

In The Woods Behind My House

You need:

- Selections 4 SB, pp. 106-107 & 134
- CD 2 track 17

Students need:

- pencils
- notebooks/paper
- colored pencils/crayons
- construction paper

Step 1 – Engaging interest

- Ask students if they have a yard, or if they ever go to a park or somewhere with trees. What can they **see/hear/smell/feel?** Write these words at the top of four columns on the board. Give students two minutes to note ideas, and then complete the columns on the board. Some words go in more than one column, e.g. we see *and* hear *birds*; we hear *and* feel *the wind*.



Step 2 – Active listening

- Play the CD while students listen for things from the board. They check their lists.

Reading strategy

- The title and the opening of a poem tell us what the poem is about.



Step 3 – Active listening and reading

- Play the CD again while students listen and follow in their books. Ask them to underline anything from the board.
- Next ask them to reread the poem and circle all the verbs. Go through these with the class and check understanding, reminding them to use the pictures and the context to help. What creatures crawl and slither? (e.g. *snakes, worms, bugs*)

Step 4 – Developing visual literacy (1)

- Have students work on their own or in pairs and put a check next to anything in the picture that is mentioned in the poem. (*birds, nest, trees, sky, brook, mole, snake, leaves, bees, hive, branches*)

Step 5 – Developing visual literacy (2)

- Ask students to complete activities 2, 3 and 4 on (SB p. 134).
- **Answers:** 2 *birds, moles, snakes, bees* 3/4: *butterfly, bug, turtle, mouse, worms, chipmunk, deer, owl, rabbit*.
- Then they look again at the picture and do activity 5.
- **Answers:** *grass, mushrooms, bulrushes, rocks, stones*.

Step 6 – Reading, thinking and writing

- Have students complete activity 1 (SB p. 134) in class or for homework. They could also make their own list for activity 5, not just based on the poem and the picture.

FURTHER ACTIVITIES

- Students look again at the verbs they underlined. Divide the class into two teams. Team A chooses a verb. Team B has to use it in a sentence, e.g. *slither*: *Snakes slither on the ground*. Give one point for each correct sentence. The first team to get ten points wins.

Exploring science/our environment

- Try to arrange for your students to research and do a presentation to other classes or to their parents on "How to enjoy the countryside responsibly."
- After reading *Bird World* in Unit 12 students could do a project on birds from the text that live in their country.

Bird World

You need:

- *Selections 4* SB, pp. 108-109 & 134-135
- CD 2 track 18

Students need:

- pencils
- notebooks/paper

Step 1 – Engaging interest

- Ask students to guess how many types of birds there are in the world. Then ask them how many they know in English. Finally ask: What do birds do? (e.g. *fly, build nests*)



Step 2 – Listening for information

- Ask students to listen for the answers as you play the first paragraph on the CD. Check the number (*more than 8,000*) and then play the paragraph again, asking students to listen for the verbs which say what birds do. Write the verbs on the board. (*fly, walk, hop, run, swim, dive*)
- Now play the rest of the text, section by section. Ask students to note down any information they can from each section. Play each section twice.

Reading strategy

- When reading a text with information, use the

subheadings as they tell you what the topic of the next section is.

Step 3 – Active reading

- Ask students to read the text and check how much information they heard correctly. Check comprehension by asking questions, e.g. What is the world's biggest bird? What other birds can't fly? (*ostrich; emus; penguins; kiwi*)
- Ask students to go through the text underlining verbs that describe what birds can do. Check for new vocabulary

Step 4 – Practicing topic vocabulary

- Have students complete the activities (SB pp. 134-135) in class or for homework. Display the pictures in the classroom.
- **Answers:** 2 Down: 1 *eagle*, 2 *puffin*, 3 *penguin*, 4 *cuckoo*, Across: 5 *peacock*, 6 *kiwi*, 7 *dodo*

FURTHER ACTIVITIES

- Put the students into groups of three. Ask them to write the names of as many birds as they can, and then to put them in alphabetical order. Give them three minutes, then see who has the longest list.
- Have different students come to the front and mime or act one of the verbs they listed earlier. The student who guesses correctly can do the next mime.