

# Introduction

This is an extract from the **Teacher's Book** which accompanies the **Magic Book**, a course book for 3<sup>rd</sup> graders, who are being introduced to English for the first time. The book was written and produced in the context of 'PEAP' –the English in School for Young Learners project. Supervising but also participating in the writing and production team of the *Magic Book*, as well as the complimentary teacher's book and CD are Dr Thomaï Alexiou and Dr Marina Mattheoudaki, both members on the faculty of the School of English, Aristotle University of Thessaloniki. The names of all those who contributed to this work appear in the course book.

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## PRE-UNIT

### Magic Letters (p.3)

#### Contents

The pre-unit, entitled "Magic Letters", covers 6 themes which reflect learners' reality and interests. In this way we aim to introduce useful vocabulary items. The themes are as follows: (a) colours, (b) animals, (c) food, (d) clothes, (e) toys, (f) body parts. Each theme may take up to two teaching sessions (12 lessons in total). Each lesson introduces up to three letters only, in order not to overwhelm young learners and to facilitate acquisition and assimilation.

#### Presentation of Letters

The presentation of the alphabet does not follow the alphabetical order. Instead, the letters are introduced in thematic contexts so as to aid vocabulary recall and retention. Note that memorization of the sequence of alphabet letters is neither meaningful nor necessary. Nevertheless, they are presented in sequence at the end of the Unit if you think that to familiarise learners with this order is important.

Letters are presented as initials of particular words that belong to one of the thematic areas mentioned above (e.g. in the thematic area of animals, 'f' is presented in the word *fish*, 'm' in the word *monkey*, etc.). Then, the letters are isolated to allow letter recognition and learners are asked to trace the letters with their fingers and colour them. Since eye and hand coordination is still developing at this age, and since young learners love to move a lot, this is an effective technique for pre-writing practice. The same type of task is repeated throughout the unit mainly because this helps young learners feel safe when presented with unknown material.

#### Practising the Letters

Each lesson provides a wide variety of activities for practising the letters. First, the activities, ask learners to recognise and match capital and small case letters, and then write the letters in words. In this way, receptive skills are practised first and production follows. Normally, two more activities come next. These are playful, problem-solving activities and aim to provide further practise in a more entertaining way.

#### Suggested procedure

Use instrumental music background throughout the teaching session and encourage colouring of all pictures in the lesson. As learners of this age are kinaesthetic and musical, the use of such techniques is expected to enhance their memory skills. Give AMPLE time to learners to experience the letters in all possible ways by using all their senses. For example, encourage learners to form letters using plasticine, to write letters on the back of one another and ask them

to guess. You can also use plastic letters (commercially available) and play memory games, such as 'the missing letter' or blind fold learners and ask them to feel and guess the letters, etc. Start with learners working individually during the recognition and production stage. Encourage pair and/or group-work during the activities. Remember social skills are also developed along with cognitive and linguistic ones.

Begin the lesson by drawing the words taught in the previous lesson and asking them to recall the vocabulary items together with their initials, e.g., 't' for *tomato*, 'h' for *hat*, 'k' for *kite*, etc.). This helps recycle previously taught material and consolidate new knowledge (of letters and vocabulary items).

After that, present the new letters together with the vocabulary items, as shown in the book. You can also use extra materials, such as flashcards, finger puppets, realia and songs. For example, on completing the 'animal' thematic area, you can use the song 'Old Mac Donald had a farm'. In the 'colour' thematic area, you can use the 'colour song' presented in Unit 1. On page 15, on completion of 'body parts', you can use the song 'Head, shoulders, knees and toes'. The use of games is strongly recommended. Some possible suggestions for further practice include 'Pictionary', hangman, Bingo, Kim's game.

### Useful tips

Revise and recycle vocabulary as often as possible in as many different ways. You can also try to combine meaningfully newly taught words with previously taught ones, e.g., *red coat*, *blue tiger*, *yellow umbrella*, *purple kite*, etc. Always try to associate a letter with the vocabulary item and the corresponding thematic area.

## SCRIPTS

### Body parts

#### p.15

*Narrator: Pre Unit, Magic Letters, Body parts. Listen and sing.*

Head, shoulders, knees and toes, knees and toes,  
head, shoulders, knees and toes, knees and toes  
and eyes and ears and mouth and nose  
head, shoulders, knees and toes, knees and toes.

### ABC

#### pp.16-17

*Narrator: Pre Unit, Magic Letters. Listen and sing.*

A, b, c, d, e, f, g,  
h, i, j, k, l, m, n, o, p,  
q, r, s, t, u, v,  
w, x, y and z.

Now I know my abc, next time come and sing with me.

## Unit 1: IN THE FAIRYTALE FOREST

### Lesson 1: Classroom in the forest

#### Content

Learners practise vocabulary: (a) for school and classroom objects, (b) for colours. They also practise expressions for greeting and introducing themselves. Vocabulary is presented in context through a story and a song and is further consolidated through games and activities.

#### Linguistic aims

Learners are expected:

- to learn vocabulary related to school and classroom objects and colours

- to recognise the written form of the words
- to produce and practice chunks of language for greeting and introducing themselves

### **Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to encourage dramatization and groupwork
- to encourage singing and colouring

### **Suggested material**

- CD and CD player
- headbands (optional)
- crayons
- realia (optional)

### **Suggested procedure (up to 3 days)**

#### **Step 1**

Introduce the characters of the book (Lena, Tammy, Alex, Yuri) and ask learners to identify two of them (Alex and Tammy) in the first picture of the story.

Learners listen to the story from the CD. Read the story and act it out with the help of realia, flashcards (if available) and story pictures.

Learners listen to the story again and point to the corresponding pictures. This step may be repeated as many times as you think is necessary. (Note that reading is not necessary and learners can understand the story through pictures.)

#### **Step 2**

Check understanding of new vocabulary and comprehension of the story, by asking relevant questions: e.g. 'show me Alice / Miss Butterfly', (Point to a picture and ask) 'what's this?'. You can point to objects in the classroom and elicit the words from the learners or say a word and they point to the corresponding object.

#### **Step 3**

First activity: Learners read the words as a whole class and are guided to match the words with the corresponding pictures. Only word recognition is required at this stage. Go around the classroom and offer to help.

#### **Step 4**

Second activity: Learners listen to sentences from the story and write numbers under each picture accordingly. They check their answers as a whole class. You might say a number and have learners say the correct sentence or the other way round.

#### **Step 5**

Invite learners to act out the story. Allocate roles (Tammy, Alex, Peter Pan, Alice and Miss Butterfly). All learners should be given the opportunity to participate in the acting. You can split the class into three or more groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually.

You can also use headbands with pictures of the story characters or with their names and have them on learners' head while acting. Learners act out the story without being required to use the exact phrases or all of them. Emphasis should be placed on the use of language chunks, or expressions such as 'how are you', 'I'm fine, thank you', 'this is our school', etc.

#### **Step 6**

Third activity: Colours are introduced through the song. Learners listen to the song and you use miming gestures and crayons or coloured pieces of paper to show the colours. Ask learners to put the four different crayons (green, blue, red, pink) on their desks so that they pick them up and

show the right colour while singing. They are then encouraged to sing, colour the wings of Miss Butterfly and act out the song.

Extra activity: i) They play a game with colours. You call out a colour and learners show the right crayon. In the beginning, this is done rather slowly but then you can say the colours increasingly faster, ii) Say 'touch something (red)' and learners touch something of the colour they hear.

### Step 7

Fourth activity: Learners are given some time to colour Miss Butterfly you go around offering help. Alternatively, this activity may be assigned as homework.

### Step 8

Fifth activity: Here you might introduce the word 'mushroom'. Learners are guided to circle the sentences as in the example. Then they read the sentences as a whole class and check answers.

### Step 9

Sixth activity: Use role play. Encourage learners to act out short dialogues in pairs following the example. You do the first one with the help of a child. Ask learners to use gestures (e.g. to raise their hand to greet) while performing their roles.

## SCRIPTS

### p.19

*Narrator: Unit 1, In the fairytale forest, Lesson 1, Classroom in the forest. Listen and read.*

Alex: Hey, Tammy, look! A book with fairytales!

Tammy: Look, Alex! It's a magic book!

Peter Pan: Hello! Welcome to the fairytale forest!

Peter Pan: I'm Peter Pan and this is Alice.

Alice: This is our school.....and this is our classroom!

A classroom in the forest!

Alice: Look, Peter! Our desk!

Peter Pan: And a board!

Alice: Wow! A board! Super!

Miss Butterfly: Hello, children. I'm Miss Butterfly, your teacher.

Alice and Peter Pan (together): Hello, Miss Butterfly!

How are you?

Miss Butterfly: I'm fine, thank you!

### p.20

*Narrator: Listen and number the pictures.*

1. Alex: Hey Tammy, look! A book with fairy tales!

2. Miss Butterfly: Hello, children! I'm Miss Butterfly, your teacher!

3. Peter: And a board. Alice: Wow! A board! Super!

4. Alice: Look Peter! Our desk!

5. Alice: This is our school!

### p.21

*Narrator: Let's sing and colour the wings!*

Hello, Miss Butterfly, how are you?

I'm fine!

Your wings are blue and red green and pink and red again!

## **Lesson 2: Magic schoolbag**

### **Content**

The lesson introduces (a) vocabulary items related to classroom objects, (b) numbers 1-10, (c) asking questions with 'What's this?' and responding with 'It's a ...' / 'A ...', (d) the plural -s. The vocabulary is introduced in context through a story and a song and is further consolidated through a game and relevant activities.

### **Linguistic aims**

Learners are expected:

- to learn vocabulary about classroom objects and numbers 1-10.
- to recognise the written form of the words
- to identify the plural form (-s) of nouns
- to practise the question 'what's this?' and the answer 'it's a ...' / 'a ...'
- to produce the new vocabulary items and the numbers 1-10 orally and in writing.

### **Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to promote pairwork and dramatization
- to encourage singing, playing and colouring

### **Suggested material**

- CD and CD player
- headbands (optional)
- crayons
- realia (classroom objects)

### **Suggested procedure (up to 3 days)**

#### **Step 1**

Elicit the names of Peter Pan and Alice (presented in the previous lesson) and introduce Snow White. Learners listen to the story from the CD. Read the story and act it out with the help of realia, flashcards (if available) and story pictures. Learners listen to the story again and point to the corresponding pictures. This step may be repeated as many times as you think necessary (teacher emphasizes Note that reading is not necessary. Learners can understand the story through pictures.)

#### **Step 2**

Teacher checks understanding of new vocabulary and comprehension of the story by asking relevant questions: e.g. 'show me Snow White', 'show me your .... rubber'. Alternatively, you ask some learners 'what's in your schoolbag?' and they take out one or two objects they know and show them to class. Encourage them to use 'and' for two objects.

#### **Step 3**

First activity: Ask learners what they see in the picture (e.g., elicit the word 'schoolbag'). Learners listen to the words and do the matching activity, as you go around the classroom and check answers.

Extra activity: You can start drawing an object on the board, as learners try to guess what this is. First you draw two lines and ask them to guess. Say 'what's this?' and try to get learners to answer using 'it's a ...' or 'a ...'. The child who guesses correctly is the next one to draw.

#### **Step 4**

Second activity: Learners are guided to do the maze. After finding the right way to the classroom,

they are required to name the objects they found on their way to the classroom.

### Step 5

Invite learners to act out the story. Allocate roles (Peter Pan, Alice and Snow White). As many learners as possible should be given the opportunity to participate in the acting. You can split the class into three or more groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually. You can use headbands with pictures or the names of the story characters and put them on learners' heads while acting. Learners act out the story without being required to use the exact phrases or all of them.

### Step 6

Third activity: Numbers 1-10 are introduced through the song but not explicitly taught. Learners listen to the song, while you use miming gestures and crayons, and then you encourage them to sing and act out the song. They are given time to colour the numbers and sing the song again.

Extra activity: Learners form pairs and 'write' numbers on their partner's back with their finger. Partners try to guess and say the number.

### Step 7

Fourth activity: Learners are asked to read the phrases (e.g., *one pencil case, six pencil sharpeners*) and notice the –s plural. Ask the class what the 's' at the end of words stands for (hoping to raise learners' awareness of the plural form and its function). Explicit teaching is discouraged at this stage. Guide learners to do the matching activity. Go around the class and check answers.

Extra activity: Learners practice forming the plural. They play 'tennis' with teacher using nouns such as a 'ball'. You say it in singular form and learners say the same noun correctly in the plural. They should add a number from one to ten before the noun. Example:

- T: a/one board
- S: (three) boards.

### Step 8

Fifth activity: Ask learners what they see in the picture (a classroom in the forest) after explaining to them that they have to find the objects in the picture and fill in the missing words in the phrases. If they need help, they go back to page 25. They check answers as a whole class with your help. You can use the question 'how many...?' to elicit the phrases. Additionally, ask learners to count other objects they see in the picture and write similar phrases (one board, eight desks). They check answers as a whole class.

### Step 9

Sixth activity: Guide learners to play the game in pairs. The game may also be played as a memory game with books closed. Use one child to demonstrate how this is done.

## SCRIPTS

### p.23

*Narrator: Unit 1, In the fairytale forest, Lesson 2, Magic schoolbag. Listen and read.*

Peter Pan: Hello, Snow White.

Snow White: Hello, Alice. Hi, Peter.

Peter: What's this?

Snow White: It's a magic schoolbag.

Peter Pan: A schoolbag? Great!

Alice: And what's in your schoolbag?

Snow White: A pencil case and a pencil.....a ruler and a rubber... ...a notebook and a pencil sharpener.



Alice: And what's this? A rubber, too?  
Snow White: No, it's chocolate. Yummy!

#### p.24

*Narrator: Listen and match the school things with the words schoolbag, rubber, pencil case, notebook, pencil sharpener, ruler, pencil.*

#### p.25

*Narrator: Let's sing and colour the numbers!*

One, two, three, red for me! Four and five, pink is mine! Six, seven, eight, green is great!  
Nine and ten, blue and red again!

### **Lesson 3: School fun**

#### **Content**

Learners (a) revise lexical chunks and vocabulary from previous lessons, and (b) practice language chunks for asking someone's name and introducing others. The vocabulary is introduced in context through a story and is further consolidated through games, a song and activities.

#### **Linguistic aims**

Learners are expected:

- to produce and practise expressions such as 'what's your name?', 'I'm...', 'this is...'
- to revise key phrases from previous lessons and produce the written form of previously learnt vocabulary
- to identify some action verbs through a song (e.g. dance, jump, clap your hands, play the drum)

#### **Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to promote groupwork and pairwork
- to encourage singing, playing and acting out the action verbs.

#### **Suggested material**

- CD and CD player
- crayons

#### **Suggested procedure (up to 3 days)**

##### **Step 1**

Elicit the names of Peter Pan, Alice, Snow White (presented in the previous lesson) and introduce Goldilocks. Learners listen to the story from the CD player. Read the story and act it out with the help of the story pictures. Learners listen to the story again and point to the corresponding pictures. Use miming gestures while listening to the song to make the new vocabulary clear. This step may be repeated as many times as you think necessary. (Note that reading is not necessary and learners can understand the story through pictures.)

Extra activity: Learners may play a miming game with the verbs in the song.

##### **Step 2**

First activity: Guide learners to listen carefully and number the pictures according to the order in which they hear the sentences.

### Step 3

Second activity: Guide learners to complete the activity. They find the hidden phrase and read it aloud. They may discuss if they think school is fun and why they think so.

### Step 4

Third activity: Learners revise previously learnt vocabulary. They fill-in the missing letters individually.

### Step 5

Fourth activity: Guide learners to break the code and write the hidden phrase ('hello everybody'). As an extension, learners may prepare similar activities for their classmates.

### Step 6

Fifth activity: Encourage learners to act out short dialogues in threes following the example. Use a child to show them how it is done. Learners use gestures (e.g. raise their hand to greet) while acting out.

### Step 7

Project: Learners are guided to complete the project and present it to class orally. Learners' work can be displayed on classroom walls.

### Step 8

Self-assessment: Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

### Note

Young learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher's book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

## SCRIPTS

### p. 27

*Narrator: Unit 1, In the fairytale forest, Lesson 3, School fun. Listen and read.*

Goldilocks: Hello, everybody!

Snow White: Hi, there!

Peter Pan: Hello, what's your name?

Goldilocks: I'm Goldilocks. What's your name?

Peter Pan: I'm Peter. This is Alice and this is Snow White.

Alice: Come. Let's go to school.

Goldilocks: Oh, no! School is boring!

Peter Pan and Alice (together): No! School is fun! School is fun! School is fun! Let's sing, let's dance and jump! School is fun! School is fun! Clap your hands and play the drum! School is fun!

School is fun! School is such a great fun!

### p.28

*Narrator: Listen and number the pictures.*

1. Alice: This is our school

2. Peter: A schoolbag? Great!

3. Miss Butterfly: Hello children! I'm Miss Butterfly, your teacher!



4. Goldilocks: Oh no! School is boring!
5. Goldilocks: Hello, everybody!

## Unit 1 Key

### LESSON 1: CLASSROOM IN THE FOREST

#### **p.20 • Match the pictures with the words**

1. teacher
2. forest
3. book
4. school
5. board
6. classroom
7. desk

#### **p.20 • Listen and number the pictures.**

1. Alex: Hey Tammy, look! A book with fairy tales!
2. Miss Butterfly: Hello, children! I'm Miss Butterfly, your teacher!
3. Peter: And a board. Alice: Wow! A board! Super!
4. Alice: Look Peter! Our desk!
5. Alice: This is our school!

#### **p.22 • Find the phrases.**

How are you?  
I'm fine thank you  
Welcome to the fairytale forest.  
It's a magic book.

### LESSON 2: MAGIC SCHOOLBAG

#### **p.24 • Listen and match the school things with the words**

1. schoolbag
2. notebook
3. ruler
4. pencil
5. pencil sharpener
6. pencil case
7. rubber

#### **p.24 • Help Snow White find the classroom**

#### **p.25 • Match the pictures with the phrases**

- a. Two pencils
- b. One pencil case
- c. Four boards
- d. Five rulers
- e. Three rubbers
- f. Six pencil sharpeners

#### **p.26 • Find the school things and write the words**

two notebooks  
three rubbers  
four rulers  
five pencils  
six schoolbags

### **LESSON 3: SCHOOL FUN**

#### **p.28 • Listen and number the pictures**

1. Alice: This is our school
2. Peter: A schoolbag? Great!
3. Miss Butterfly: Hello children! I'm Miss Butterfly, your teacher!
4. Goldilocks: Oh no! School is boring!
5. Goldilocks: Hello, everybody!

#### **p.28 • Colour the numbers and find the phrase**

Phrase: School is fun

#### **p.28 • Write the missing letters.**

desk, board, classroom, rubber, schoolbag, pencil case, notebook, ruler.

#### **p.29 • Find and write the phrase**

Phrase: Hello everybody