

Ben And The Ball

You need:

- Selections 2 SB, pp. 36-39 & 104
- CD 1 track 14

Students need:

- no special equipment

Step 1 – Exploring literacy; developing visual literacy

- Ask the students to look at the pictures on pages 36-39 and guess what they think the story is about.
- Ask: Why do you think Ben is sad in a lot of the pictures? Why do you think Ben is happy at the end of the story?
- Choose students to describe the different pictures in as much detail as they can. Remind them to say whether the boy looks happy or sad, and to say how they think he might be feeling or what he might be thinking.

Step 2 – Engaging interest

- Ask the students if they have ever lost anything. For those that have, ask what it was, how they felt about losing it, whether or not they found it, and where they found it.
- Ask students to think of the one thing they would hate to lose more than anything else.



Step 3 – Active listening

- Play the CD. Ask the students to follow in their books and to count how many people there are in the story. (*seven*)
- Ask students if they guessed correctly what the story is about.

- Play the CD again. This time, ask the students to listen carefully and then ask questions at the end.
Ask: What day is it? (*Ben's birthday*) Where does Ben look for the ball first? (*in the long grass*) What is the old lady doing? (*cleaning her fruit and vegetables*) When Ben sees the man in the field, he thinks the man has his ball. But what is it? (*a pail*) Where did Ben's ball come from at the end of the story? (*his hood*)

Reading strategy – reading with a partner

- Put the students in pairs and have them practice reading aloud. They take turns reading for ten second slots; you control the time by saying "Change" every ten seconds. The other partner takes over reading where the first one left off. Point out that they don't need to rush their reading; ask them to read as nicely as they can. They will feel more confident as only their partner will hear them.

Step 4 – Do more with the story

- Ask the students to turn to page 104 of their books. Ask them to complete the activity. Check the answers as a class.
- **Answers:** *He sees an old lady. He sees a man with a motorbike. He sees two children. He sees a man working in a field. He sees a boy fishing. Ben goes back to his house.*

Step 5 – Practicing topic language

- Look at the story again with the students. This time, concentrate on everything Ben says, but have the students think of other things Ben could have said instead. For example, when Ben says, "Where's my ball?" he could also say "I can't find my ball." or "My ball isn't here!". Students will need prompting, but it is a good way to help them understand that there are lots of ways of saying the same thing.

Step 6 – Acting out

- Put the students in groups of seven to act out the story. They need to decide in their groups who will

be Ben and who will have the other parts: old lady, the man with motorbike, the two children, the man working in a field, the boy fishing.

- Have the students act out the story in their groups. Encourage them to be dramatic and to add sound effects of their own. Don't use the CD; the groups can do the story in their own way.
- If there is time, have groups come to the front to act out the story.



Step 7 – Listening and classifying

- Play the CD again. This time, as the students listen, have them underline all the questions in the story.
- Ask the students which of Ben's questions always has "please" at the end. (*Can I have my ball, please?*)
- Go round the class asking students to say one of Ben's questions from the story. Make sure they all use correct question intonation.

Surprise For Mom

You need:

- *Selections 2* SB, pp. 40-43 & 105
- CD 1 track 15
- Optional: drawing paper for each student

Students need:

- colored pencils or markers

Step 1 – Exploring literacy; developing visual literacy

- Ask the students to look at the pictures on pp. 40-43. Ask them to think of one sentence that describes what's happening in each picture. Tell them not to look at the story words.
- Hold up your book and point to the story pictures one at a time. Each time, elicit a sentence from students that says what's happening in that picture. Write the sentences on the board, one below the other.
- When you have all the sentences, read them out and see what story they tell. Leave the sentences on the board throughout the lesson.

Step 2 – Engaging interest

- Ask the students if they know when Mother's Day is. Ask what they usually do on Mother's Day. Do they do anything special with, or for, their moms?
- Ask students to think of a really special surprise for their moms on Mother's Day. Go around the class eliciting their ideas.

Step 3 – Do more with the story

- Ask the students to turn to page 105 of their books. Explain that in part 1 they are going to write a thank you letter to their mom. Point out that there are

phrases for the students to choose from. They can use phrases of their own as well if they want to.

- Distribute the drawing paper if you have some, so students can give their moms the letters rather than doing them in their books. Ask the students to write their letters. Remind them to draw a nice frame around the letters and to put a big kiss at the bottom for their mom.
- Now ask students to complete the sentences in part 2 and go through their answers as a class.
- **Answers:** *planned, picked/cooked, picked/cleaned, set out, knives and spoons, forks and glasses, Mother's Day*

Reading strategy – word endings

- Explain to students that some words have endings that are pronounced differently depending on the rest of the word. Use words from the story to show what you mean. (*planned, picked, roasted*) See if the students can hear the different sounds in the word endings (*/d/, /t/, /id/*).
- Ask the students to go through the text and find other words that end in "ed". As they find the words, they call them out and you write them on the board. Then read the words to the students one at a time; make sure they repeat them with the correct pronunciation.



Step 4 – Active listening

- Play the CD. Ask the children to read along if they can.
- Test their understanding and attention to detail by checking that they remember the order in which things happened. Write the following items on the board one below the other: **hearing a key in the door, pick chocolate cake, put out the spoons, buy the food, read the recipe, eat dinner, pour the cake mix into the pan.** Put the students in pairs and ask them to figure out the order in which those things happen in the story. (*hearing a key in the door [6], pick chocolate cake [1], put out the spoons [5], buy the food [2], read the recipe [3], eat dinner [7], pour the cake mix into the pan [4]*)

Step 5 – Acting out

- Start the acting out session by calling out actions from the story, e.g. cleaning the beans, eating the chocolate cake, etc and the students mime the activity.
- Put the students in groups of four. Have them allocate roles within their groups (Dad, Mom, Kate and Eric). Play the CD and have them act out the story in their groups.

Step 6 – Cooking connection

- Tell the students that there are some meals that are connected with certain countries. See if they can think of the most popular meals in their country. Tell them of these other national dishes: pizza – Italy; roast beef and Yorkshire Pudding – England; hamburgers – the U.S.A.; goulash – Hungary; tapas – Spain.

FURTHER ACTIVITIES

- Ask students to plan a surprise meal for their moms. What would they cook?