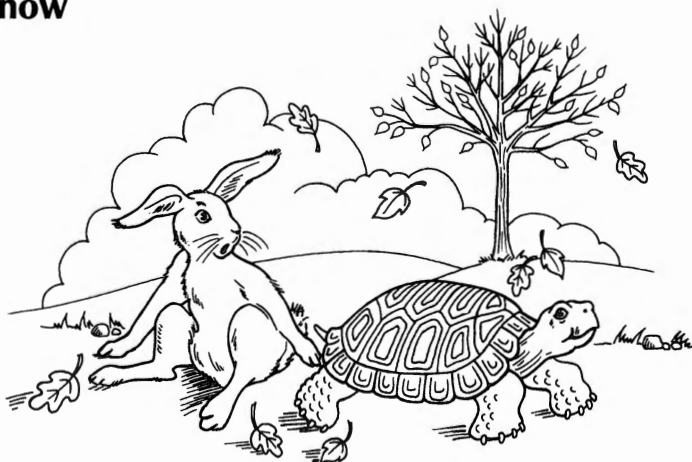
The hare says, "Tortoise, I run very fast.
You are so slow. You can only be last."

The tortoise says, "Hare, when I run, I am slow.
But it is okay. I get there, you know."

They stand by the twig. Hare says, "Go, one, two, three.
Run to that big tree. You cannot catch me!"

Tell What You Know

1. Who is fast?
2. Who is slow?



The Tortoise and the Hare, Part 2

Tortoise just runs. He runs very slow.
He says, "It's okay. I get there, you know."

Hare runs very fast. He trips. What a fall!
He says, "That's OK, no problem at all!"

Tortoise just runs. He runs very slow.
He says, "It's okay. I get there, you know."

Hare runs very fast. He says, "Look at me!"
He trips and he says, "Ouch! I hurt my left knee."

Tortoise just runs. He runs very slow.
He says, "It's okay. I get there, you know."

Hare runs very fast. He hurts all his toes.
He stops for a nap. Tortoise goes and he goes.

Tortoise runs to the tree and, when he is done,
He wins the race and says, "This is fun!"

Hare is so angry. You see, he is last.
He says, "But I run. I run very fast!"

Tortoise just says, "You can run very slow.
It is only important to get there, you know."

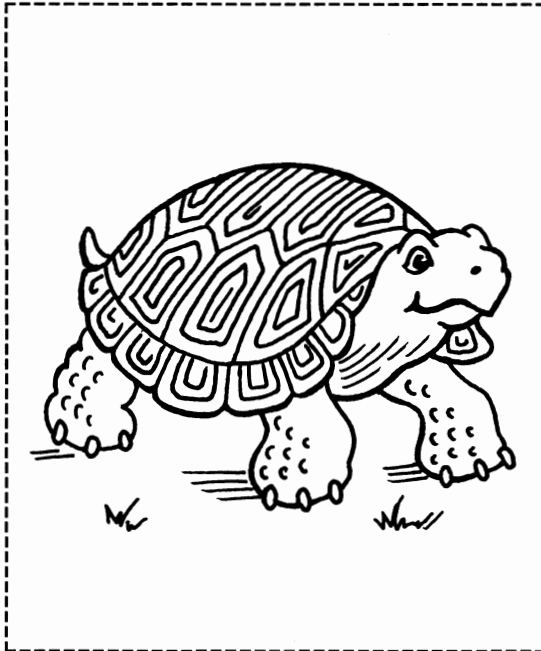
Tell What You Know

1. What does the Tortoise do?
2. What does the Hare do?



Practice Page

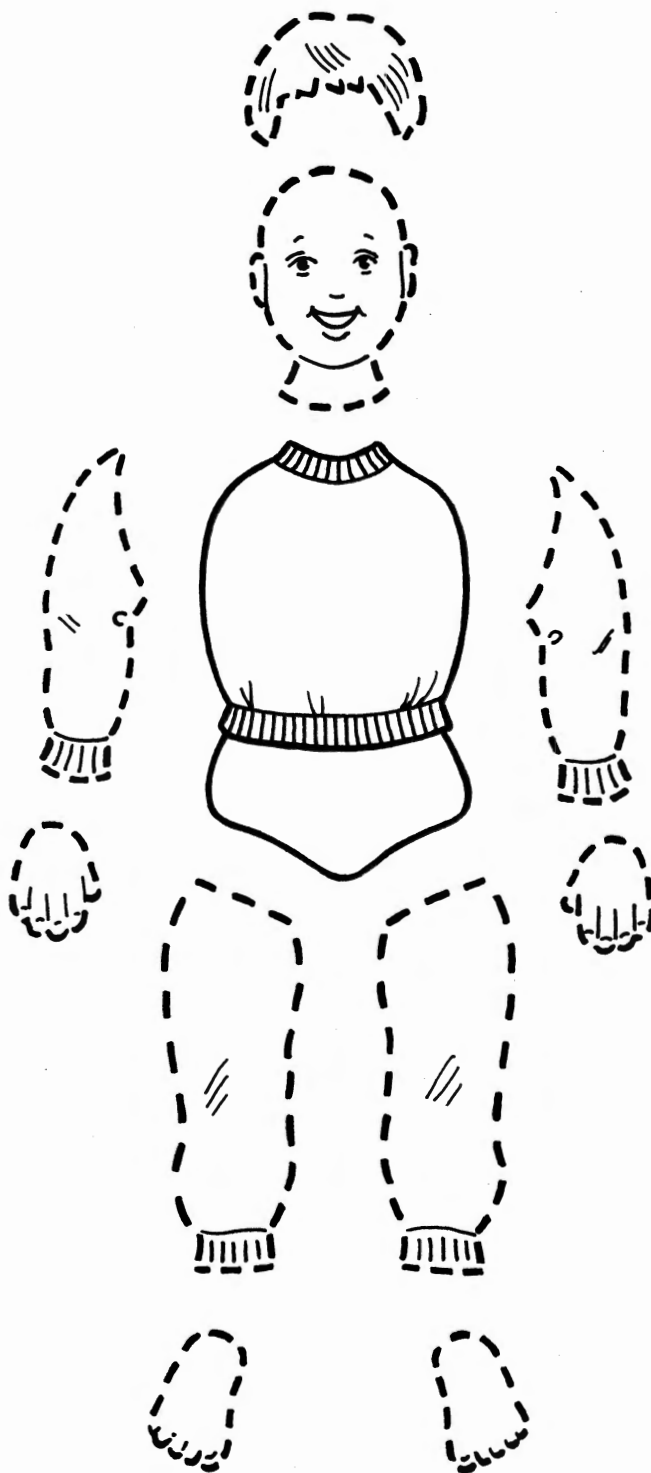
Make puppets. Have a puppet play.



The Tortoise and the Hare

Application Page

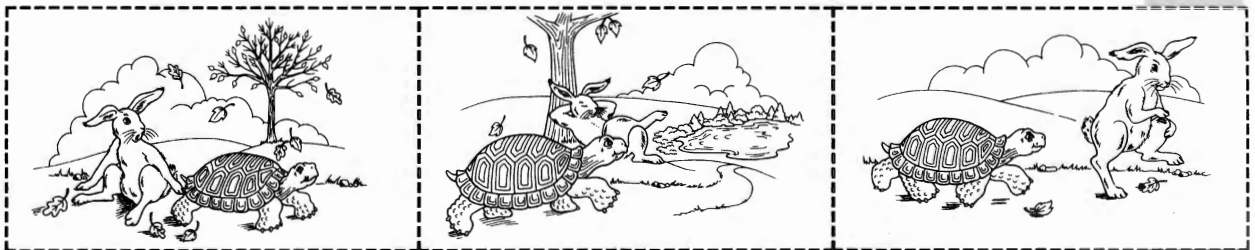
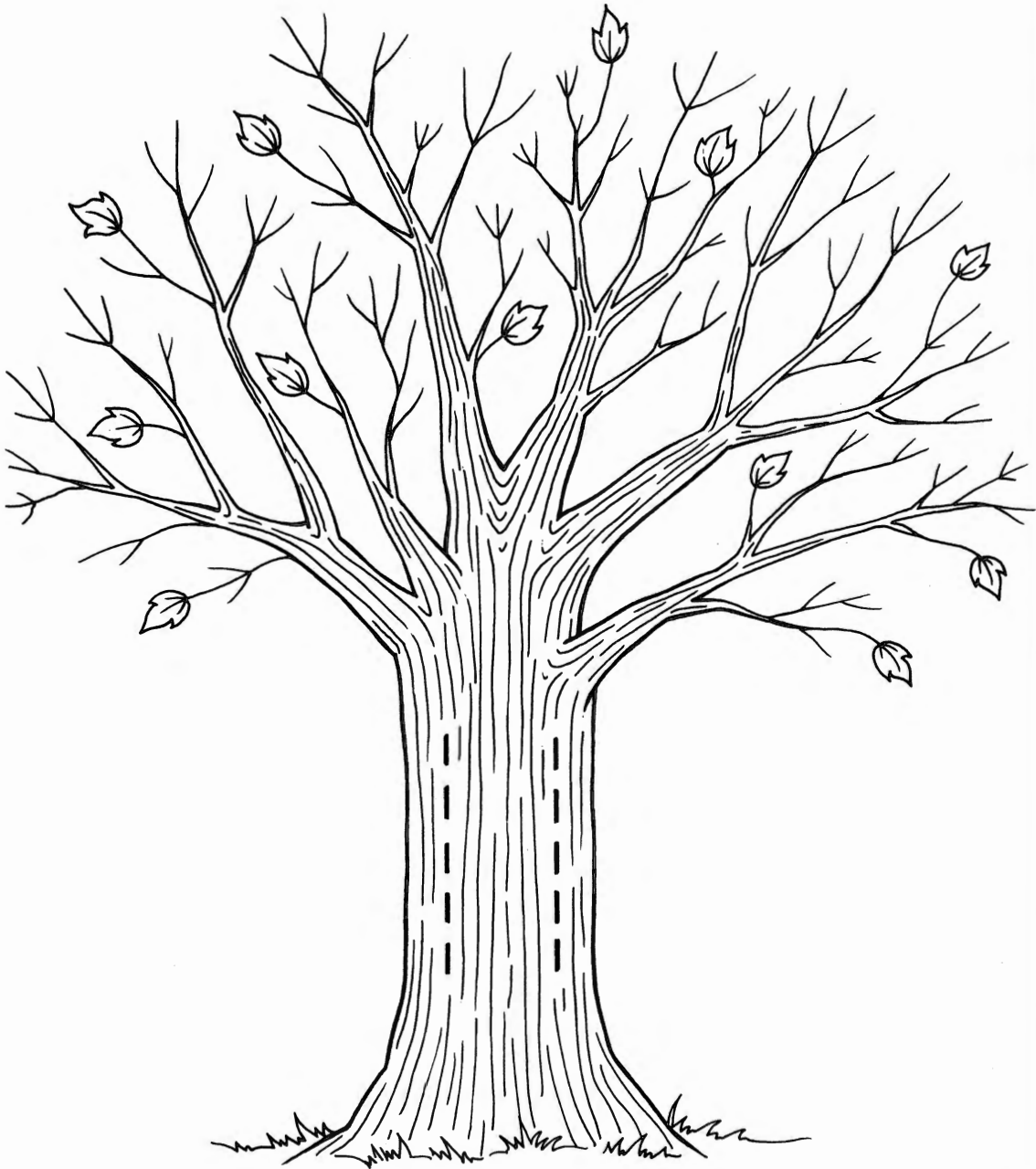
Cut and paste. Finish the picture.



Evaluation Page

Make a story tree. Tell the story.

The Tortoise and the Hare



Overview

Story Synopsis

A boy works with his father in a meadow, watching sheep. When he becomes bored, he thinks of a game. He calls out to his father that a wolf is in the meadow with the sheep. The father comes running, and is angry when he finds out that the boy has lied. The boy does this again, and the father comes running. Again, he is angry that the boy has lied. When the boy calls out the third time for help, the father doesn't come. This is unfortunate because, this time, there really is a wolf in the meadow that steals a sheep. In the end, the boy learns to tell the truth.

Suggested Moral Presentation: *Don't lie.* See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use simple present tense of regular verbs and the verb *to be*
- to use predicate adjectives
- to tell what one does, likes to do, and wants to do
- to answer questions with *who*, *what*, *how*, and *why* in the simple present tense
- to talk about lies and lying
- to become familiar with two nursery rhymes
- to play verb bingo
- to act out the story
- to act out verbs using the simple present tense

Getting Ready to Read

Warm-Up

Show students pictures of a sheep and a real wolf. Encourage students to tell what they know about the animals. Then show them the illustrations on pages 83 and 84. Ask volunteers to tell what they see in the pictures. Help them find and identify the wolf, the sheep, the boy, and the man, and talk about what these characters are doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about “The Boy Who Cries Wolf” or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to predict what happens to the sheep and what the boy does at the end of the story. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>
feel	boy	bad
*jump	dad	fun
leap	meadow	mad
lie	*sheep	sorry
like	*wolf	
*run		
shout		
*sleep		
*walk		
watch		
work		

Grammatical Structures: simple present tense, predicate adjectives

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flashcards for the starred words are available on pages 149–157.

When presenting the verb *to lie*, help students understand the concept by first telling them how old you are. Then have a student ask, "How old are you?" Give the wrong answer, and explain to students that you told them something that wasn't true and that is called a lie. Help students understand the importance of telling the truth and not lying.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have students switch parts. Let volunteers act out the conversation for the class. As a closing activity, encourage students to talk about how they feel using the adjectives from the story.

Student 1: *How do you feel?*

Student 2: *I feel (sorry).*

Student 1: *(She) feels (sorry).*

Monitor students' pronunciation of the final *s* in *feels*, checking for the /z/ sound.

Have students practice using *like to* + the base form of the verb by practicing the following conversation. Model the conversation for students. After they are familiar with the conversation, have students repeat it after you one part at a time. Have students take turns being Student 1 and Student 2. Ask volunteers to act out the conversations. As a follow-up activity, encourage students to ask questions that fit this format.

Student 1: *What do you like to do?*

Student 2: *I like to (jump).*

Student 3: *What does he/she like to do?*

Student 4: *He/She likes to (jump).*

Substitutions: jump, leap, run, sleep, walk, work

Monitor students' pronunciation of the final *s*, checking for the /s/ sound.

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Boy Who Cries Wolf.” Present the moral after students have read or listened to the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

Show students the illustrations from the story and help them retell it using the pictures as a guide. Then, show students the illustrations on the Practice Page. Have them talk about the pictures and the story and tell what each character does. Give each student a copy of the Practice Page, and show them how to assemble their bingo boards. Have them paste their pictures in a random order so students’ boards will be different. Provide bingo markers such as paper clips. Prepare an extra set of pictures as cards so that you can call out the verbs. The first player to get three in a row wins. The winner can become the caller. The game can also be played so that a marker in each corner wins. This is called Corner Bingo. As a closing activity, have students say and act out each verb on their bingo cards.

Students with more English and reading ability can play a harder version of the game. Print the verbs on index cards and shuffle. Show them a card and have them read and then find the picture on their bingo boards.

Students who are ready for additional verb tense work can play the game using the present progressive tense or simple past tense. Label columns on the chalkboard *Happens All the Time* and *Happening Now* (or *Happened Already*). Review these words by holding up the bingo illustrations and filling in the columns. After this review, play bingo using the directions above and the verb tense you chose.

Presenting the Application Page

Show students the illustrations from the story and review what happened. Then, show them the Application Page and have them talk about the pictures and how they relate to “The Boy Who Cries Wolf.” Give each student a copy of the page, and read the first rhyme aloud as students read along with you. Next, have students practice saying the rhyme one line at a time. When they are ready, have them say the rhyme as a class. Repeat the same directions for the second nursery rhyme. As a closing activity, invite students to either say or read their favorite rhymes. Students can also illustrate the rhymes on a separate piece of paper and then talk about them with a partner.

Depending on the level of your students, you might want to schedule two classes for the Application Page and do one rhyme each day.

Presenting the Evaluation Page

Focus students’ attention on the illustrations from the story and have them tell what happens to the characters. Show them a copy of the Evaluation Page and help students decide how to place the pictures in the correct order to retell the story. Give each student a copy of the page, and have them complete it independently. As a follow-up activity, ask students to share their work with the rest of the class, retelling the story and using the illustrations as a guide.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Match It (Reading Activity)

Use the bingo pictures on the Practice Page. Write the verbs on index cards to make flash cards. As a warm-up, review the verbs with students by showing them the illustrations and words. Then, place the pictures and words facedown on a table. Have students take turns turning over one of each. If they match a picture with a word, they get to keep the

two cards. The student with the most pairs at the end of the game wins. As students are playing, encourage them to identify the pictures and read the verbs. As a closing activity, have students read and identify their pairs. Students with more English and reading ability can play a harder version of the game. Cut off the words on the flash cards and have students play the matching game.

Sequence Events

Use the bingo pictures on the Practice Page. As a warm-up, review the verbs and the story with students. Help them decide how the pictures should be sequenced to retell the story. Give each student a copy of the page, a piece of large construction paper, and a glue stick. Have them glue the pictures in the correct order with a partner, or in groups. As a closing activity, invite students to retell the story using the illustrations as a guide.

Nursery Rhyme Illustration

Choose a nursery rhyme from the Application Page. As a warm-up, review it with students. Write the nursery rhyme on the chalkboard, and help students read it. Model how to illustrate the rhyme by drawing a simple picture on the chalkboard next to the text. Give each student a piece of writing paper and drawing paper. Have them copy the nursery rhyme and then illustrate it. As a closing activity, invite students to share their work with the class.

Synonym Practice/Writing Option

On the following page is a list of synonyms. Write the word lists on the chalkboard with the title, Synonyms. Help students read and talk about the words. Ask volunteers to act out the words. Help them find and match the synonyms by drawing lines between matching words. As a closing activity, have students copy the words and illustrate them. Students can also write sentences for each of the words.

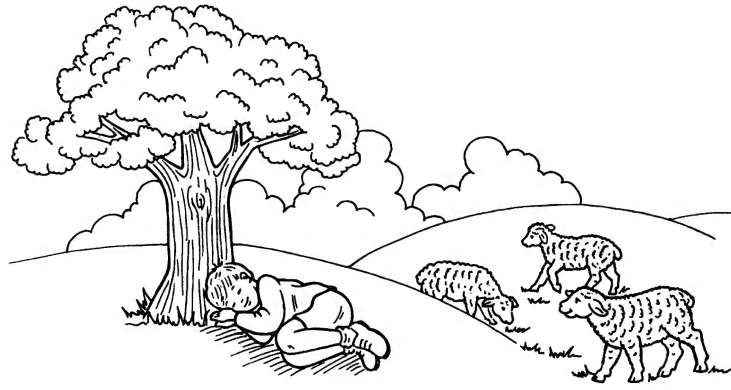
Synonyms

jump	father
nap	leap
dad	shout
yell	sleep

Act It Out

As a warm-up, review the story with students using the illustrations and any additional visual aids. Model and have students practice the following conversation with you. After they are familiar with it, invite volunteers to take the parts of the boy and the father. Act out the story for the class. If time permits, make puppets by gluing the pictures of the boy, man, wolf, and sheep from the Practice Page on paper bags or attaching craft sticks to the back of the pictures.

- Boy:** *I don't like to work. I like to play.*
- Dad:** *Please watch the sheep. Please don't sleep.*
- Boy:** (falls asleep, then wakes up) *My nap is done. It's time for fun. Father, a wolf has a sheep! Look at father leap!*
- Dad:** *I don't see a wolf. I am mad. This is bad.*
(Father leaves and boy goes to sleep.)
- Boy:** (wakes up) *My nap is done. It's time for fun.*
Father, a wolf has a sheep! Look at father leap!
- Dad:** *I don't see a wolf. I am mad. This is bad.*
(Father leaves.)
- Boy:** (runs with a leap) *The wolf has a sheep!*
- Wolf:** (takes a sheep)
- Dad:** (doesn't go to the meadow)
- Boy:** (runs with a leap) *The wolf has a sheep!*
- Dad:** (goes to the meadow and looks angry and surprised)
- Boy:** *I am sorry. I know what to do. I will watch the sheep and carefully, too.*



The Boy Who Cries Wolf, Part 1

A boy in a meadow works every day.
He says, "I don't like this. I just want to play."

"All I can do is take care of the sheep.
I do not like this. It's time to sleep."

The boy sleeps a little and, when he is done,
He thinks of a game and says, "This is fun."

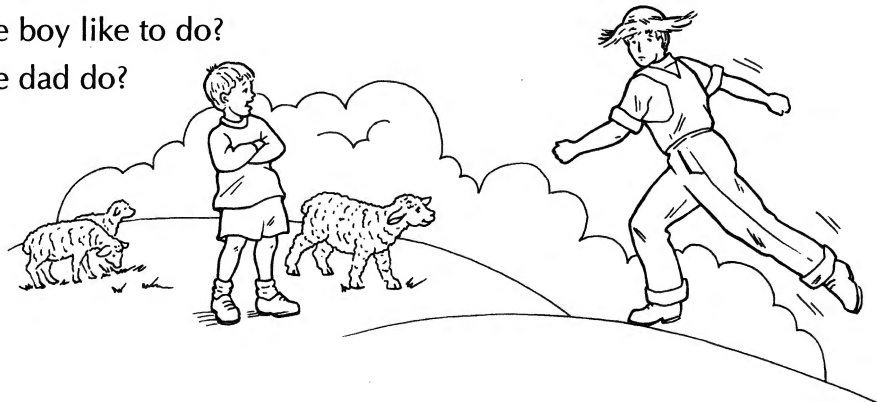
"I can shout to my dad, 'Look a wolf has a sheep!'
I can watch Father run with a jump and a leap!"

So the boy in the meadow shouts out to his dad,
"A wolf has a sheep!" Oh, his dad is so mad!

"I don't see a wolf," says his dad, "I am mad!
This isn't funny. This really is bad!"

Tell What You Know

1. What does the boy like to do?
2. What does the dad do?





The Boy Who Cries Wolf, Part 2

The dad walks away. He has work to do, too.
The boy sleeps a little. Then, what does he do?

He shouts to his dad, "Look a wolf has a sheep!"
His dad runs so fast with a jump and a leap!

"I don't see a wolf," says his dad, "I am mad!
This isn't funny. This really is bad."

The dad walks away. He has work to do, too.
The boy sleeps a little. Then, what does he do?

He shouts to his dad, "Look a wolf has a sheep!"
But his dad doesn't run with a jump and a leap.

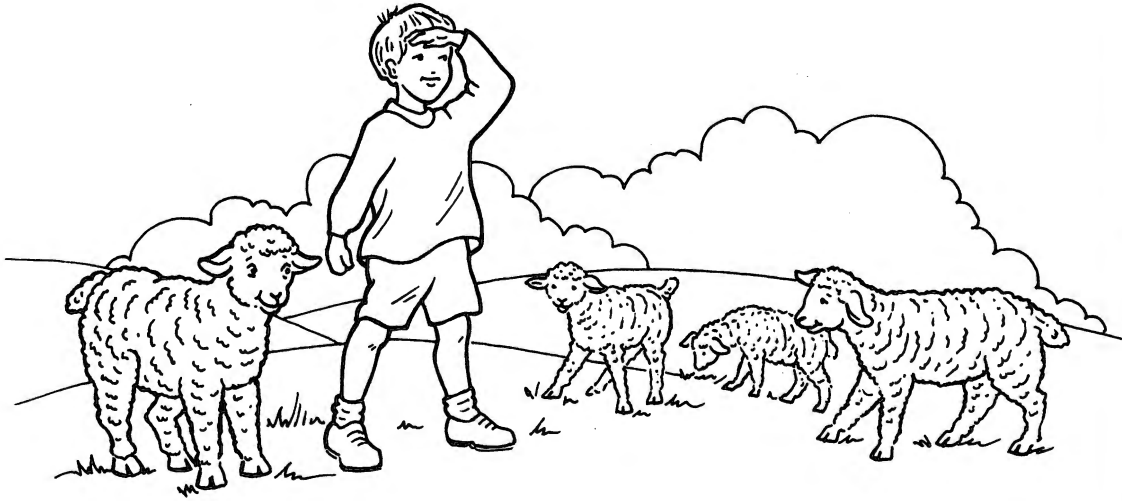
The boy shouts again. The boy runs with a leap.
A wolf's in the meadow. The wolf takes a big sheep!

The boy is so sorry. What does he do?
Now he watches the sheep and carefully, too.

He only calls to his dad when a wolf is nearby.
He knows it's important never to lie.

Tell What You Know

1. What does the boy do?
2. What does the dad do?
3. What does the wolf do?



Bingo



run



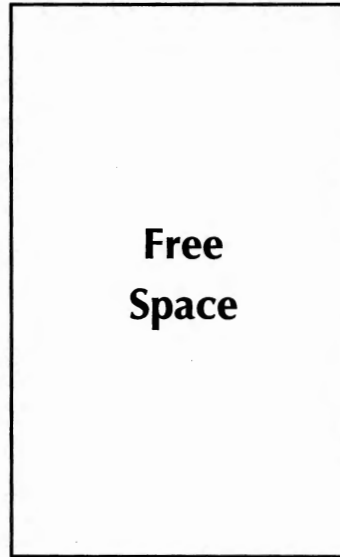
leap



jump



sleep



Free
Space



work



watch



walk



shout

Practice Page

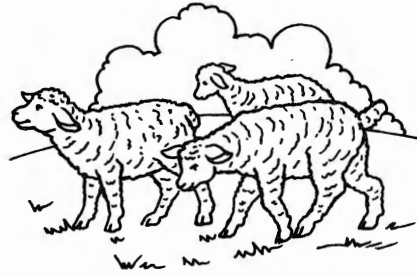
Tell the story. Cut and paste. Play bingo.

	Free Space	

The Boy Who Cries Wolf

Application Page

Say and read.



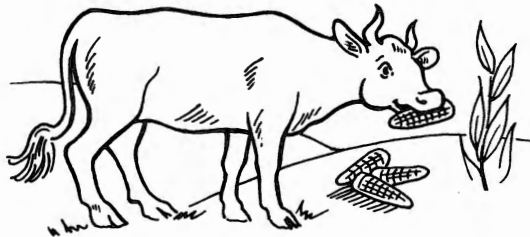
Little Boy Blue

Little Boy Blue, come blow your horn!

The sheep's in the meadow, the cow's in the corn!

Where's the little boy that looks after the sheep?

He's under the haystack, fast asleep!



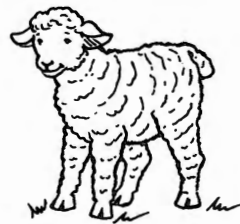
Baa, Baa, Black Sheep

Baa, baa, black sheep,

Have you any wool?

Yes, sir, yes, sir,

Three bags, full.



One for the master,

One for the dame,

And one for the little boy,

Who lives down the lane.



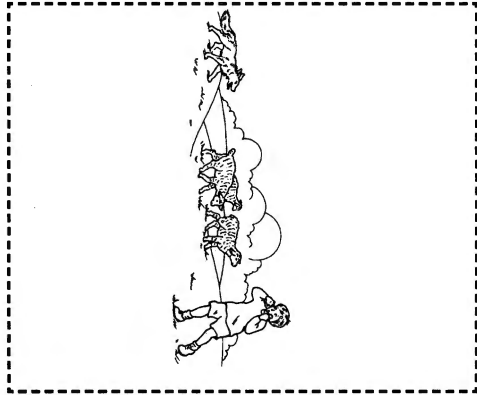
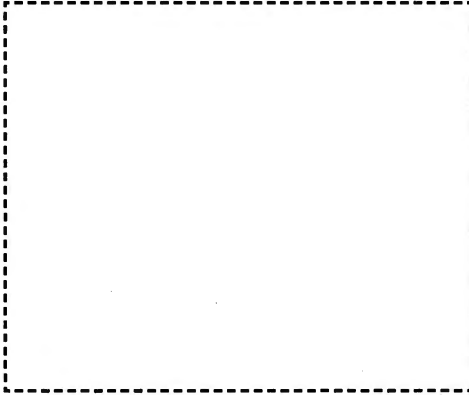
Evaluation Page

Cut and paste. Tell the story.

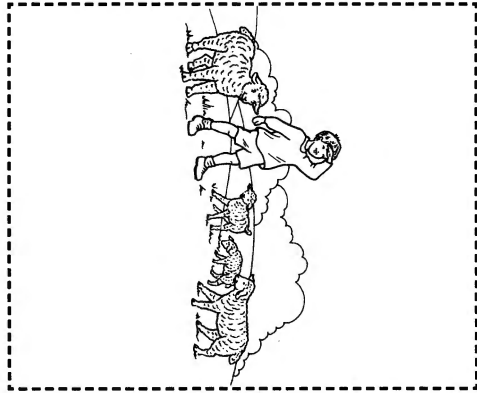
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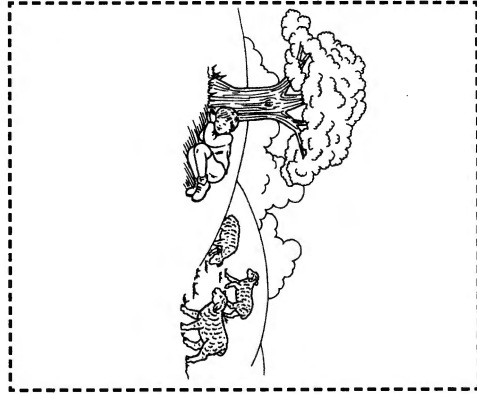
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3



4



Overview

Story Synopsis

A mouse named Paul lives in a small house in the country. One day, he goes to visit his friend, Brig. Brig is a mouse that lives in a big house in the city. While they are eating lunch, a large cat chases them all over the house. They barely escape. In the end, the country mouse says good-bye and decides that, even though his house is small, it is better for him to stay in the country where it is safe.

Suggested Moral Presentation: *Looks can be deceiving. Bigger doesn't always mean better.* See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use simple present tense of regular verbs and the verb *to be*
- to use predicate adjectives and nominatives
- to tell what one does
- to use singular and plural nouns
- to answer questions with *who*, *what*, *how*, and *why* in the simple present tense
- to ask and answer questions using count and noncount nouns with *some*
- to talk about different foods
- to act out a fable
- to play a game that requires counting to 15

Getting Ready to Read

Warm-Up

Show students pictures of a real cat and mouse. Encourage students to tell what they know about the animals. Then show them the illustrations on pages 97 and 98. Ask volunteers to tell what they see in the pictures. Help them find and identify the cat and the mouse and talk about what these characters are doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about the story of The City Mouse and the Country Mouse or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess what happens to each of the characters. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
chase	*cat	bad	some
come	city	big	numerals 1–15
*eat	country	city	*apple
let's	door	country	*cookie
*run	lunch	fast	*hamburger
stay	*mouse	fat	*hot dog
seat	quick		*juice
table	quiet		*milk
visit	small		salad
			sandwich
			soda

Grammatical Structures: simple present tense, singular and plural nouns, count and noncount nouns, predicate adjectives and nominatives

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Help students act out the meanings of the adjectives. Have them repeat the words after you model them. Have students work in groups. Then check comprehension by asking individual students about the vocabulary.

Use the suggestions on page 10 of Presenting the Story Units when working with singular and plural nouns.

Use the following conversation and vocabulary with students to practice using some with mass nouns. Model the conversation. After students are familiar with it, have them repeat it after you. Have students work in pairs and take turns being Student 1 and Student 2. Help children use the adjective *some* when answering with mass nouns and plural nouns. Use the food words from the Vocabulary and Grammar Preview as substitutions in the conversation.

Student 1: *What do you want to eat/drink?*

Student 2: *I want some (juice).*

This conversation works well with the vocabulary and illustrations on the Application Page of this unit. Help students talk about the vocabulary on the Application Page and choose foods that will make a balanced meal. If your students are ready, help them sort the foods according to food groups. Show them how to cut out the illustrations and put them in the correct categories.

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The City Mouse and the Country Mouse.” Present the moral after students have listened to or read the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

Show students the illustrations from the story and have them talk about the characters and what happened. Then, show students a copy of the Practice Page and have them talk about the pictures and how they relate to the story. Next, model how to assemble the spinner and cut out the mice for markers. Give each group of students a copy of the page, a butterfly clip, and a pair of scissors. Have each student cut out their favorite mouse and color it. Have groups assemble their spinners.

Practice counting from 1–15 by saying each numeral and pointing to each numeral on the game board. Model first and then have the students count with you.

To play the game, have students take turns spinning the spinner and moving their mice along the board. The first student to get his or her mouse out of the house wins. As students play, encourage them to talk about what they are doing using vocabulary and grammar structures from the story. Encourage them to count and identify the numerals on the game board. As a closing activity, have students talk about the story and who their favorite characters are and why. If time is a concern, prepare the materials for the game in advance.

Presenting the Application Page

Show students the illustrations from the story and have them talk about what happened. Encourage them to talk about the lunch that the mice had and what they ate. Then, show students a copy of the Application Page and have them identify the foods and how they relate to the story. Next, have them talk about their favorite foods. If the words are new for students, have them practice saying and identifying the new vocabulary.

For more ideas see Presenting the Story Units. Next, show students which food you would choose for lunch by circling the pictures. Give each student a copy of the Application Page. Have them work in pairs or groups circling food items that they would like to eat or drink. Have them ask and answer, using this model.

Student 1: *What do you want to (eat/drink)?*

Student 2: *I want (a/some) (hamburger).*

As a closing activity, ask volunteers to act out the dialogue, asking and telling what they want to eat.

Students who have acquired more English also can tell how much their lunch costs.

Student 1: *How much money does it cost?*

Student 2: *It costs (one dollar).*

Presenting the Evaluation Page

Show students a copy of this page and the other illustrations from the story. As a warm-up, have them talk about the pictures, retelling the story. Help students decide how to put the pictures in the correct order to retell the story. Model how to paste the pictures in the boxes on the house. Give each student a copy of this page, and have them complete it independently. As a closing activity, ask volunteers to retell the story.

As part of your evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Food Bingo

Give each student a copy of the Application Page from this unit and the blank bingo grid on page 87. Show them how to cut out and paste the food pictures on the grid. Encourage them to paste the pictures in a random order so each student's bingo grid is different. Next, have

students cut out nine squares or circles from construction paper to use as bingo markers. Call out the food names at random, and have students place markers on each word. The first student to get four in a row wins. Consider playing Corner Bingo in which the first student to place markers in each of the four corners on the board wins.

Writing Activity

Write the following sentences on the chalkboard. As a warm-up, have students read along as you read aloud. Then, give each student a copy of the Evaluation Page from this unit. Help students decide which sentences go with the pictures. If the students have room on the paper, have them write the sentences under the pictures. You can also have the students paste their pictures on construction paper and write the sentences under the pictures to complete the activity. As a closing activity, have students take turns reading the sentences and retelling the story.

1. Paul goes to the city.
2. Paul and Brig eat lunch.
3. The cat wants to eat Paul and Brig.
4. Paul goes home and he is happy.

Act It Out

Have students make puppets for the mice and the cat using the illustrations from the story pages or the Practice Page from this unit. Have them glue the pictures on paper bags or attach craft sticks to the backs of the pictures. Read the dialogue and have students use their puppets to act out what is happening. Model and practice the dialogue with students. When they are familiar with the dialogue, have them work in groups to practice their play. As a closing activity, have each group put on a puppet show for the class. Students who have acquired more English might enjoy writing their own dialogues and then acting them out for the rest of the class.

Brig: *My name is Brig. My house is big.*

Paul: *My name is Paul. My house is small.*

Brig: *Please come to my house for lunch.*

Paul: *Thank you.*
Brig: *Look what we have to eat!*
Paul: *It looks delicious! Let's eat.*

(Paul and Brig eat.)

Brig: *What do I hear?*
Paul: *Oh no! It's the cat!*
Brig: *Oh no! Run!*

(Paul and Brig run.)

Brig: *Thank you for lunch. I want to go home. My house is small, but my house is quiet.*

Act It Out: At a Restaurant

Set up a play restaurant and have students take turns being the waitress/waiter and the customer. Encourage the waiter/waitress to write down the order so that they can tell the rest of the class what the customer wants to eat. Use the food vocabulary from this unit or any additional vocabulary with which your students are familiar. Encourage them to use *some* and *a* when answering.

Model the following conversation for students, and have them practice it with you. When they are familiar with it, have them play restaurant.

Waiter: *Hello. My name is _____. I am your waiter.*
Customer: *Hello.*
Waiter: *What do you want to eat?*
Customer: *I want some (salad) and a (hamburger), please.*
Waiter: *What do you want to drink?*
Customer: *I want some (juice), please.*
Waiter: *Thank you for your order.*
Customer: *You're welcome.*

Students who have acquired more English can assign prices to a menu, then add up what their "lunch" will cost.

The City Mouse and the Country Mouse, Part 1

There's a mouse in the country. His name is Paul.
He lives in a house that is very small.

There's a mouse in the city. His name is Brig.
He lives in a house that is very big.

Now, one day, the country mouse gets a letter
From the city mouse who says, "The city is better."

"Come for a visit. Please, come and stay.
Please come tomorrow. We can have a great day!"

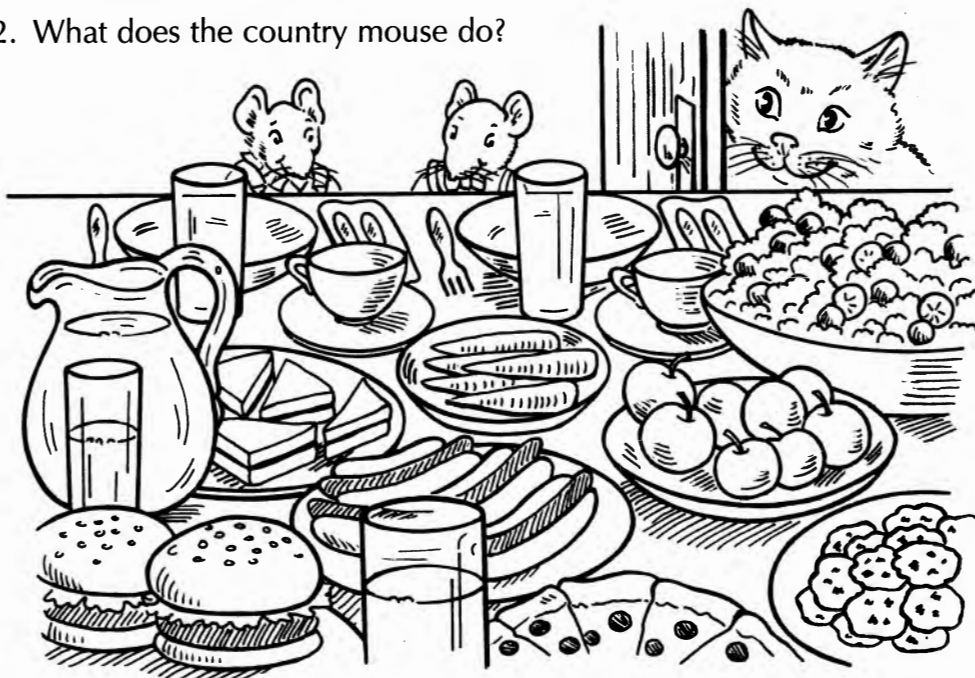
So the country mouse, Paul, goes to the city so big.
When he gets there, he says, "Hi!" to the city mouse, Brig.

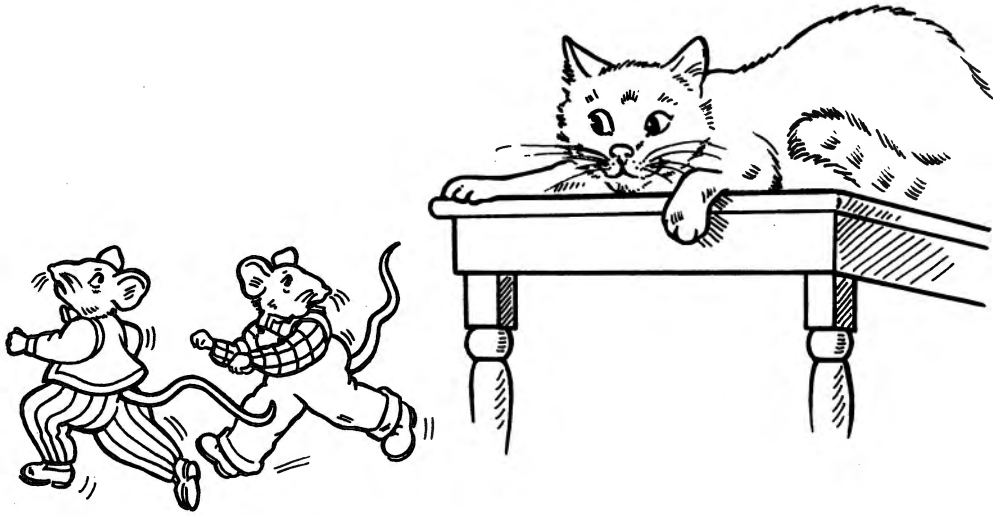
Brig, the city mouse, says, "Paul, come. Let's eat.
Let's go to the table. Please have a seat."

Their lunch is delicious. They eat. Now they're fat.
They stop and they listen. They hear a big cat!

Tell What You Know

1. What does the city mouse do?
2. What does the country mouse do?





The City Mouse and the Country Mouse, Part 2

The city mouse, Paul, says, "Quick now, Brig, run!"

The country mouse, Paul, says, "This isn't fun!"

The cat runs and chases them all over the house.

The country mouse, Paul, says, "This is bad for a mouse!"

The city mouse, Brig, and the country mouse, Paul,
Run as fast as they can, but that isn't all!

That cat wants to eat them so they run very fast!
They run out the door. They are safe at last!

The country mouse, Paul, says, "Thank you a bunch.
For inviting me over to have a great lunch.

"But, you see, Brig, I think it's better for me
To be far from the city and in the country.

"So good-bye, my friend," says the country mouse,
"I want to go home to my small, quiet house."

Tell What You Know

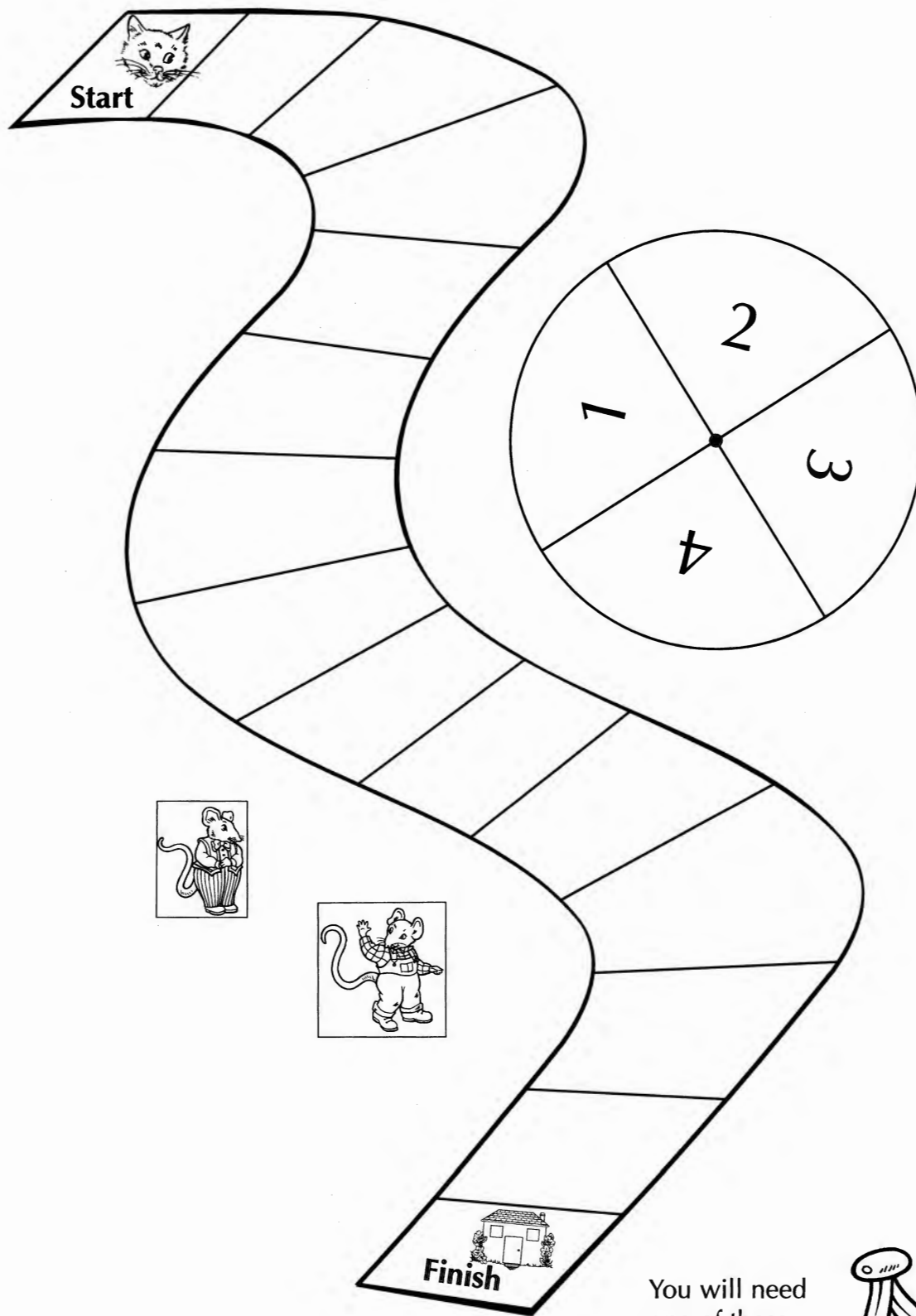
1. What does the city mouse do?
2. What does the country mouse do?



Practice Page

Mouse, get out of the house! Play the game.

The City Mouse and the Country Mouse











You will need one of these.



Application Page

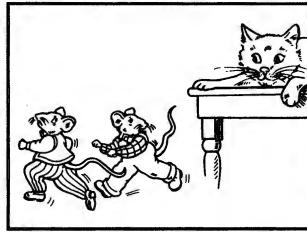
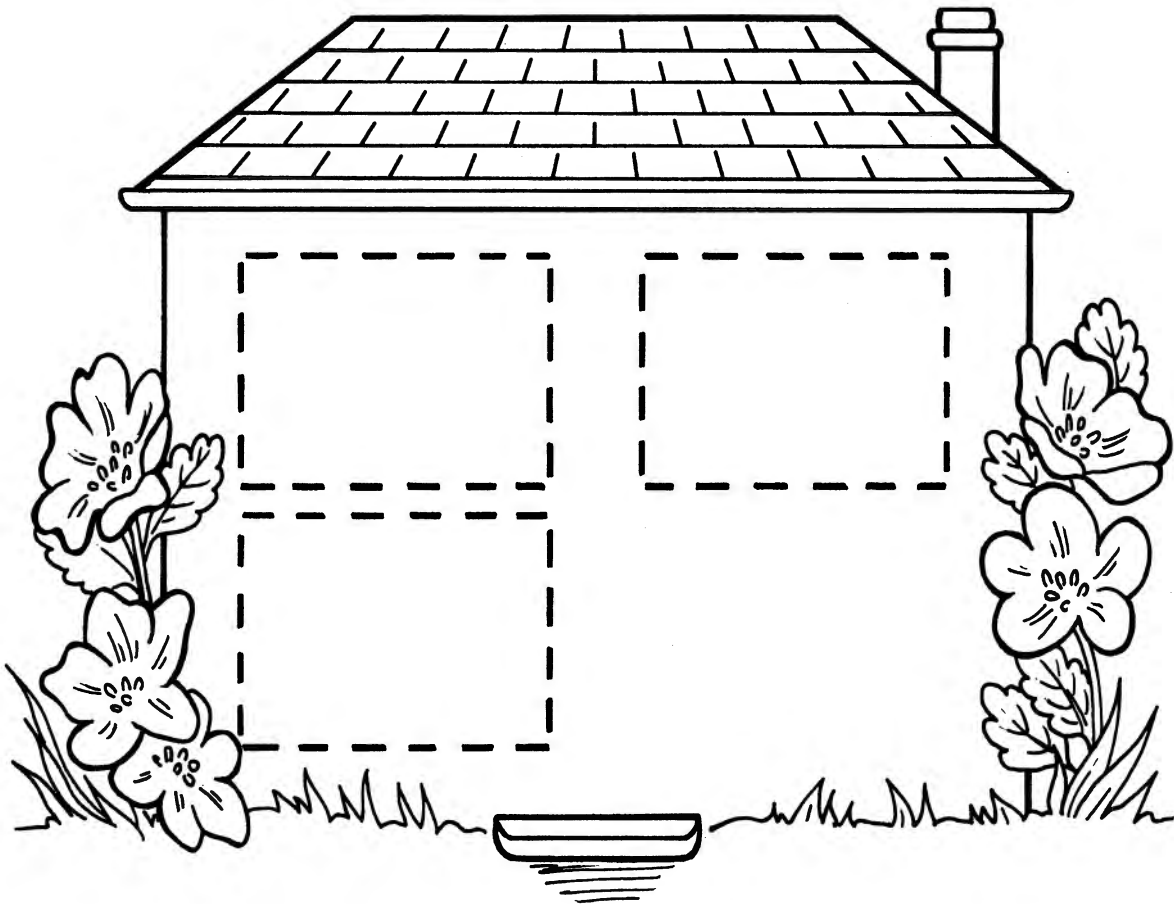
What do you want to eat? What do you want to drink?

Ask and tell a friend.

	milk . . . . .	.25		hamburger . . .	1.00
	juice . . . . .	.25		cheese sandwich	1.00
	soda pop . . . . .	.50		cookie . . . . .	.25
	salad . . . . .	.75		apple . . . . .	.25

Evaluation Page

Cut. Paste. Tell the story to a friend.



The City Mouse and the Country Mouse

Overview

Story Synopsis

One day, a man meets his friend in the woods, and they decide to walk together. As they are walking, a big bear begins to chase them. One of the men runs up a tree, and tells his friend that he cannot help him. There isn't another tree for the other man to climb, so he falls to the ground and lies very still. The bear sniffs him from his ears to his toes, and then decides to leave him alone. After the bear has left, the man who climbed the tree asks his friend what the bear said when it was sniffing his ear. The friend says, "The bear told me that you aren't a true friend." With that, he decides to walk alone in the woods.

Suggested Moral Presentation: *True friends help each other in times of danger and trouble.* See Presenting the Story Units, Lesson 3 for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use simple present tense of regular verbs and the verb *to be*
- to use predicate adjectives
- to use the verbs for the senses in the simple present tense
- to tell what one does
- to use singular and plural nouns
- to answer questions with *who*, *what*, *how*, and *why* in the simple present tense
- to talk about friendships
- to say and act out a finger play
- to talk about the five senses
- to compare and contrast
- to use problem-solving skills

Getting Ready to Read

Warm-Up

Show students pictures of a real bear. Encourage children to tell what they know about bears. Then show them the illustrations on pages 109 and 110. Ask volunteers to tell what they see in the pictures. Help them find and identify the bear and the men, and have them talk about what they are doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about "Two Men and a Bear" or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess what happens to the man when the bear comes very close. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
*catch	*bear	big	feel
come	*ear	good	*fingers
*fall	friend	happy	hear
go	man	safe	*ears
help	noise	sorry	see
*run away	sound		*eyes
say	*toe		smell
see	*tree		*nose
			taste
			*mouth

Grammatical Structures: simple present tense, singular and plural nouns, predicate adjectives, verbs for the senses

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Use the following conversation to practice the verbs for the senses in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have students switch parts. Let volunteers act out the conversation for the class. As a closing activity, encourage students to use their senses and talk about what is around them.

Partners can continue practicing verbs for senses—see, smell, hear, and taste.

Student 1: *What do you (smell)?*

Student 2: *I (smell) a (flower).*

Student 1: *(He) (smells) a (flower).*

Monitor students' pronunciation of the final *s*, checking for the /z/ and /s/ sound.

Some of the story is written in the simple past tense to maintain the natural flow of the story and language. It is important for students to understand what is happening, but not to be responsible for using this verb tense unless they are ready. Activities for verb tense work are included in Presenting the Story Units: Verbs.

The modal *should* is also used in the story to maintain the natural flow of the story and language. Introduce this word as new vocabulary only if your students have acquired enough English to be ready for advanced grammar.

Help students understand the difference between *What do you feel?* and *How do you feel?*

Play the following game to help students understand the different meanings of *feel* and use the adjectives in this unit. Have students take turns feeling an unknown object (one they cannot see) in a box. You might use an ice cube.

Teacher: *What do you feel?*

Student: *I feel ice.*

Teacher: *How do you feel?*

Student: *I feel cold.*

Continue with the other senses for additional practice, providing realia if possible.

Teacher: *What do you (hear)?*

Student: *I hear a (bird).*

Teacher: *How do you feel?*

Student: *I feel (happy).*

Use the suggestions on page 10 of Presenting the Story Units when working with singular and plural nouns.

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “Two Men and a Bear.” Present the moral after students have read or listened to the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

This page focuses on reading a poem about the story, identifying a problem, and solving it. As a warm-up activity, show students the illustrations from the story. Help them retell the story, using the pictures as a guide. Then, show students a copy of the Practice Page. Have them talk about the picture and how it relates to the story. Read the poem aloud. If your students have acquired more English and reading skills,

give them a copy of the Practice Page and have them read along with you. Have them talk about what the poem is about and how it relates to the story. Model the poem and have students repeat it after you. Ask volunteers to say or read the poem for the rest of the class.

Ask students the questions at the end of the poem. Have them talk about what the problem is and how they will solve it. Write key vocabulary or draw key picture words on the board for students. Tell them to draw a picture of what they would do in the box at the bottom of the page. As a closing activity, have students act out what they have drawn for the class. They should not show their drawings to other students. The student who guesses first becomes the next "actor."

Presenting the Application Page

As a warm-up activity, have students retell the story using the illustrations as a guide. Next, point to your nose and say, "I smell with my nose. What do you do?" Help students reply, "I smell with my nose, too." Continue with the rest of the senses. After students are comfortable with the new vocabulary and language, show them a copy of the Application Page and have them talk about their five senses and how they relate to the story. Read the finger play and act it out for students, pointing to the corresponding body part as you say it in the poem. Next, read and act out each stanza separately for students, and have them do the finger play with you. After students are familiar with the finger play, have them repeat each stanza after you and act it out. As a closing activity, ask volunteers to lead the class in saying and acting out the finger play. For students who are already reading in English, give them a copy of the finger play and have them read along with you.

Presenting the Evaluation Page

Focus students' attention on the illustrations and have them talk about the characters and the story. Then, help them decide how the pictures should be arranged so that they tell the story in the correct order. Show students how to assemble the pictures to make a book. Give each student a copy of this page, and have them complete the activity independently. As a closing activity, invite students to retell the story using the book they have made as a guide.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

I Spy With My Little Eye

For the sense of sight, you can play “I Spy With My Little Eye.” The teacher says, “I spy with my little eye (a large yellow book.)” The student who finds (a large yellow book) first is the winner and continues the game by saying to the rest of the class, “I spy with my little eye (a small green pencil.)” and so on.

Can You Guess? Use Your Senses

Choose different items that students are familiar with and place them in a brown paper bag. Have students close their eyes and pick an item out of the bag. Have them use their senses of touch, smell, and hearing to help them identify the items.

My Best Friend

Help students retell the story using the illustrations. Then, have them decide which character would make a good friend and why. Give each student a piece of drawing paper and have them draw a picture of themselves and their best friend. As a closing activity, invite students to come up and share their work with the class. Encourage them to tell how their friends are the same or different from the friend in the story.

Finish the Poem

Write the following poem and word bank on the chalkboard for students. As a warm-up, help students read the poem and decide which words best complete the sentences. Give each student a piece of writing paper, and have them copy and complete the poem. Have students illustrate the poem when they are finished. As a closing activity, invite students to read the poem and share their illustrations with the rest of the class.

great

bee

again

hive

Icky Sticky

I see a brown bear. I count one, two, three.

He smells with his nose and hears a big _____.

The bee flies away and counts four and five.

The bee goes home to his very big _____.

The bear smells the honey, five, six, seven, eight.

The bear tastes with his mouth. The honey tastes _____.

The bear looks around and counts nine and ten.

He feels very sticky. Let's do it _____.

Two Men and a Bear, Part 1

There is a man. He walks in the woods.
His name is Bob. He is very good.

He walks and he walks. He meets his
friend, Joe.

Joe says to Bob, "Where should we go?"

"I walk in the woods to get to my job.
You can come, too," says the good man, Bob.

So they walk together, and they jump when they hear
A noise in the woods. It sounds very near.

They look all around and what do they see?
"A big bear!" says Joe, "It cannot catch me!"

Joe runs away. He climbs up a tree!
He says, "I am safe now and very happy!"

Now Bob looks around and what does he see?
That very big bear. Bob says, "Joe, help me!"

Joe says, "I can't help you. I'm sorry, Bob.
Find your own tree. That is your job!"

But Bob calls out, "Joe, there are no more trees!
Can you help me, Joe? Can you help me, please?"



Tell What You Know

1. What does Joe do?
2. What does Bob do?



Two Men and a Bear, Part 2

The bear comes so close. What can Bob do?
Bob falls to the ground. He's very quiet, too.

Bob doesn't move. The bear
uses his nose.
He smells poor Bob from his
ears to his toes!



Bob doesn't move. The bear goes away.
Bob is so happy. What does Joe say?

"Bob, that big bear put his nose in your ear!
What did the bear say? What did you hear?"

Bob looks at Joe and says, "Well, you know, Joe,
That bear said, 'Joe isn't your friend, you know!'"

Joe says, "But, Bob!" And Bob says, "Oh, no!
You didn't help me. So good-bye, Joe!"

Bob walks away and I hear him say,
"A friend tries to help you and doesn't run away."

Tell What You Know

1. What does the bear do?
2. What does Bob do?



Practice Page

What do you see? Tell a friend.

A Bear

I see a bear. A bear sees me.

I run so fast. I climb a tree.

You see a bear. The bear sees you.

What do you think? What do you do?

Draw. Tell a friend.



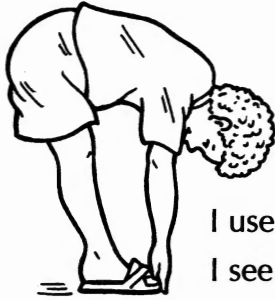
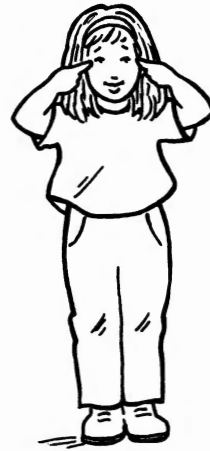
Application Page

Say and do the finger play.

My Five Senses

I have five senses I use them each day.

I see with my eyes when I go out to play.



I use my fingers to feel my toes.

I see a blue flower. I smell with my nose.



I hear a buzz, buzz. I use my two ears.

I hear a big bee. I think it is near.

I taste with my mouth. The bee's honey tastes great!

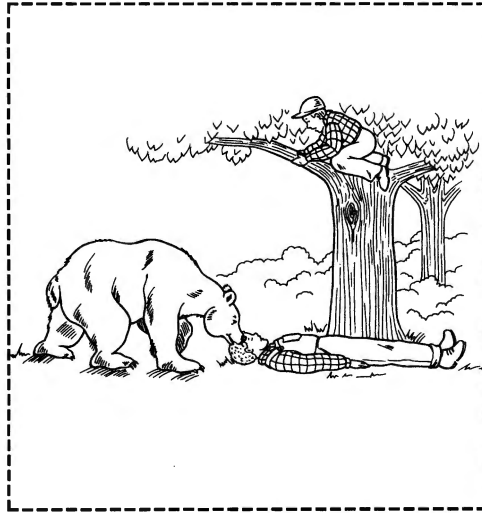
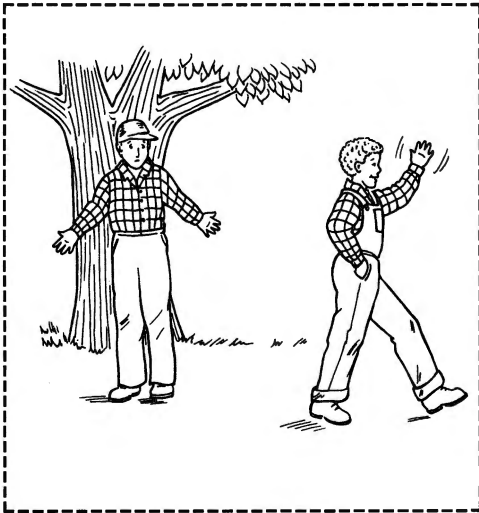
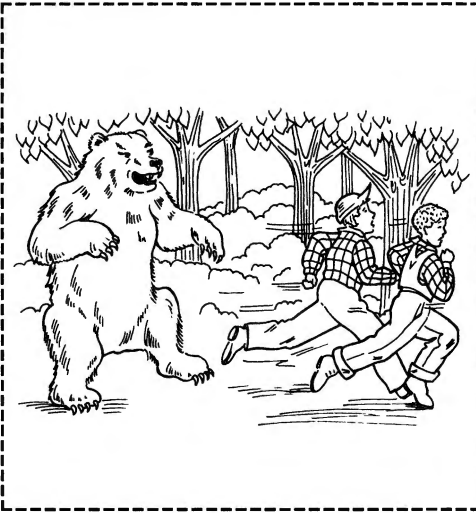
It's time to go home. I don't want to be late!



Evaluation Page

Make a book. Tell a story.

The End



Two Men and a Bear

Two Men and a Bear

Overview

Story Synopsis

Two very stubborn goats decide to walk over a bridge one day. Neither one will let the other pass. When they meet in the middle, they push and they whack each other and, because of this, fall off the bridge and into the water. A bird sees them and tells them to try walking over the bridge again. The bird tells the goats not to get angry, but to move to one side to let each other pass. Now when the goats go over the bridge, they compromise, just as the bird suggested.

Suggested Moral Presentation: *It is better to compromise than to argue.*
See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use simple present tense of regular verbs and the verb *to be*
- to answer questions with *who, what, how, and why* in the simple present tense
- to use predicate adjectives
- to use the prepositions *over, off, on*
- to tell what one does
- to talk about compromise
- to talk about feelings
- to count to 10 and recognize the numerals 1–10
- to say and act out a finger play

Getting Ready to Read

Warm-Up

Show students pictures of real goats and birds. Encourage students to tell what they know about goats and birds. Then show them the illustrations on pages 120 and 121. Ask volunteers to tell what they see in the pictures. Help them find and identify the goats and the bird and to talk about what these characters are doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about the story of the two goats or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess what happens. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
count	bridge	angry	off
*fall off	*goat	big	on
go	water	cold	over
move over	happy		
push	stubborn	numerals 1–10	
*walk			
whack			

Grammatical Structures: simple present tense; singular and plural nouns; predicate adjectives and nominatives; prepositions *over, off, on*

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have students switch parts. Let volunteers act out the conversation for the class. As a closing activity, encourage students to

talk about how they feel using the predicate adjectives *cold, cool, hot, hungry, tired, warm*.

Student 1: *How do you feel?*

Student 2: *I feel (angry).*

Student 1: *(She) feels (angry).*

Monitor students' pronunciation of the final *s* in *feels*, checking for the /z/ sound.

Help students act out the meanings of the other adjectives. Have them repeat the words after you model them. Have students work as a group and then check comprehension by asking individual students about the vocabulary.

Help students act out the meanings of the prepositions *off, on, and over*. Begin by acting out the preposition first and then saying the word after you have modeled it. Write the words on the chalkboard, and have students practice reading them with you. Write the words on slips of paper, and have students choose a word and then act it out for the class. The student who guesses first gets to choose the next word.

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of "The Two Goats." Present the moral after students have read or listened to the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

As a warm-up, show students the illustrations from the story and the Practice Page. Have them talk about the pictures and what happened in the story. Show students how to assemble the story wheel and spinner. Next, spin the spinner and tell what happens in the picture, using the simple present tense. Give each student a copy of the Practice Page, and

have them cut out and assemble it with a partner or in groups. Have students take turns spinning the story wheel and telling what is happening in the picture. As a closing activity, encourage students to tell the entire story using the illustrations on the story wheel as a guide. If time is a concern, have students do the activities with a story wheel that you have prepared in advance.

Students who have acquired more English can tell the story using either the present continuous tense or the simple past tense. See Presenting the Story Units: Verbs for additional suggestions and activities.

Students who are ready can also use the future tense with *going to*. Have them take turns spinning the story wheel, tell what is happening, and then tell what is going to happen.

Presenting the Application Page

As a warm-up, focus students' attention on the illustrations on the story pages and on the Application Page. Have them talk about what they see and how it relates to the story. Read the finger play and act it out for students. Have them talk about the feeling of anger and relate it to their personal experiences. Next, read and act out each stanza separately for students, and have them do the finger play with you. After students are familiar with the finger play and can act it out as you say it, have them repeat each stanza after you and act it out. Next, ask volunteers to say the finger play as the rest of the class acts it out. For students who are already reading in English, give them a copy of the finger play and have them read along with you. Direct students' attention to the bottom of the page and help them read the question. Have them talk about how they feel today. Give each student a piece of drawing paper, and have them draw a picture about how they feel. As a closing activity, have students share their work with their classmates.

Presenting the Evaluation Page

Focus students' attention on the illustrations from the story and the illustrations on the Evaluation Page. Have students talk about the story. Help them decide how to number the pictures so they are in the correct order. Give each student a copy of the page, and have them complete it

independently. As a follow-up activity, ask students to retell the story using the completed story map as a guide.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Story Mixup

Use the pictures on the Evaluation Page of this unit. Cut them out and place them in the correct order. As a warm-up, have students retell the story. Draw on as much prior knowledge and experience as possible. Next, have them close their eyes. Mix up the pictures so they are no longer in the correct sequence. Ask volunteers to put them in the correct order. The game can be played in teams. The first team to finish putting the pictures in the correct order wins. As a closing activity, ask volunteers to retell the story.

What Happens Next?

Use the story wheel on the Practice Page of this unit. As a warm-up, model the activity. Spin the spinner and tell what is happening, using the simple present tense. Then, tell what happens next, again using the simple present tense. Do this a few times and have students take turns telling what is happening and what will happen next. As a closing activity, ask volunteers to retell the story. Students who are ready for additional verb tense words can do this activity using the future tense. Have them tell what happens and then tell what is “going to happen.” See “Presenting the Story Units—Verbs” for more suggestions.

Rhyming Words (Writing Option)

Write the following sentences and word list on the chalkboard. As a warm-up, help students read and decide which words best complete the sentences. Give each student a piece of paper. Have them copy and complete the sentences. As a closing activity, ask students to share their work with the rest of the class.

hop

go

ten

fun

1. They push and they shove and when they are done,
they fall off the bridge. Now, this isn't ____.
2. They get out of the water. They do it again.
They walk over the bridge. They count to ____.
3. The two goats walk over the bridge. Do you know?
They move to one side and let each other ____.
4. Lee Po walks over the bridge. Lee Po has to stop.
He meets Jack. Jack starts to ____.

Act It Out

Have students make puppets for the goats and the bird using the illustrations from the story. Glue the pictures on paper bags or attach craft sticks to the backs of the pictures. Read the dialogue and have students use their puppets to act out what is happening. Model and practice the dialogue with students. When they are familiar with it, have them work in groups to practice their play. As a closing activity, have each group put on a puppet show for the class. Students who have acquired more English might enjoy writing their own dialogues and then acting them out for the rest of the class.

Lee Po: *You are in my way. Go!*

Jack: *No. You go!*

(Lee Po walks to the middle of the bridge.)

Jack: *Stop!*

Lee Po: *No!*

(Jack walks to the middle of the bridge.)

Lee Po: *Stop!*

Bird: *Don't do this. Stop and count to 10.*

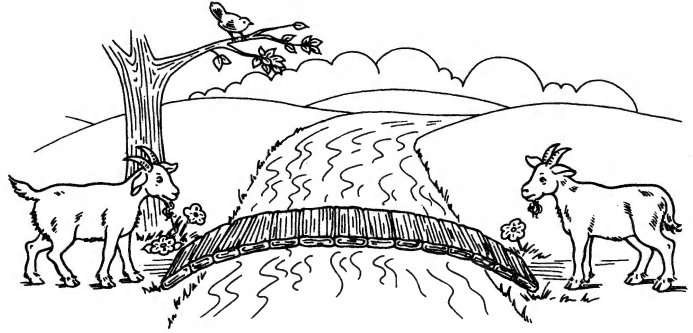
(Lee Po and Jack both count to 10.)

Bird: *Move over Jack. Move over, Lee Po.*

(Lee Po and Jack walk over the bridge, one on each side.)

The Two Goats, Part 1

There's a goat in the meadow.
His name is Lee Po.
He says, "When you're in my
way, I push, and I go."



Another goat's in the
meadow. His name is Jack.
When you're in his way, he gives you a whack!

"Over the bridge for a walk," says Lee Po,
"I'm big and I'm stubborn. I push, and I go."

"Over the bridge for a walk," says Jack,
"When you're in my way, I give you a whack."

Lee Po walks over the bridge. Look at Lee Po stop!
He meets Jack in the middle. Jack starts to hop!

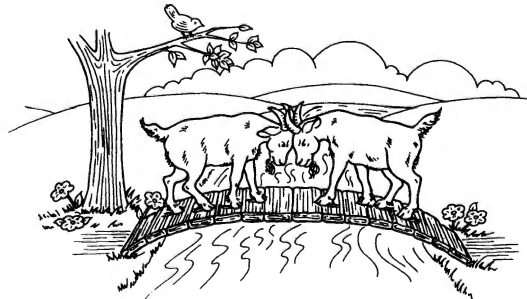
"I'm big and I'm strong. I push, and I go.
Get out of my way! Move over," says Lee Po.

"I'm big and I'm strong. I can give you a whack.
Get out of my way. Move over," says Jack.

Lee Po pushes Jack. Lee Po says, "I go
Over the bridge." Jack just says, "No!"

Tell What You Know

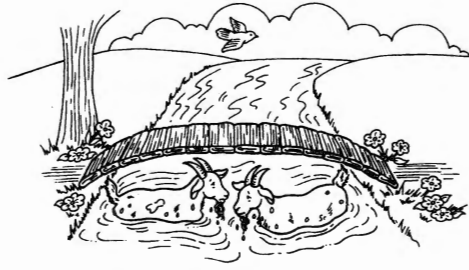
1. What does Jack do?
2. What does Lee Po do?



The Two Goats, Part 2

Jack pushes Lee Po, and gives him a whack.

"I want to go over the bridge," says Jack.



Lee Po just says, "No!" Jack says, "No!" too.

They push and they whack. Do you know what they do?

They push, and they whack, and when they are done,
They fall off the bridge. Now this isn't fun!

They fall in the water. They are wet and so cold.

A bird calls out, "Do what you're told!"

"Get out of the water. Let's do this again.

Walk over the bridge. Don't get mad. Count to ten."

One, two, three—four, five, six—Lee Po and Jack say the rest,

Seven, eight, nine, ten—Lee Po and Jack do their best.

The bird says, "Now walk. Do not push. Do not whack.

Move over, Lee Po. Move over Jack."

Lee Po moves over. Jack moves over, too.

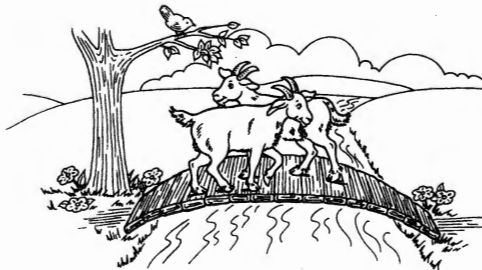
It's easy to go when you know what to do.

When the two goats go over the bridge now, you know,

They just move over and say, "You can go."

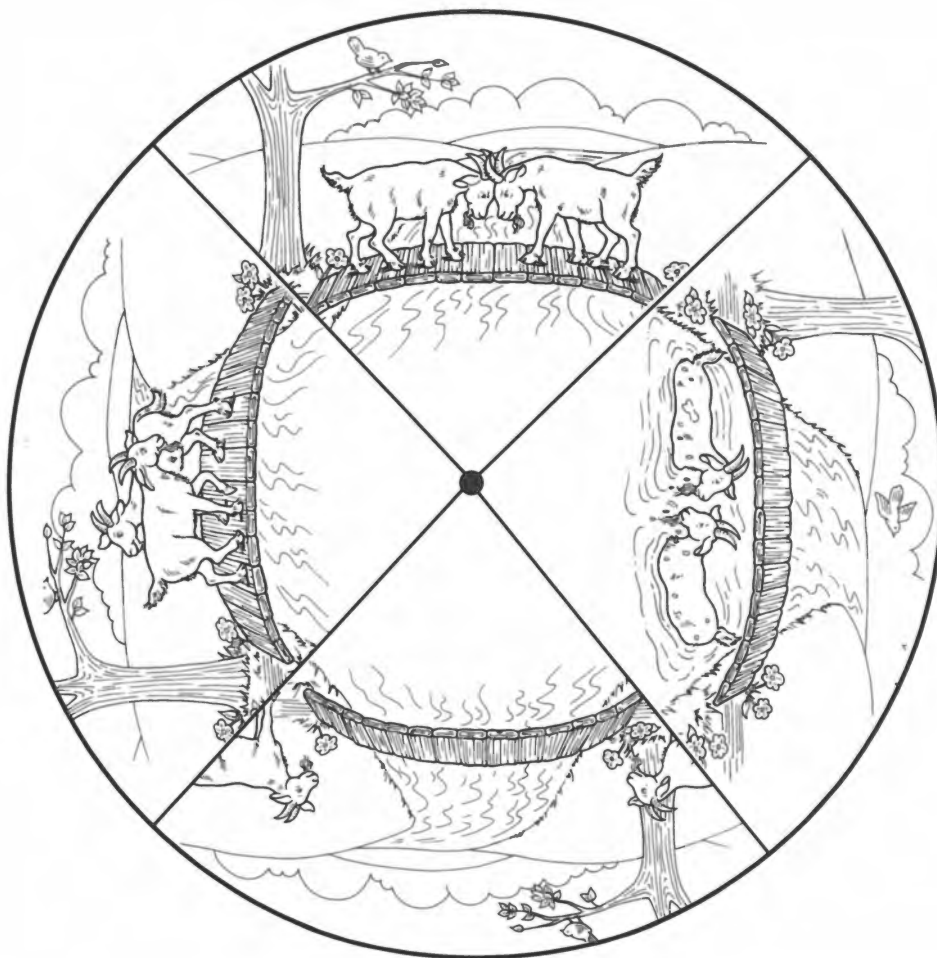
Tell What You Know

1. What do Lee Po and Jack do?
2. What does the bird say?

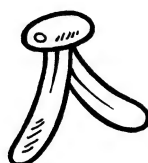


Practice Page

Make a story wheel. Tell the story.



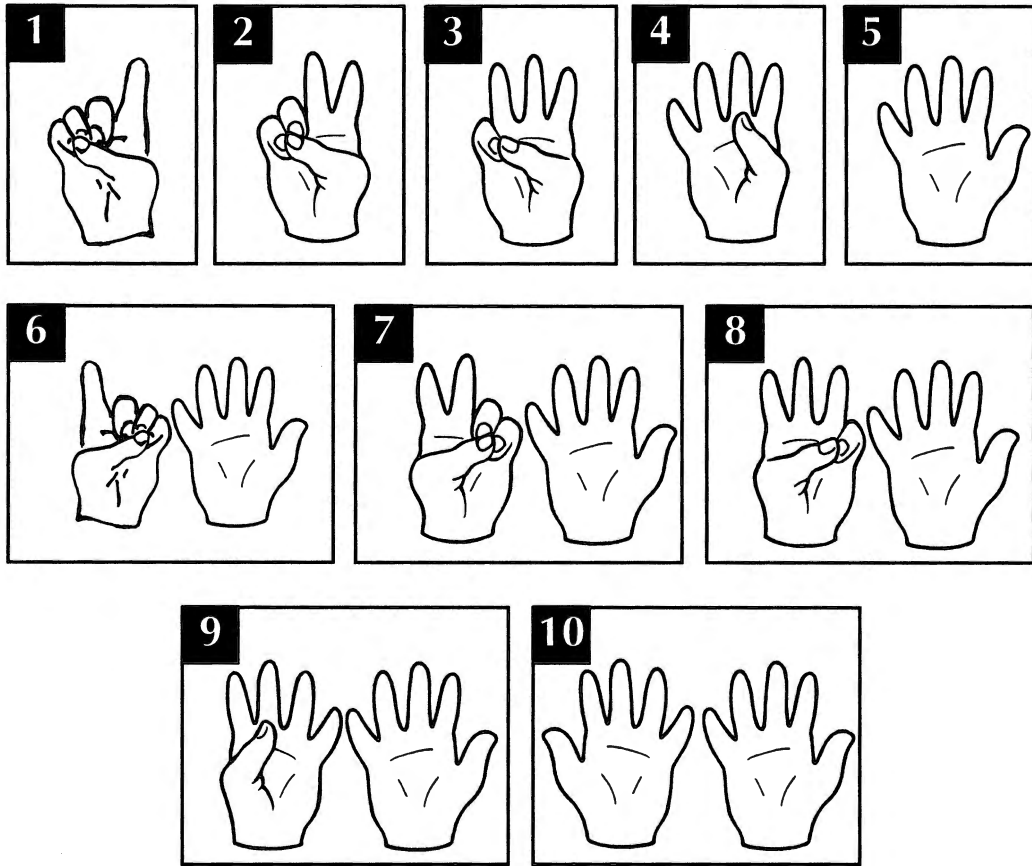
You will need one of these.



Application Page

A Finger Play

Count, say, and do.



Count to Ten!

When you're angry, say "Stop." Next say, "One, two, three."
Take a deep breath, now listen to me.

Say, "Four, five, six." Say, "Seven and eight."
Take a deep breath. Now stop and wait.

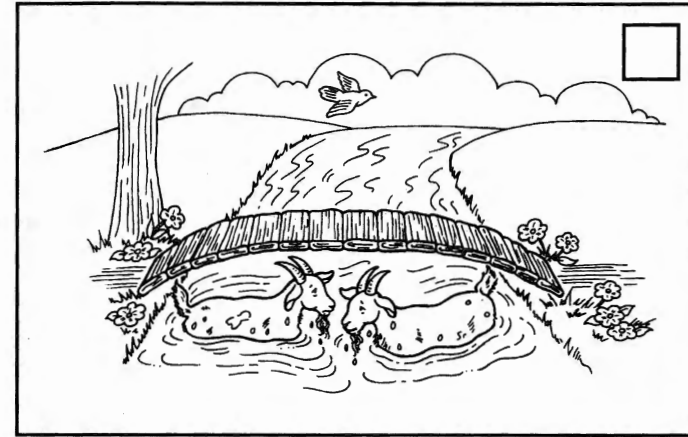
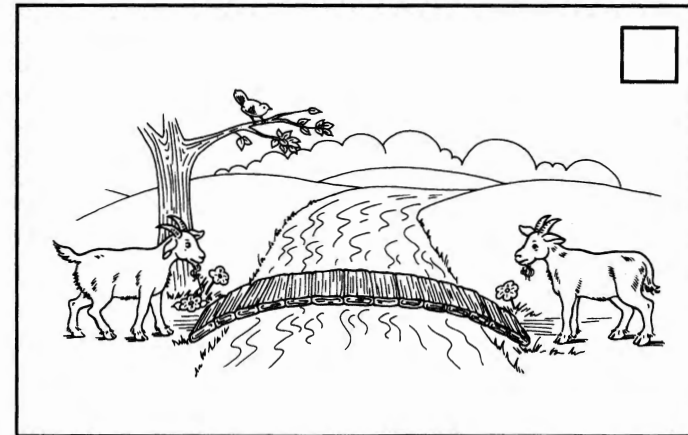
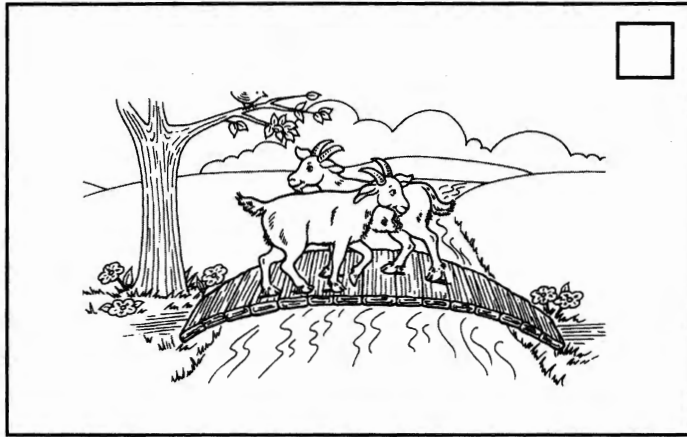
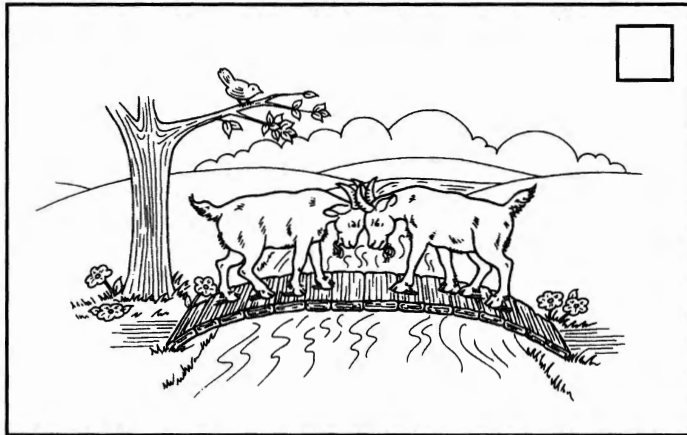
Do you feel any better? Say, "Nine and ten!"
If you're still angry, do it again!

One, two, three, four, five, six, seven, eight, nine, ten!

Ask and answer.
How do you feel today?

Evaluation Page

Number the pictures to tell the story.



The Two Goats

Story Synopsis

One day, a man goes to work and, at the end of the day, his boss pays him with a goose that lays golden eggs. The man takes the goose home, and he and his wife are delighted. On Monday, he asks the goose to lay one golden egg. After it does, it tells him that each day it can lay only one egg. On Tuesday, the man asks for two eggs. The goose lays only one egg, and reminds the man that each day it can lay just one egg. This continues for five days and, on each day, the man asks for one more egg and doesn't get it. The goose reminds him each day that it can lay only one golden egg a day. Finally, the man becomes angry and grabs the goose by the legs and tries to shake out the rest of the eggs. The goose becomes angry, too, and runs away, leaving the man and woman with five golden eggs, and no possibility of more. Other versions offer endings that involve the final demise of the goose. This ending was chosen to better suit young children. See Suggestions for Additional Reading at the end of this book for other versions of this fable.

Suggested Moral Presentation: *It is better to wait and be patient than to expect everything at once.* See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use simple present tense of regular verbs and the verb *to be*
- to answer questions with *who, what, how, why*, and *how many* in the simple present tense
- to use days of the week with the preposition *on*
- to understand the modals *can/can't*
- to tell what one does
- to understand the adjective *golden*
- to complete a maze

- to do simple addition/subtraction problems to the addend 5
- to count to five and match the numeral to the correct number
- to act out a fable

Getting Ready to Read

Warm-Up

Play a guessing game with students. Put a play egg or a real hard-boiled egg in a bag. Have students take turns reaching in the bag with their eyes closed, and guessing what is in the bag. Next, show students pictures of a real goose. Encourage students to tell what they know about geese. Then show them the illustrations on pages 132 and 133. Ask volunteers to tell what they see in the pictures. Help them find and identify the goose, the eggs, the man, and the woman. Encourage students to talk about what they see and what is happening in the pictures. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about "The Goose That Lays the Golden Eggs" or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess what happens to the goose. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
cook	*egg	all	Monday
do	cheer	golden	Tuesday
give	day	special	Wednesday
have	door		Thursday
lay	*goose		Friday
	man		Saturday
	pay		Sunday
	pot		How many
	wife		can/can't
			numerals 1–5

Grammatical Structures: simple present tense, modals *can/can't*, days of the week with preposition *on*, questions with *how many*

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Introduce or review the numerals 1–5. Make flash cards for the numerals and help students identify them. Help students count various items. Help them find the correct numeral and match it to the items they have counted. As a closing activity, do a listening activity. Give the following directions. Have students draw the correct number of eggs and write the correct numeral next to the eggs they have drawn.

Draw five eggs.

Draw three eggs.

Draw one egg.

Draw four eggs.

Draw two eggs.

Provide additional practice with numerals, numbers, and simple addition problems. (See the Application Page of this unit.)

Hold up three eggs. Have students count them.

Teacher: *How many eggs do you see?*

Students: *I see three eggs.*

Hold up one more egg and have the students count.

Teacher: *How many eggs do you see?*

Students: *I see one egg.*

Hold up three eggs in one hand and one egg in the other.

Teacher: *How many eggs do you see altogether?*

Students: *I see four eggs.*

Continue with similar addition problems that add up to five.

Help students understand and learn the days of the week by showing them a calendar. Model the pronunciation of the days of the week, and have students repeat them after you. Help students understand that the days of the week go in a specific order on the calendar. After they are familiar with the new words and order, point to the different spaces on the calendar that show the days of the week and have students say each day for you. Next, point to days of the week at random, and ask students to name the days. Have them practice the following dialogue after you model it.

Student 1: *What day is it? (points to a day on the calendar)*

Student 2: *It is (Monday).*

Provide additional practice. Have students practice the next conversation using the preposition *on* with the days of the week. Model and have students practice it with you, then have them take turns being Student 1 and Student 2.

Student 1: *When do we go to (gym)?*

Student 2: *We go to (gym) on (Monday).*

Have students substitute other subjects and answer with the correct day of the week.

After students have read the story, have them do the dialogue again, and tell what happened on each of the days in the story.

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Goose That Lays the Golden Eggs.” Present the moral after students have read or listened to the story and discussed what happens in it. See Presenting the Story Units, Lesson three for suggestions.

Presenting the Practice Page

Focus students' attention on the illustrations from the story and have them retell the story for their classmates. Then, show students a copy of the Practice Page, and have them talk about the pictures in the maze. Encourage them to retell the story using the pictures as a guide. Next, show students how to complete the maze and retell the story as you go from start to finish. Give each student a copy of this page, and have them complete it with a partner or in groups. As a closing activity, have students share their work with their classmates, retelling the story as they go through the maze. Students who have acquired more English can tell what happened on each day of the week, as noted in the story.

Teacher: *What happens on Monday?*

Student: *The goose lays one golden egg on Monday.*

Presenting the Application Page

The application page focuses on counting and simple addition to the addend five. As a warm-up activity, focus students' attention on the illustrations from the story and have them talk about what happened to the goose, the man, and the man's wife. Show students the Application Page, and have them talk about the characters and count the eggs they are holding. Help them talk about how this relates to the story. Ask students, "How many eggs does the man have?" "How many eggs does the wife have?" "How many eggs do they have altogether?" Encourage students to answer in complete sentences and to count the eggs before they give their answers. Refer to Getting Ready to Read for additional suggestions on presenting this topic.

Show students how to complete the page by matching the numeral to the correct number of eggs. Give each student a copy of the page, and have them complete it with a partner or in groups. As a closing activity, have students share their work with the rest of the class, telling how many eggs each character has and how many they have altogether.

Presenting the Evaluation Page

As a warm-up, focus students' attention on the illustrations from the story and have them talk about the characters and what happened. Show students the Evaluation Page and model how to assemble the puppets. Model using the puppets and props to retell the story. Give each student a copy of this page, and have them cut out and assemble the puppets by gluing them on paper bags or attaching craft sticks to the backs of the pictures. Retell the story and have students act it out, using the puppets. As a closing activity, invite students to retell the story using the puppets.

Students with more English ability can put on the following puppet play.

Man: *Look, I have a goose!*
Wife: *Let's cook it!*
Man: *No. We can't cook it. It lays golden eggs.*
Goose: *I lay one egg each day. That is all I can do.*
Man: *It's Monday. Goose, lay one egg.*
Goose: *I lay one egg each day. That is all I can do.*
Man: *It's Tuesday. Goose, lay two eggs.*
Goose: *I lay one egg each day. That is all I can do.*
Man: *It's Wednesday. Goose, lay three eggs.*
Goose: *I lay one egg each day. That is all I can do.*
Man: *It's Thursday. Goose, lay four eggs.*
Goose: *I lay one egg each day. That is all I can do.*
Man: *It's Friday. Goose, lay five eggs.*
Goose: *I lay one egg each day. That is all I can do.*
Man: *It's Saturday. Give me all the eggs!*
Goose: (runs away and says) *I lay one egg each day. That is all I can do.*

Man and

Wife: *It's Sunday. We have no goose! We have no eggs!*
Goose: (from a distance) *Why didn't you wait and take one egg each day?*

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Number Sentences

Show students the illustrations on the Application Page of this unit, and help them generate number sentences to correspond with each set of illustrations. Have them write the number sentences with the correct answers under each picture.

Example: $1 + 3 = 4$

Write About It

Write the following sentences on the chalkboard and have students read the sentences with you. Help students decide how to number the sentences to retell the story. Give each student a piece of paper divided into four sections. Have students copy the sentences, write them in the correct order, and then illustrate them. As a closing activity, invite students to share their work with the class by reading the sentences.

1. The goose lays one golden egg.
2. The goose runs away.
3. The man and his wife have a new goose.
4. The man and his wife don't have a goose.

Students who have acquired more English can tell when these events happened in the story using the days of the week.

An Egg Hunt

Use plastic eggs or draw eggs on index cards. Hide the eggs around your classroom, and invite students to find them. After all the eggs are found, ask students to count and tell how many they have.

The Goose That Lays the Golden Eggs, Part 1



A man I know works hard every day.
When he is done, he says, "Where's my pay?"

His boss comes to him and says, "Here is your pay.
This goose is special. It lays one egg each day.

"It lays golden eggs. Yes, this is for you.
Here, take the goose. The goose knows what to do."

The man goes right home and says, "Look what I've got!"
His wife says, "A goose, where is my pot?"

The man says, "You can't cook it. It's special, my
It lays golden eggs." His wife gives a cheer.

On Monday, the man says, "Goose, let's see.
Please, lay one egg, and give it to me."

The goose lays one egg and says, "This is for you.
I lay one egg each day. That is all I can do."

On Tuesday, the man says, "Goose, let's see.
Please, lay two eggs, and give them to me."

The goose lays one egg and says, "This is for you.
I lay one egg each day. That is all I can do."

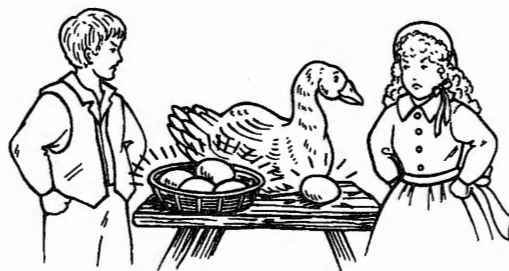
Tell What You Know

1. What does the man get?
2. What does the goose do?



The Goose That Lays the Golden Eggs, Part 2

On Wednesday, the man says,
"Goose, let's see. Please, lay three eggs,
and give them to me."



The goose lays one egg and says, "This is for you.
I lay one egg each day. That is all I can do."

On Thursday, the man says, "Goose, let's see.
Please, lay four eggs, and give them to me."

The goose lays one egg and says, "This is for you.
I lay one egg each day. That is all I can do."

On Friday, the man says, "Goose, let's see.
Please, lay five eggs, and give them to me."

The goose lays one egg and says, "This is for you.
I lay one egg each day. That is all I can do."

On Saturday, the man says, "I want all your eggs."
The goose says, "I can't." The man grabs the Goose by the legs.

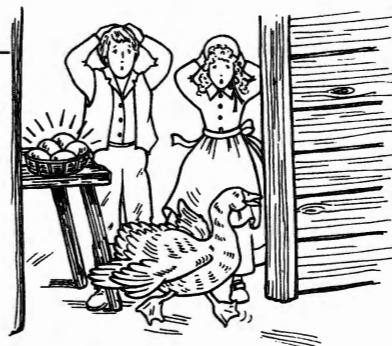
He shakes and he shakes, but nothing comes out.
The goose is so angry. The goose starts to shout!

"Oh, man, you can't have golden eggs any more."
The goose runs away. It runs out the front door.

On Sunday, the man says, "The goose ran away.
Why didn't we take one egg each day?"

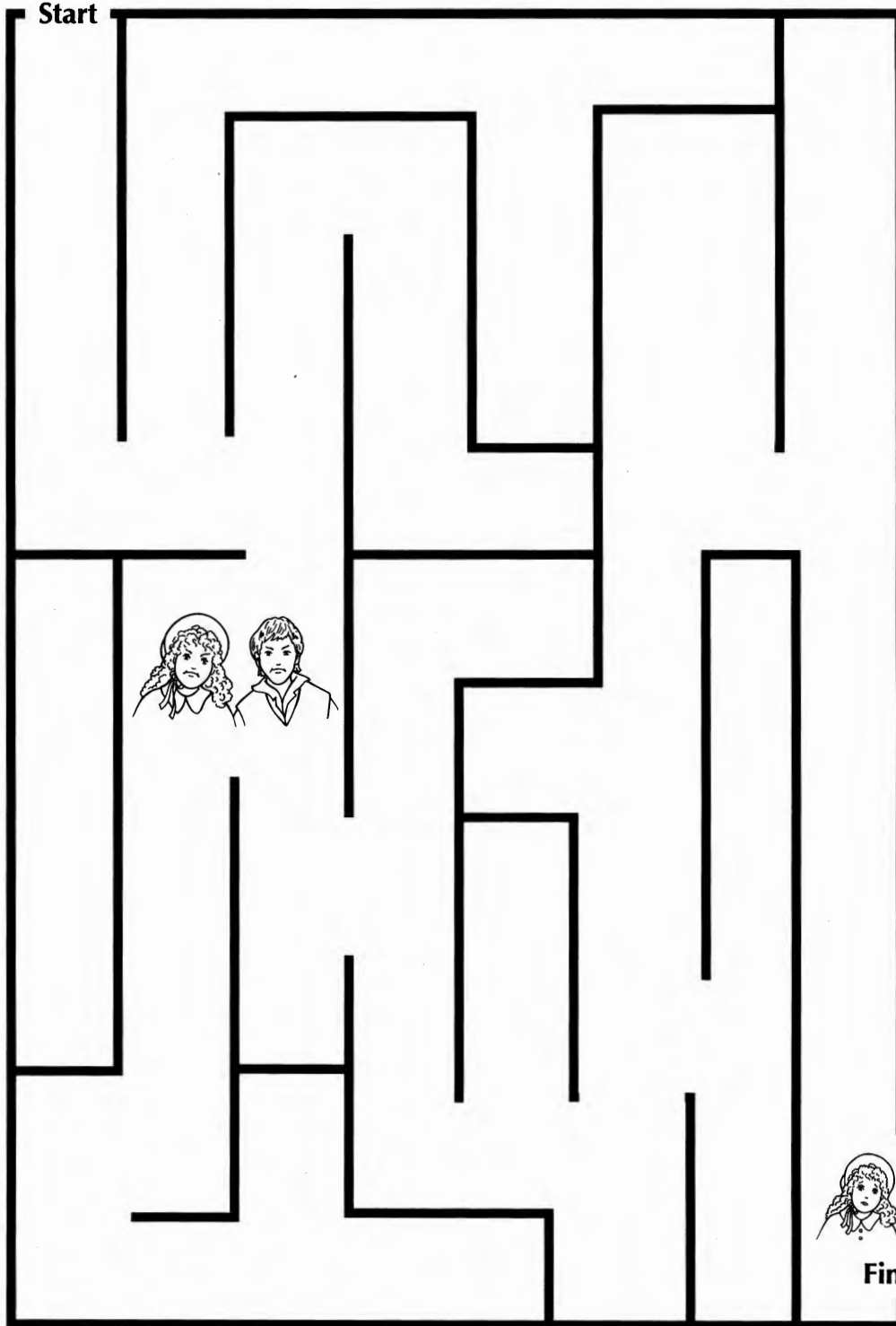
Tell What You Know

1. What does the goose do?
2. What does the man say?



Practice Page

Do the maze. Tell the story.



Finish

Application Page

Count. Match. How many eggs do they have altogether?



+



1



+



2



+



3



+



4



+

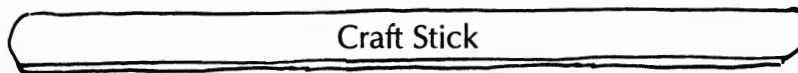
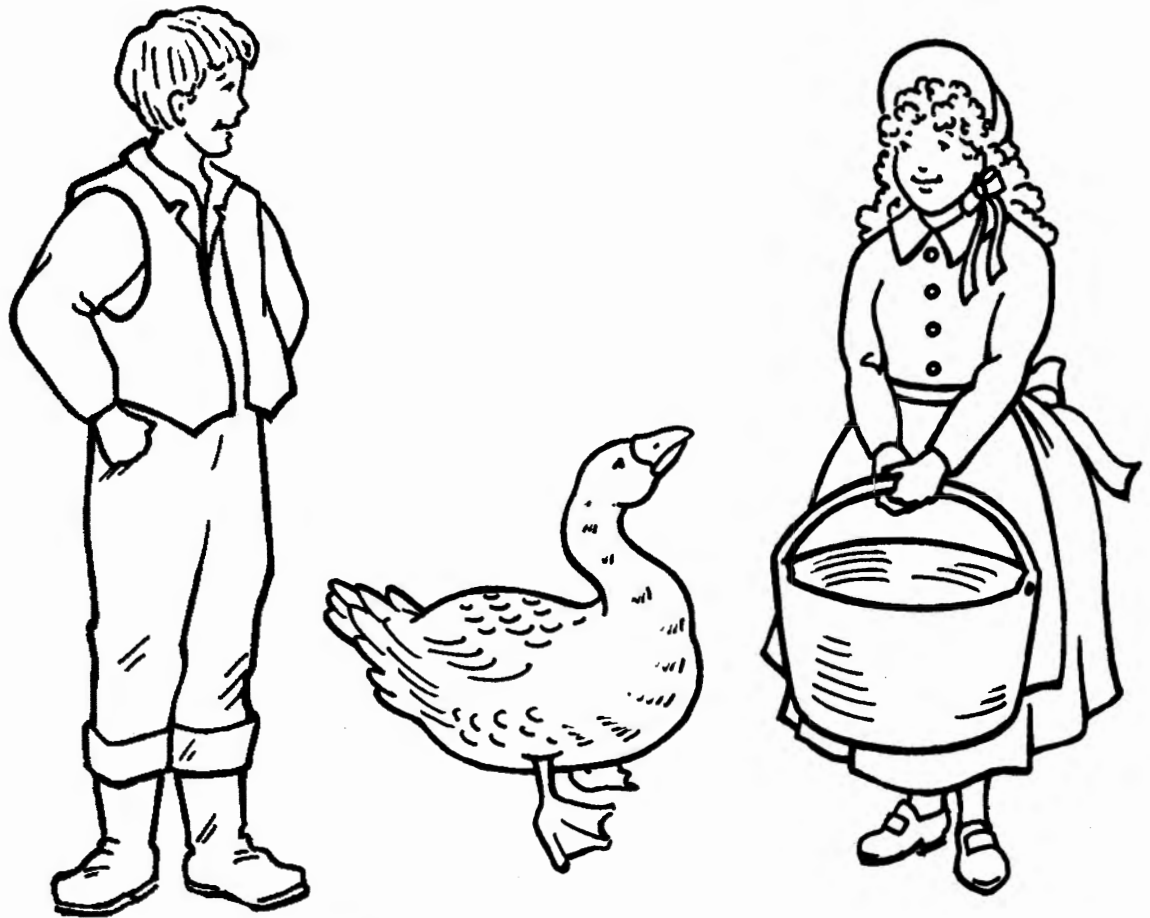


5

The Goose That Lays the Golden Eggs

Evaluation Page

Make puppets. Tell a story. Act it out!



You will need four of these.

Overview

Story Synopsis

A crow named Jack lives in a tree in the forest. One day, he flies very far from home and becomes thirsty. He looks around and sees a large pitcher filled with water. When he puts in his beak to drink, he realizes he can't reach the water. Jack stops to think and comes up with a plan. He gathers stones and drops them into the pitcher, one by one. When he is finished dropping in the stones, the water has risen to the top of the pitcher. Now, he can take a drink of water.

Suggested Moral Presentation: *You can solve any problem if you just take the time to think.* See Presenting the Story Units, Lesson Three for suggestions.

Unit Objectives

- to become familiar with a fable and its moral
- to sequence events in a story
- to use regular verbs and the verb *to be* in the simple present tense
- to use predicate adjectives
- to describe things using adjectives
- to tell what one does
- to use predicate adjectives
- to answer questions with *who*, *what*, *how*, *why*, and *how many* in the simple present tense
- to problem-solve using simple addition
- to count to 10 and recognize the numerals and number words 1–10
- to do simple addition/subtraction word problems

Getting Ready to Read

Warm-Up

Bring in a pitcher or a large stone and play a guessing game. Put the pitcher or stone in a paper bag. Have students take turns reaching in the bag, with their eyes closed, and guessing what is in the bag. Next, show students pictures of a real crow. Encourage students to tell what they know about this bird. Then show them the illustrations on pages 144 and 145. Ask volunteers to tell what they see in the pictures. Help them find and identify the crow and the pitcher and to talk about what the crow is doing. Ask students if they know a story that goes with these pictures. Allow volunteers to share details about “The Crow and the Pitcher” or a similar story. If students are not familiar with the story, offer some details from the synopsis and encourage students to guess how the crow gets a drink from the pitcher. Students with limited conversation skills can draw pictures to show what they think will happen.

Vocabulary and Grammar Preview

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Other</i>
count	beak	beautiful	in
*drink	*crow	big	numerals, numbers,
find	feather	black	and number
fly	*pitcher	small	words one
think	stone	smart	through ten
see	*tree	thirsty	
water			

Grammatical Structures: simple present tense, questions and answers with *how many*, predicate adjectives, adjective + noun placement, numerals and number words 1–10

Decide which words and structures are new and review for your students. Follow the suggestions in Presenting the Story Units, Lesson One (pages 8–11) for appropriate vocabulary and grammar activities. Note that flash cards for the starred words are available on pages 149–157.

Use the following conversation to practice the adjectives in this unit. Model the conversation, and have pairs of students practice it. After they are familiar with it, have them switch parts. Let volunteers act out the conversation for the class. As a closing activity, encourage students to talk about how they feel using the predicate adjectives *cold*, *cool*, *hot*, *hungry*, *tired*, and *warm*.

Student 1: *How do you feel?*

Student 2: *I feel (thirsty).*

Student 1: *(She) feels (thirsty).*

Monitor students' pronunciation of the final *s* in *feels*, checking for the /z/ sound.

Use the vocabulary from this unit to form additional model sentences. Help students place the adjective before the noun.

What's this?

It's a (big) (stone).

It's a (black) (crow).

There is only one preposition in this unit. Demonstrate the meaning of *in* by putting items in and out of boxes, bags, etc. Have students repeat the word in isolation first, and then in simple sentences. *The stone is in the bag.*

Introduce or review the numerals 1–10. Make flash cards for the numerals and number words and help students identify and read them. In addition, give students an opportunity to match the numeral to the number words. Help students count various items. Help them find the correct numeral and match it to the items they have counted.

Students will be working with questions and answers that use *how many*. Model the following conversation for students. After students are familiar with conversation, have them repeat it after you, focusing on one part at a time. Have students take turns being Student 1 and Student 2. Ask volunteers to act out the conversations. Provide them with small stones or other small objects so they can count. As a follow-up activity, encourage students to ask questions that fit this format.

Student 1: *How many (stones) do you have?*

Student 2: *I have (two) (stones).*

As a preview to the simple addition and simple subtraction word problems in this unit, model the following conversation for students. After they are familiar with it, have them repeat it after you, focusing on one part at a time. Have students take turns being the teacher and Student 1. As a follow-up activity, encourage students to ask questions that fit this format. Use copies of the pictures of stones from the story to illustrate the word problems.

Please note that either subtraction or addition can be used to find the answer. Start by having students count up to the number that they need. For the problem below, have them start at two and count up to five, using their fingers. Next, have them count how many fingers they need to get to five.

Teacher: *I have (two) stones. I want (five) stones.*

How many stones do I need?

Student 1: *You need (three) stones.*

Using the Student Pages

Presenting the Story

Follow the suggestions in Presenting the Story Units, Lessons Two and Three (pages 11–15) for reading and discussing parts 1 and 2 of “The Crow and the Pitcher.” Present the moral after students have read or listened to the story and discussed what happens in it. See Presenting the Story Units, Lesson Three for suggestions.

Presenting the Practice Page

Show students the illustrations from the story and have them tell what happened. Then, focus students’ attention on the illustrations on the Practice Page. Have them count the stones on the ground and in the pitcher. Ask, “How many stones do you see?” Encourage students to answer using complete sentences. *I see ten stones.* Model when

necessary. Continue with the other illustrations, having students count the number of stones on the ground and in the pitcher. Ask students who have acquired more English, “How many stones does the crow need?” *The crow needs (six) stones.* As a closing activity, have students retell the story using the illustrations as a guide.

Presenting the Application Page

Use the activity in the Getting Ready to Read section before presenting the numerals and number words on the Application Page. Then, focus students’ attention on the illustrations. Have them talk about the pictures, relating them to what happened in the story. Help students identify and say the numerals 1–10. Next, help students read the number words. Show students how to complete the page by matching the number word to the numeral and pasting it in the correct oval. Have students work in groups or pairs to complete the page. Finally, help students read the question at the bottom of the page. Have them count the stones and write the correct numeral on the line. As a closing activity, have students take turns counting the stones in the pitcher and telling what happened in the story.

Presenting the Evaluation Page

Have students retell the story, using the illustrations as a guide. Then, show them a copy of the Evaluation Page. Model how the page is to be completed. Say, “Please listen. I am going to tell you how many stones to draw.” Give each student a copy of the Evaluation Page, and have them complete it independently as you give the directions.

1. Draw three stones in the pitcher.
2. Draw five stones in the pitcher.
3. Draw eight stones in the pitcher.
4. Draw ten stones in the pitcher.

Students who have acquired more English can also write the numeral and/or the number words for each illustration. As a closing activity, invite students to share their work. Ask, “How many stones do you see?” Encourage students to answer using complete sentences. *I see (three) stones.* Encourage them to retell the story using their pictures as a guide.

As part of your unit evaluation, ask students to complete the Now I Know page following the guidelines in Presenting the Story Units, Lesson Six (pages 16–19).

Additional Activities

Word Problems/Subtraction

Write the following word problems on the chalkboard. As a warm-up, help students read each one and decide how to solve it. Draw on as much prior knowledge and experience as possible. Encourage students to write a number sentence for each word problem. Work as a class to solve each one. After students are familiar with the word problems, erase the answers and have them solve each one independently. Students can also write complete sentences telling how many stones there are.

1. The crow has ten stones on the ground. The crow puts two stones in the pitcher. How many stones are on the ground now?
2. The crow has ten stones on the ground. The crow puts three stones in the pitcher. How many stones are on the ground now?
3. The crow has ten stones on the ground. The crow puts six stones in the pitcher. How many stones are on the ground now?
4. The crow has ten stones on the ground. The crow puts nine stones in the pitcher. How many stones are on the ground now?

As a closing activity, encourage students to share their work with the class.

Count It

As a warm-up, review the items found in your classroom. Ask students, “How many (books) do you see?” Encourage students to answer using complete sentences. As a closing activity, encourage students to ask each other about items in your classroom.

Which Number Is Missing?

Make flash cards for the numerals 1–10. As a warm-up, help students identify the numerals. Next, have them close their eyes. Take one numeral away. Ask students, “Which number is missing?” Encourage students to answer using complete sentences. When this becomes too easy, take away more than one number and have them put the flash cards in the correct order after they have identified the missing numerals. As a closing activity, have students take turns identifying the numerals 1–10.

Matching

Make flash cards for the numerals and number words one through ten. As a warm-up, help students identify the numerals and number words. Have them match the numerals and number words. Place the numeral flash cards on the table and have students take turns placing the correct number word on top. As a closing activity, ask volunteers to say the numerals and read the number words.

Act It Out/A Poem

Use the illustrations to help students review what happened in the story. Read aloud the following poem and act out each line. Have students repeat the poem after you, line by line. When they are familiar with it, have them recite it and act it out.

I Can Think

I am a crow. I need a drink. (act out “drink”)

My name is Jack. It’s time to think. (act out “think”)

I put the stones in, one by one. (put in stones)

I can drink when I am done. (act out “drink”)

I can do. I can do. (put hands on hips)

When you think, you can, too. (point to head)

The Crow and the Pitcher, Part 1

A beautiful crow, with feathers so black,
Lives in a tree. This crow's name is Jack.

Jack likes to fly far away from his tree.
He flies and he flies. He says, "What can I see?"

One day Jack flies to find something new.
He flies very far, and gets thirsty, too.

Jack looks with his eyes, and says, "What do I see?
There is a pitcher of water for me!"

Jack flies to the pitcher, and says, "I don't know,
This pitcher is big, and I'm a small crow!"

"I can put my beak in and try to drink."
This doesn't work, so Jack stops to think.

Jack sits and thinks, and then starts to grin.
"I can find lots of stones, and put the stones in."

Tell What You Know

1. What does Jack do?
2. Is Jack thirsty?



The Crow and the Pitcher, Part 2

"Put stones in the pitcher and, when I am done,
The water will come to the top. This is fun!"

"It's time to find stones," says Jack, the crow.
He hops on his feet and says, "Time to go."

Jack finds lots of stones and counts every one.
He says, "I have ten. I think I am done."

Jack drops in a stone. Then, he puts in two.
Jack is so smart. He knows what to do!

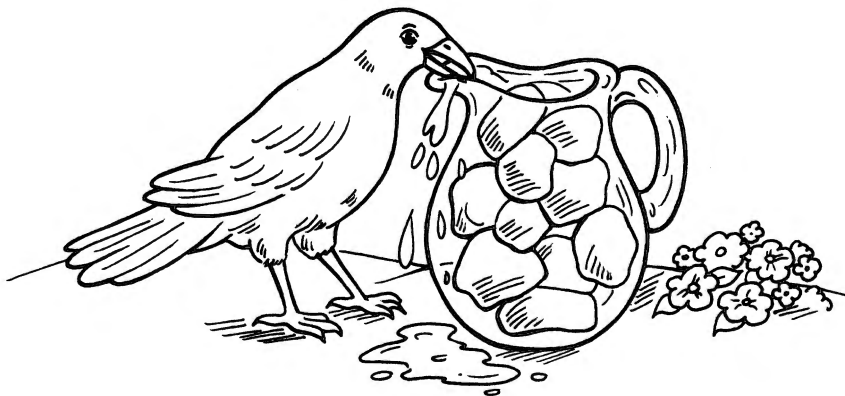
He puts in three stones. Next, there are four.
He puts five and six in, and says, "I need more."

He puts in the rest, and counts seven and eight.
He puts nine and ten in, and says, "This is great!"

The water comes up to the top. He can drink.
You can do anything if you just stop and think!

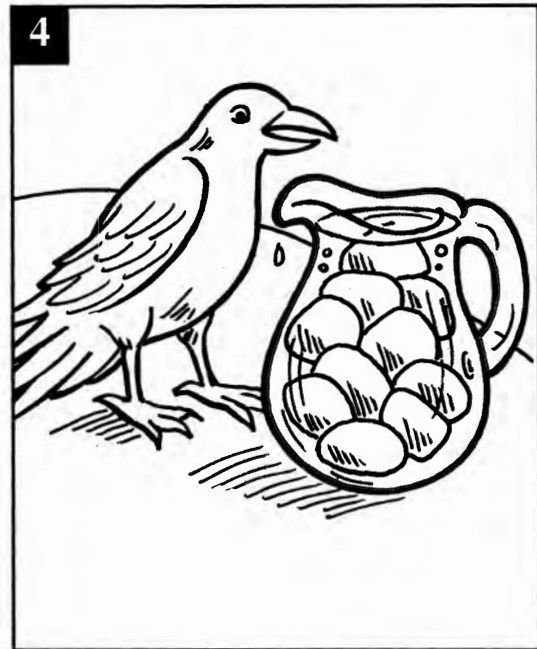
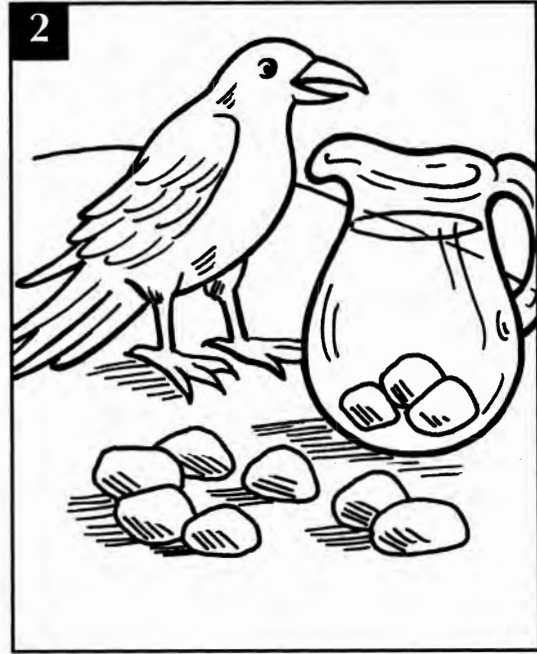
Tell What You Know

1. How many stones does Jack get?
2. How does Jack get some water?



Practice Page

How many stones are in the pitcher? Count. Tell a friend.



Tell the story to a friend.

Application Page

Help the crow fill the pitcher. Cut and paste.

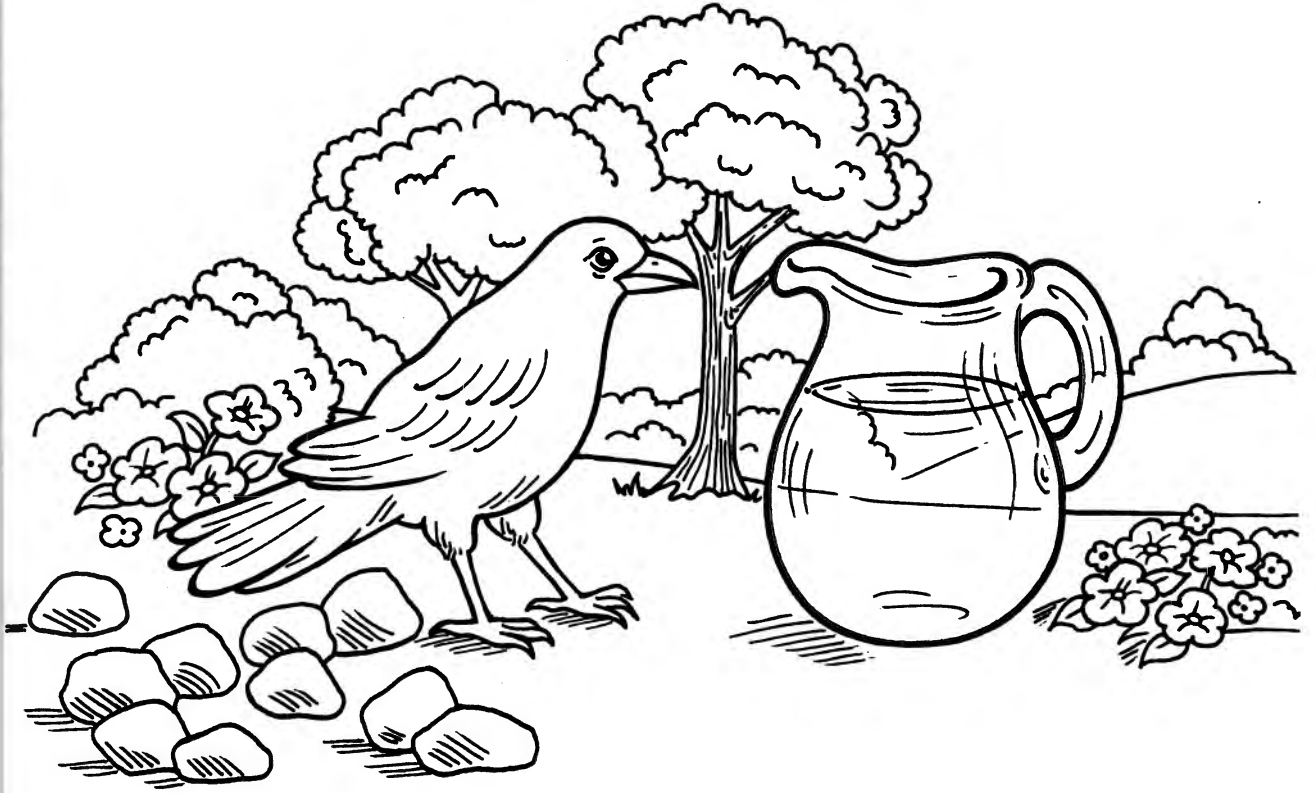


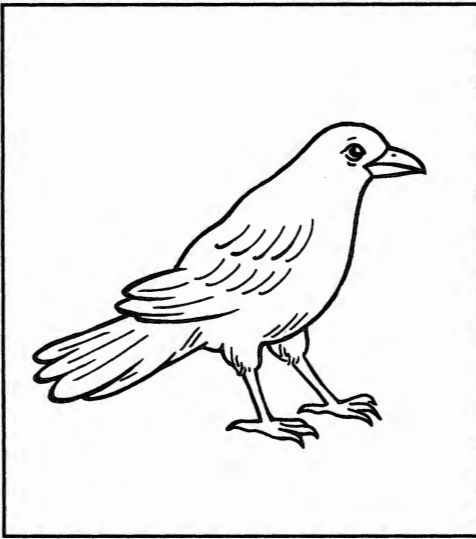
The Crow and the Pitcher

How many stones do you see? Write your answer.

Evaluation Page

Tell the story. Listen. Draw the stones.

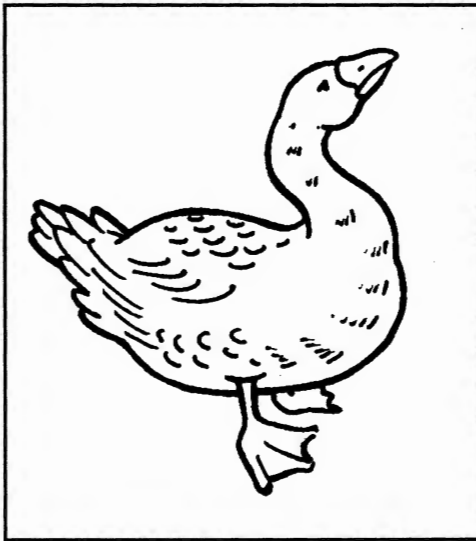




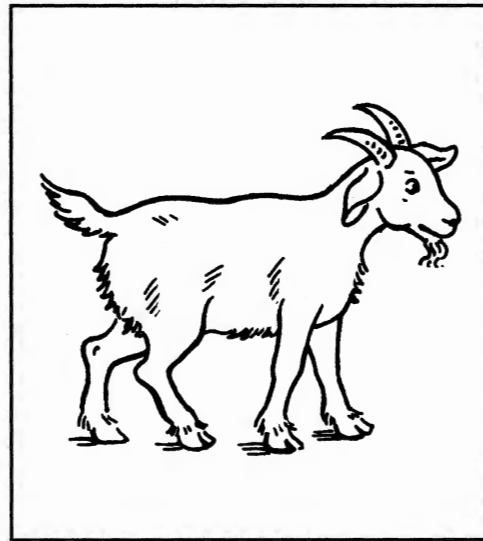
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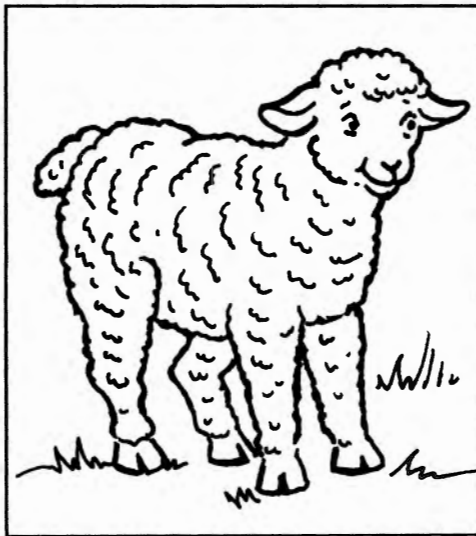
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goose



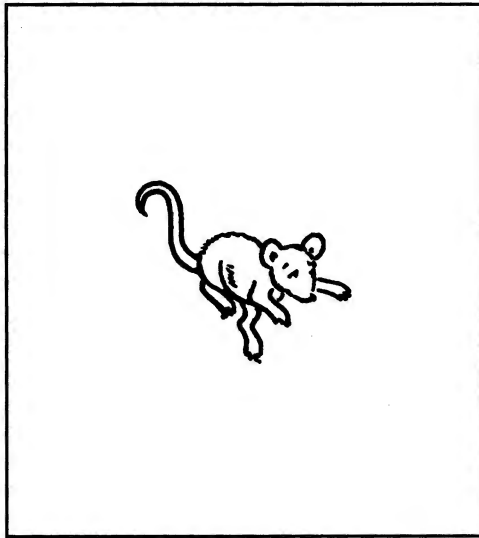
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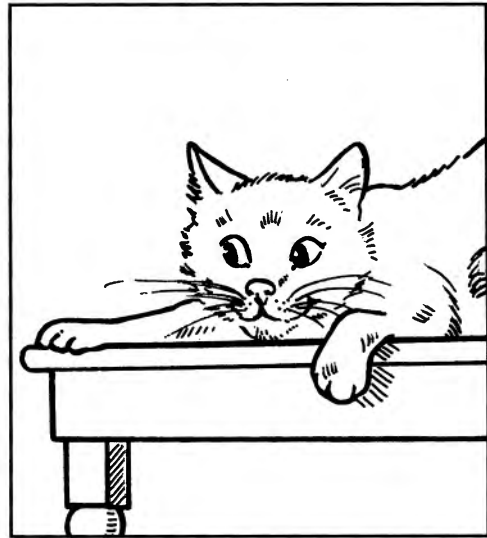
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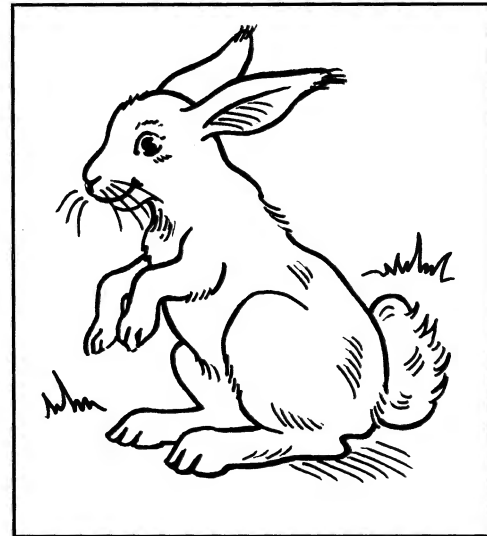
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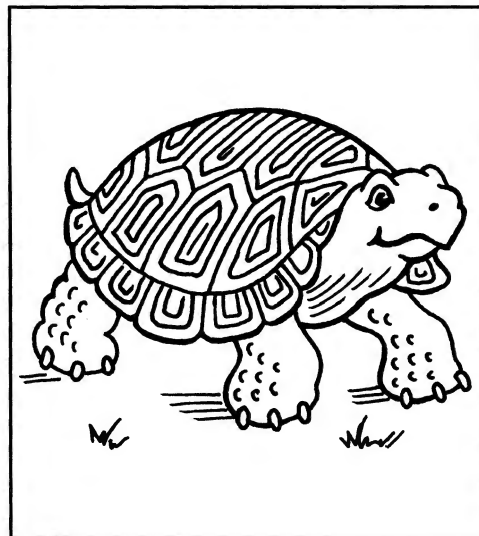
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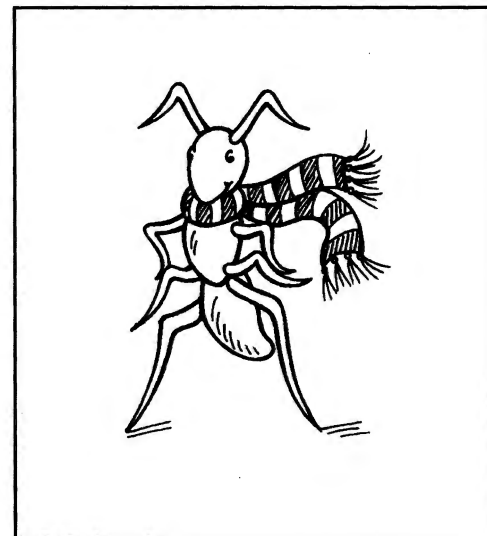
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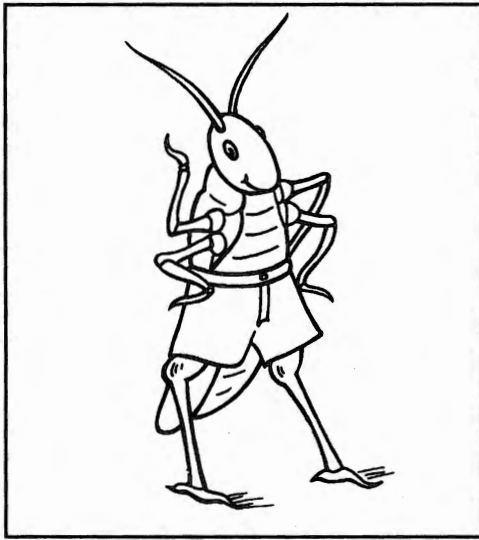
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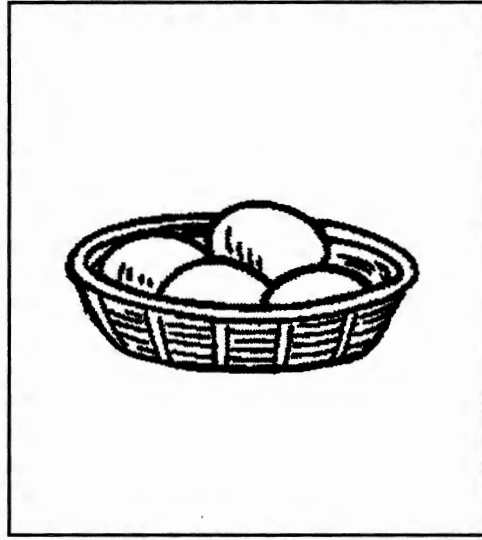
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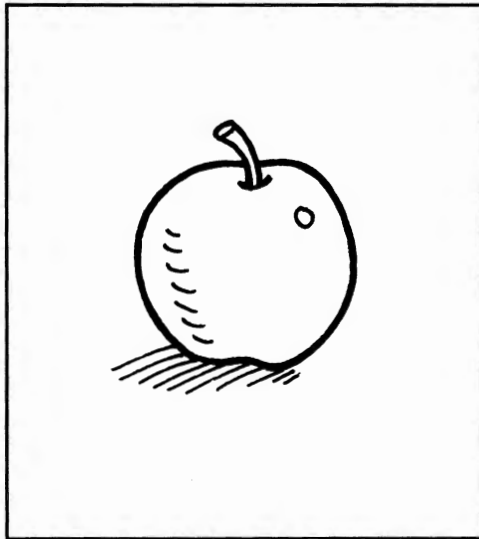
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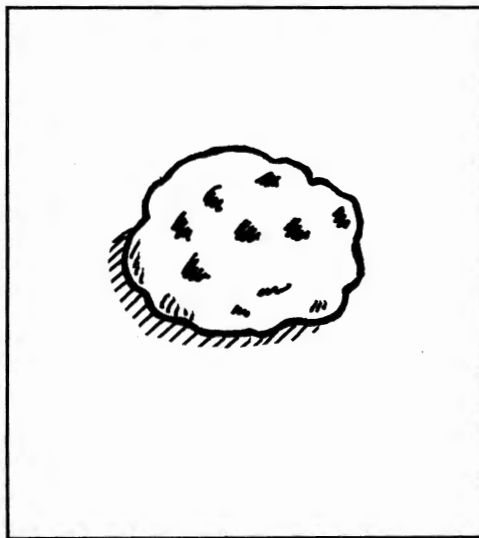
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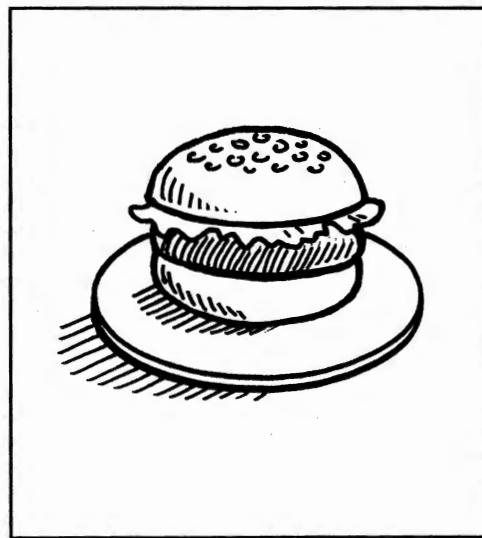
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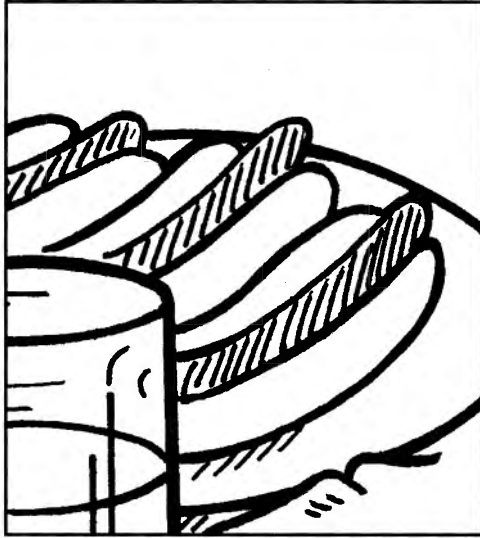
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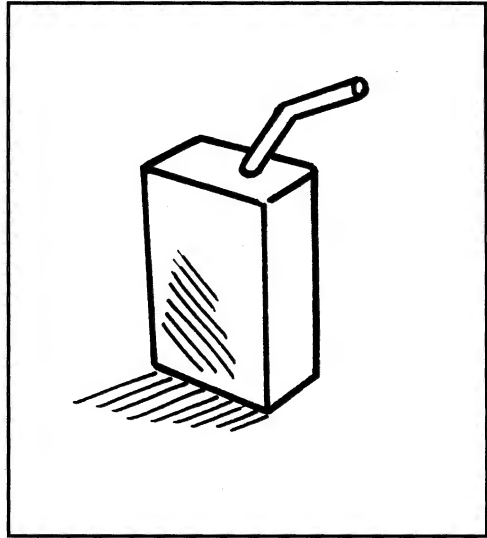
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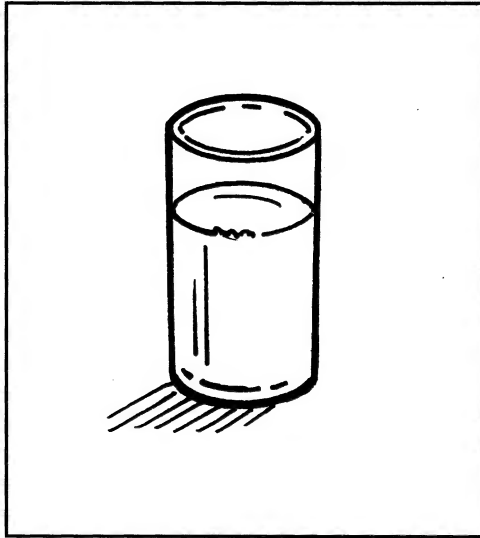
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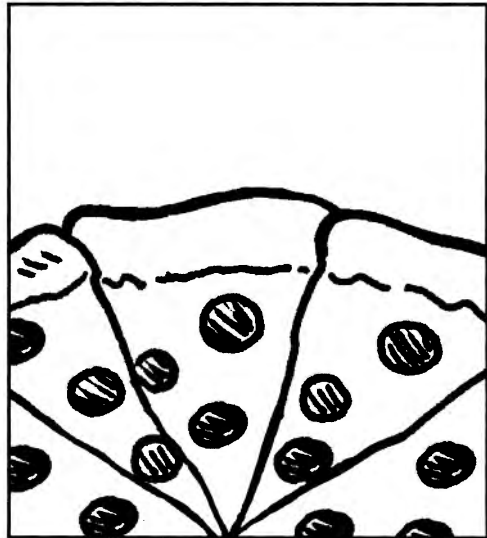
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juice



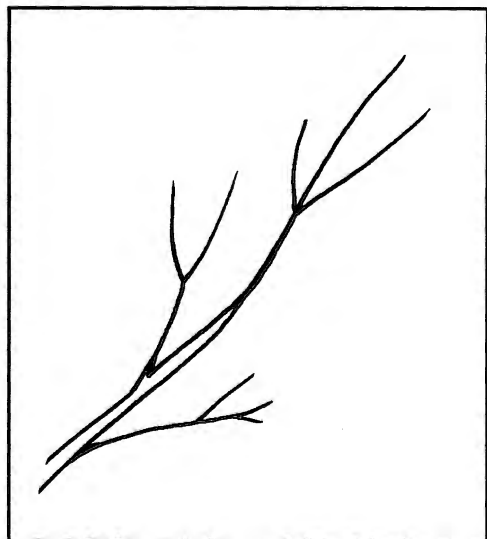
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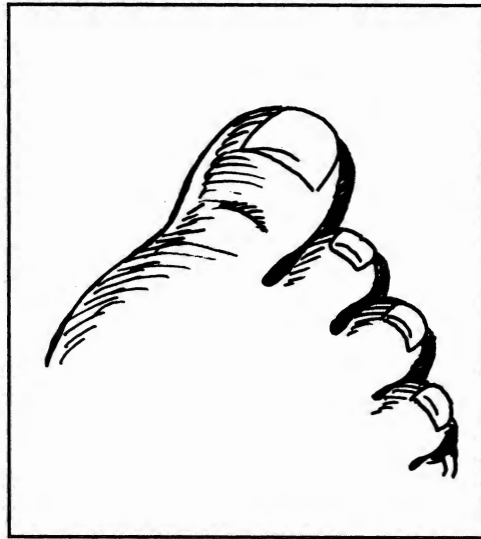
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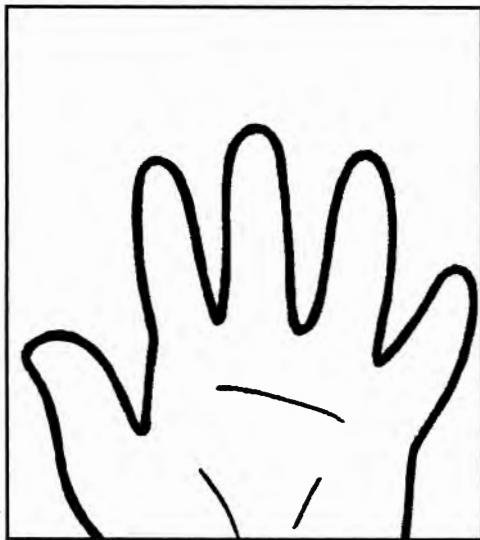
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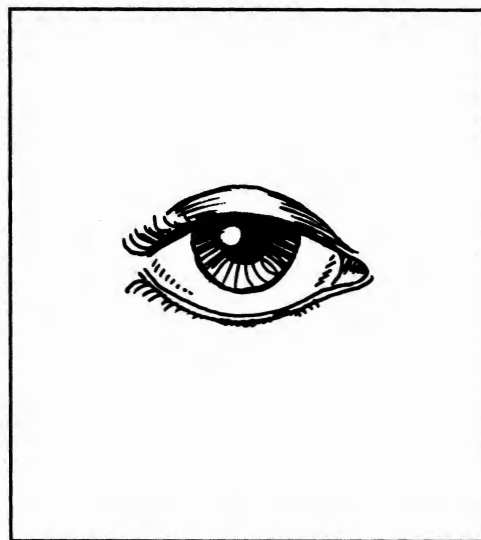
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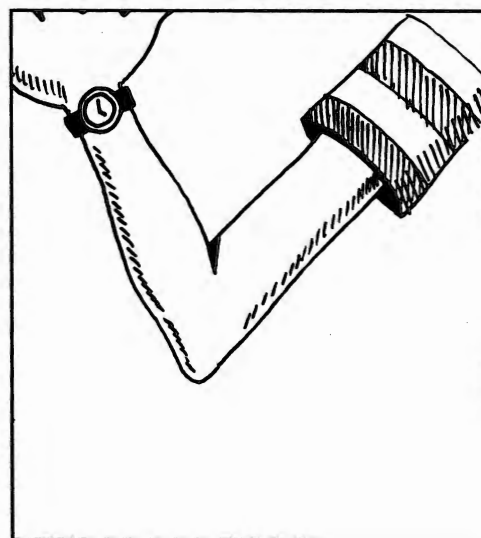
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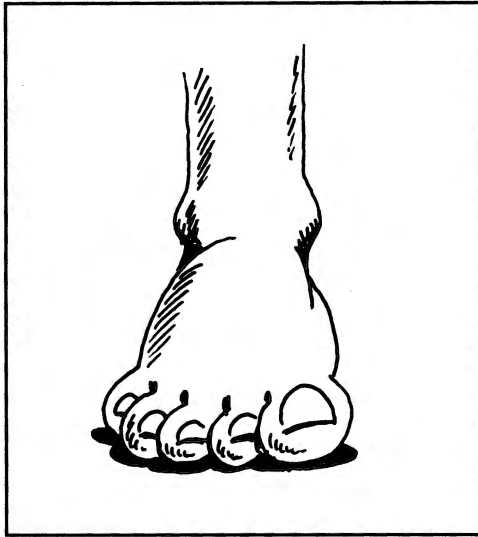
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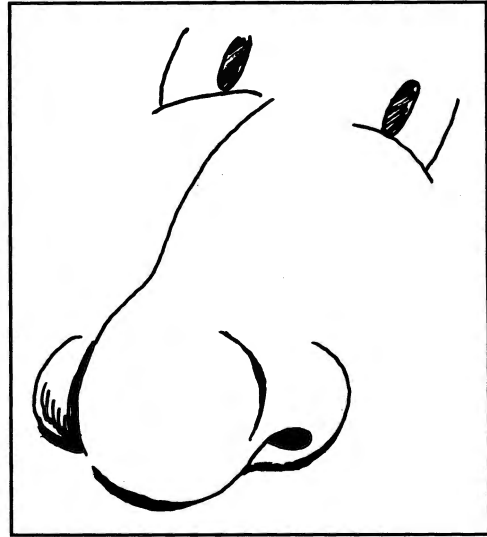
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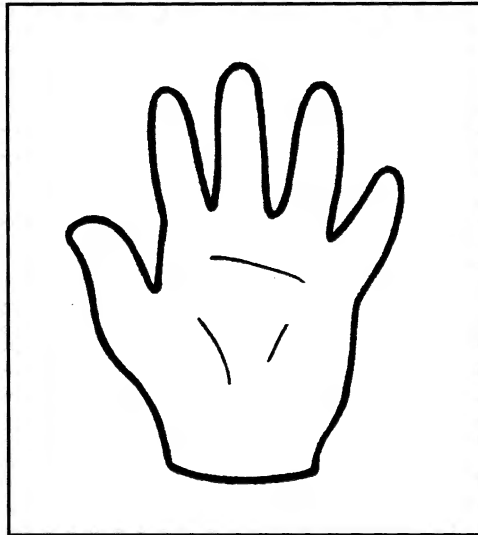
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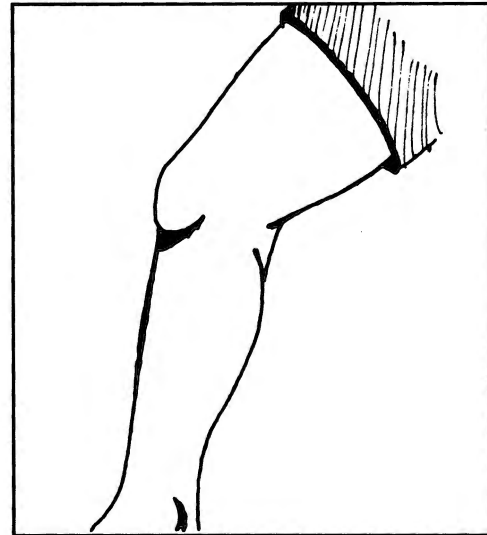
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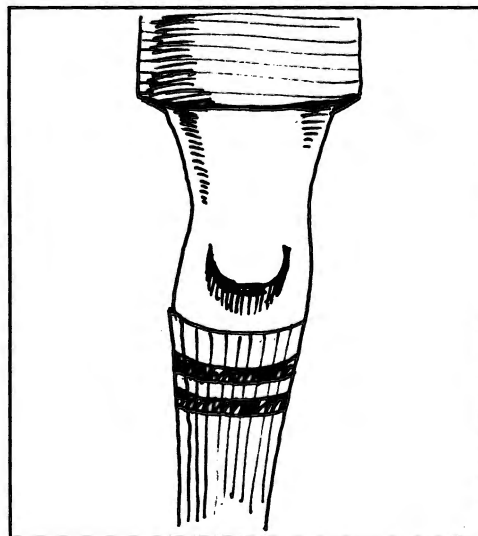
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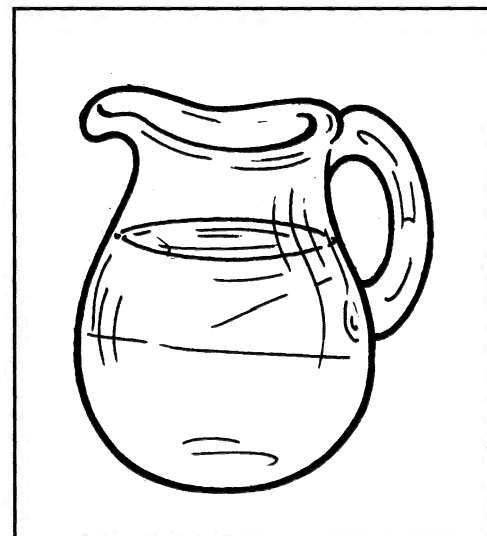
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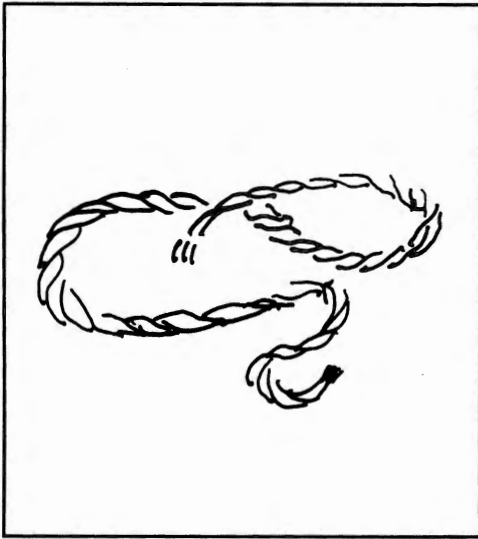
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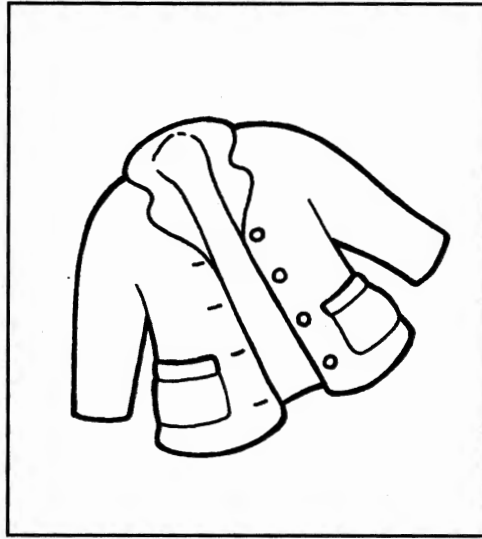
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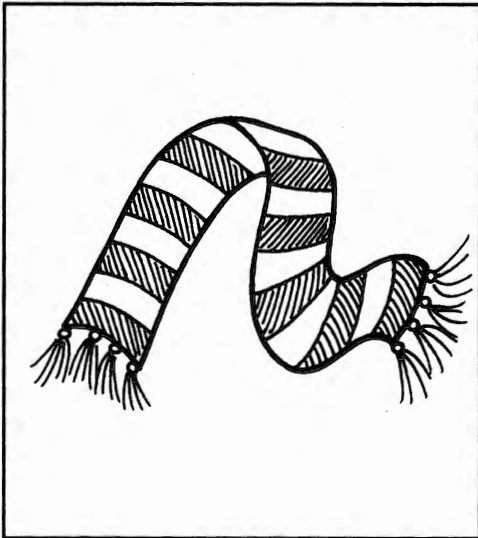
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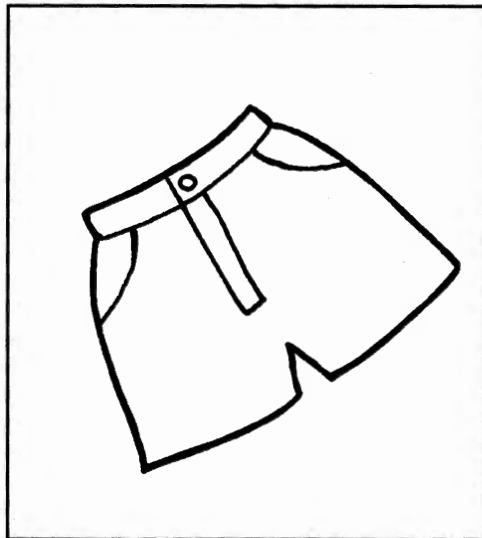
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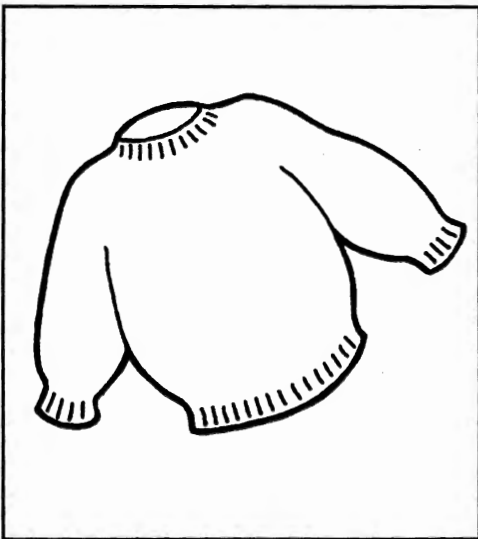
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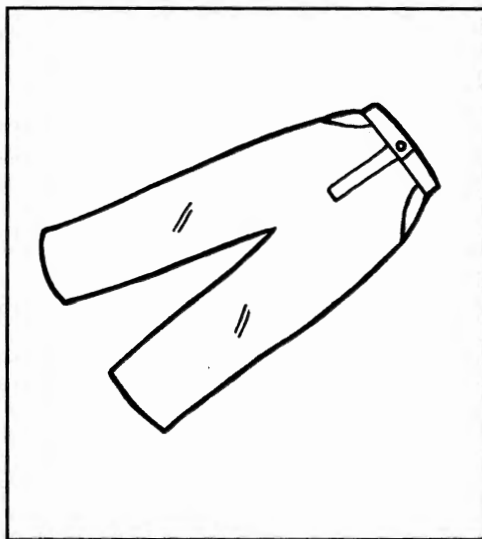
scarf



shorts



sweater



pants



run



drink



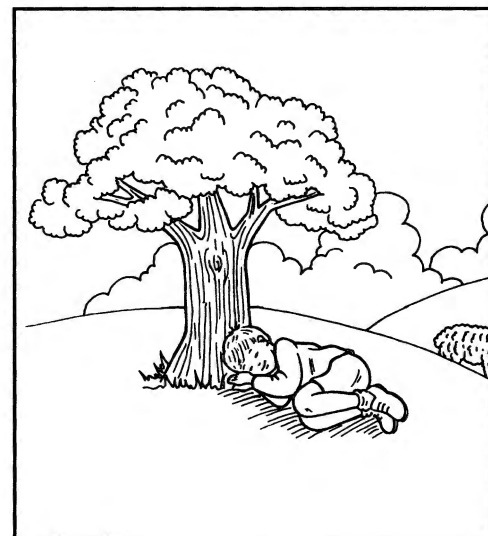
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eat



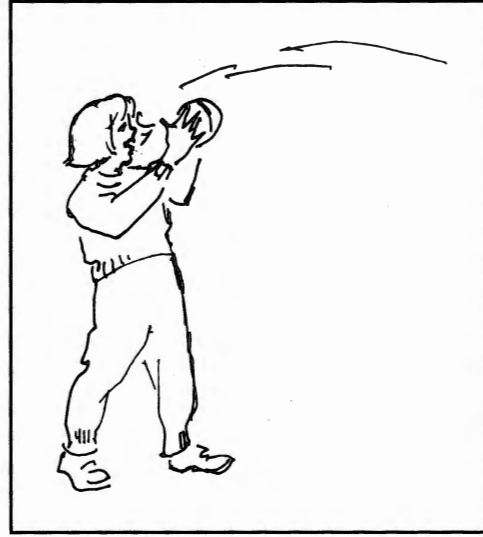
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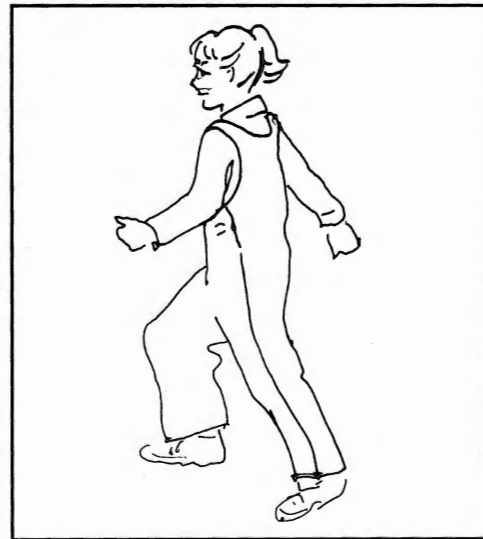
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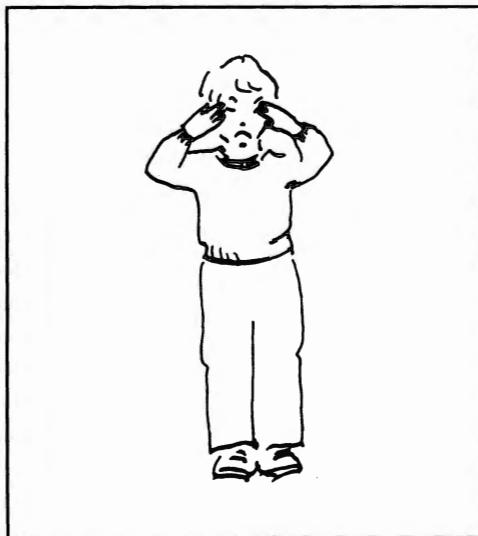
catch



fall



walk



cry



dance

Here are some flash card games to use with the stories.

Look! Copy and cut out the flash cards for the new vocabulary for the story. Place them on the chalkboard ledge and review with students. Instruct students to close their eyes. Take one card away, and have students open their eyes. Say, "Look! What's missing?" Encourage students to use complete sentences when answering.

Matching Make two copies of the flash cards and cut them out. Review the vocabulary with students. Place the flash cards facedown on a desk or table, and have students take turns turning over two at a time. If the cards match, they get to keep them. Encourage students to say the new vocabulary words as they turn over the cards. The student with the most cards at the end of the game wins.

Card Game Make two copies of the flash cards and cut them out. Review the vocabulary with students. Deal an equal number of cards to each player. Have students keep their cards hidden from their classmates. Have students take turns choosing a card from the player on their right. If they choose a card that matches one of theirs, they can put the pair on the table and name it. When a student runs out of cards, the game ends. The child with the most pairs at the end of the game wins.

Do You Have? Make two copies of the flash cards and cut them out. Review the vocabulary with students. Deal an equal number of cards to each player. Have students keep their cards hidden from their classmates. Have students ask the player on their right if they have a specific card: "Do you have a bear?" If the player on the right has the card, he/she must give it to the student who then lays the pair on the table and names it. If the player doesn't have the card, he/she replies, "No, I don't." The turn goes to the next player. The player with the most pairs at the end of the game wins.

Where Is It? Place the flash cards in different spots in the classroom. Ask students, "Where is the bear?" The student who finds it first, and identifies it correctly, gets to keep the card. The student with the most cards at the end of the game wins. Students with more English background might tell the location of the flash card *The bear is under the chair.*

Bingo Give students an empty grid with nine spaces that will fit the flash cards. (See page 87). Give or have students make nine markers for the game. Give them copies of nine related flash cards, such as body parts, and have them paste them, in any order, in the grid. Play Bingo by randomly calling out the vocabulary words and having students place a marker on the picture as you say it. The first student to get three in a row wins. To make the game more interesting, give students more than nine flash cards. The game also can be played so that one marker in each corner wins. This is called Corner Bingo.

Puppet Shows: Act It Out! Use the corresponding flash cards for each story. Give students copies of the characters and props, and have them either glue them on paper bags or attach craft sticks to the backs of the pictures. For students who are limited in English, read the story and have them act it out with the puppets they have created. You also can assign various students to be the characters and have them act out their parts as you read. Students who are already reading and writing in English can read the various dialogue sections and act out the story.

Felt Board Option Any activities or games that require placing flash cards or realia on the chalkboard ledge also work well with felt boards. Purchase a large felt board ($2\frac{1}{2} \times 1\frac{1}{2}$ feet) at a teacher's supply store or make one yourself. To use the flash cards with the felt board, glue $1\frac{1}{2}$ " squares of felt onto the back of the flash cards. There are many ways to use a felt board with students. You might cut out illustrations of the story characters and place them on the felt board as each is introduced. After you have read a story, students can refer to the felt board as they talk about the story or they can sequence the illustrations on the felt board to retell the story.

Make Your Own Flash cards

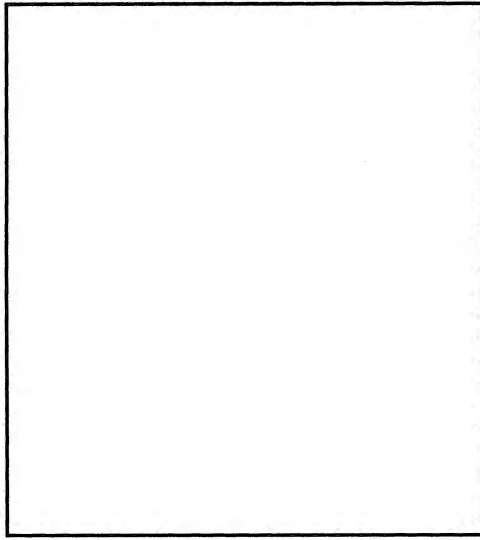


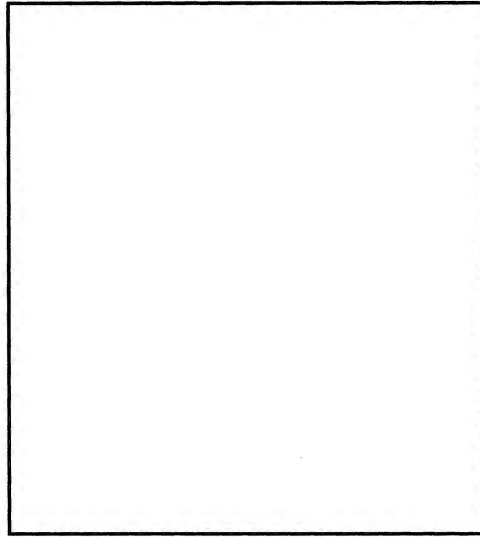
Make Your Own Flash Cards

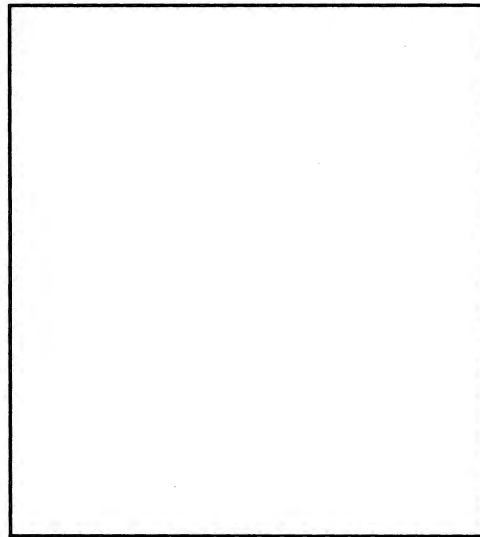
Ten Fables for Teaching English © Good Year Books.

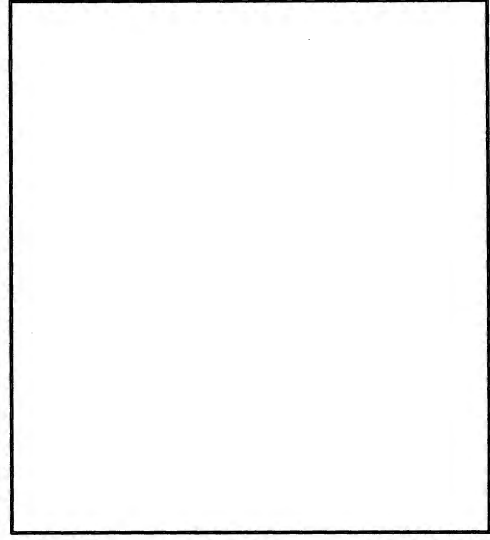
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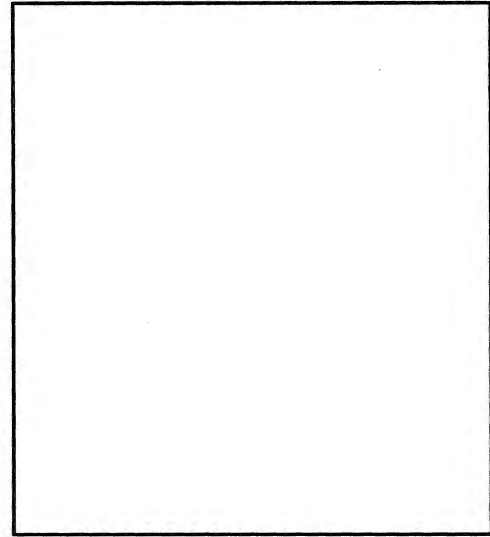
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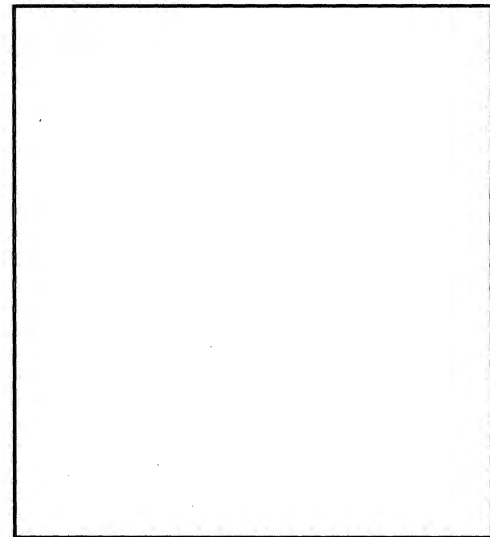












Make Your Own Flash cards

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