

The Unicorn

You need:

- Selections 3 SB, pp. 50–51 & 122
- CD 1 track 14

Students need:

- pencils

Step 1 – Engaging interest

- Ask: What does a unicorn look like? What is special about it? (*The single horn on its forehead.*) What color is a unicorn? (*white*) Do you know the name of a precious stone that is white and comes from an oyster? (*a pearl*) Say: A unicorn is pearly white. Like pearls! Ask: What color is the horn on its forehead? (*usually silver*) Does the unicorn have any special powers? (*It has magic powers. It brings good luck.*)

Step 2 – Developing the topic

- Develop the topic by asking the questions below. Accept all answers. This is a way of awakening interest further and introducing the vocabulary of the poem implicitly.
- Ask: How is the unicorn different from other mythical animals, such as dragons, Bigfoot, the Yeti, the Loch Ness Monster? (*The other mythical animals are scary and monstrous. The unicorn is mysterious and beautiful!*) What features of a horse does a unicorn have? (*tail, mane, body shape*) Do you know the color of unicorn blood in the Harry Potter stories? (*silver*) What magical powers does the horn have? (*It is like a medicine. It can make sick people better. It can neutralize poison.*) Why is the unicorn always alone? (*It is very proud. It is also shy.*)
- Write the key words from your discussion on the board, e.g. *magic, lucky, proud, shy, beautiful, pearly white, silver, mysterious, mane, tail, horn, poison.*



Step 3 – Active listening

- Play the CD. Have students listen and see if any of the words on the board are in the poem.
- Have students read the poem quietly. Then have them draw lines to link the words that rhyme (for example, *white – sight; horse – course*, etc.).
- Play the CD again so students can check their answers.

Step 4 – Accepting and tolerating different opinions

- Have students look for the questions at the end of the poem: *What do you feel? Did the unicorn live on Earth long ago? Or is he a story?*
- Write these statements on the board:
A Unicorns are real and lived long ago.
B Unicorns are mythical animals and have never lived.
- Have a class discussion and then take a vote. If students vote for statement B, point out that myths and literature can also 'give life' and that unicorns 'live' in our imaginations!

Step 5 – Writing a cinquain

- Explain that a cinquain is a poem with five lines and the following structure: Line 1 – the title; Line 2 – two words describing the title; Line 3 – three words, usually actions; Line 4 – four words, usually a complete sentence; Line 5 – one word describing the title.
- Write a cinquain together in class, for example:
Unicorn
Silvery pearl
Lived long ago
When mystery was alive
Magic.
- Have students complete the activity (SB p. 122) in class or as homework. You may wish to collect the students' poems to create a book. It makes a very nice gift for parents, partner schools, etc.

Terrific Triceratops

You need:

- Selections 3 SB, pp. 52–53 & 122
- CD 1 track 15

Students need:

- pencils
- paper

Step 1 – Setting the scene

- Have students look quickly at the picture on pp. 52–53 and close their books. Ask students the name of the creature and write it on the board: **Triceratops**. Elicit what kind of creature this is: Is it a mythical monster? Is it a rhinoceros? (*It's a dinosaur.*)
- Have students study the picture. Ask: Can you see any similarities to modern-day animals? Which animal also has a horn on its nose? (*a rhinoceros*) Which animals have beaks? (*birds*)



Step 2 – Active listening

- Play the CD. Have students listen to find out when the triceratops lived (*Over 60 million years ago.*)

Step 3 – Skimming for key information

- Write **parrot**, **elephant**, and **rhinoceros** on the board. Have students skim the text and make a note of the similarities between the animals on the board and the triceratops (*rhinoceros – horn on the nose; parrot – large beak; elephant – big feet*).
- Set a time limit to ensure students are skimming and not reading every word!

Step 4 – Practicing questions

- Divide students into small groups. Have each group read the text and write down as many questions as possible (the answers have to be in the text).
- With books closed, each group takes turns asking another group a question. Each correctly formed question gets a point and all groups who had written the same question receive a point. Groups also score a point for a correct answer. The group with the most points at the end of the quiz wins.

Step 5 – Scanning for alliteration

- Explain that *alliteration* is the repetition of initial consonants. Have students scan the text for repeated initial consonants (*Terrific Triceratops, look a little like a rhinoceros*).

Step 6 – Practicing alliteration

- Collect ideas for Activity 1 (SB p. 122) in class, e.g. *Tragic Triceratops* (because they are extinct), *Dangerous Dinosaurs*, *Tremendous Tyrannosaurus Rex*.
- Have students complete Activities 1 and 2 in class or as homework.

No Thumbs!

You need:

- Selections 3 SB, pp. 54–57 & 123
- CD 1 track 16

Students need:

- tape
- paper
- pencils
- coins/knives and forks/bananas/unshelled peanuts/shoes with laces

Step 1 – Setting the scene

- Have students name ten things we use our thumbs for. They could say *picking things up, sewing, holding a knife and fork, tying shoelaces, fastening buttons, writing, drawing, playing musical instruments, hitching a ride, saying something is OK, or saying something is not OK.*

Step 2 – Exploring biology: opposable thumbs

- Explain that the thumb, unlike other fingers, is able to turn back against the other four fingers. This allows the hand to hold small objects and manipulate them precisely, as is necessary for writing. This is called the opposable thumb. It has helped humans develop very accurate fine motor skills. You may wish to explain that many animals have thumbs, but most are not opposable.
- Have students look at the list of animals that have opposable thumbs on p. 54. Ask: Do you know any others? Most primates, including monkeys and all apes, have opposable thumbs. Humans, like chimpanzees and gorillas, belong to the family of great apes. Koala bears and giant pandas also have opposable thumbs, and most birds have an opposable thumb on their feet!

Track 16 Step 3 – Active listening

- Play the CD for pp. 54 and 55 and have students point to the objects on p. 55 as they hear them.
- Tell the students they are going to use the objects for different activities. Have them predict the activities. Explain that predicting what's going to happen in an activity or story helps you become more actively involved.
- Play the CD for pp. 56 and 57. Have students follow in their books and find out if their predictions were correct.

Step 4 – Predicting outcomes

- Go through the activities on p. 57 again to make sure the students understand.
- Have students turn to the activity (SB p. 123) and draw stars in the prediction column to indicate how difficult they think each task will be.

Step 5 – Comparing results

- Before you start, check that no students have food allergies.
- Divide students into groups and hand out the objects for the experiment. Help students tape their thumbs to their palms and supervise as they try to do each task without using their thumbs.
- Have students complete the table on p. 123 with the results. Meanwhile, draw a simple table on the board with the list of activities on the left and two columns with the headings: *most difficult, easiest.*
- Have the class vote on which activity was the most difficult and which was the easiest and write the number of votes next to each activity on the board.

FURTHER ACTIVITIES

Exploring biology: Great Apes

- Have students do a project on Great Apes (humans, orangutans, gorillas, and chimpanzees) to find out what distinguishes these clever creatures from other animals. Encourage children to work in groups to research and present their findings.