

Challenge! Measuring Your Shadow

You need:

- *Selections 5 SB*, pp. 100–101 & 146
- CD 2 track 11
- a lamp and a white wall or screen
- chalk; tape measures

Students need:

- pencils

Step 1 – Setting the scene

- Turn off the lights or draw the blinds in your classroom and turn on a lamp so it is shining on a white wall or whiteboard. Use your hand to create shadow puppets, e.g. a swan and a dog.
- Have students take turns creating shadow puppets.
- Write the following words on the board: shadow, shade. Ask: What's the difference? (*A shadow is a clear outline or silhouette when an object blocks out the sun or any other source of light. Shade refers to a larger area protected from the sun, e.g. trees provide shade.*)



Step 2 – Active listening

- Play the CD and have students follow in their books.
- Have students consider where in their school the measuring activity could take place.
- Have students share their ideas, e.g. It needs to be a sunny spot with no shade. There has to be enough space to draw the shadows. We have to be able to draw in chalk on the surface (i.e. concrete, not grass). It has to be a place where there aren't any other children to run on the chalk marks or interrupt the activity.
- Play the CD again and have students tell you when the shadows are shortest (*at noon*).

Step 3 – Doing the Challenge!

- If it is a sunny day and there is a suitable place for the measuring, have students do the challenge! Give each pair of students some chalk and a tape measure. At the end of the day students fill in the chart on p. 101.
- If there is no suitable place at school for the challenge or you do not have time, have students do the challenge as homework.

Step 4 – Creating art

- Have students complete the activity (*SB p. 146*) in class or as homework.

FURTHER ACTIVITIES

Exploring literature: *My Shadow* by Robert Louis Stevenson

- Find the poem *My Shadow* by Robert Louis Stevenson on the internet. Write the poem on the board or give each child a copy. Read the poem aloud.
- Ask: How old do you think the persona is? (*He/She is a young child.*) How do we know? (*the tone is fun and child-like, e.g. phrases like "jump into my bed"; the persona mentions "children" several times; the persona refers to "nursie", (an old-fashioned word for a child's nanny or carer)*)
- Have students work in pairs to summarize what happens in each stanza:
 - 1 *The shadow looks like the child. The shadow always jumps first into bed, followed by the young child.*
 - 2 *The shadow changes in size all the time.*
 - 3 *The shadow seems to be very timid, and always stays close to the child.*
 - 4 *The shadow won't get up before the sun!*
- Discuss the students' summaries and have the class agree on the best summary for each stanza. Have students choose one of the summaries and draw a picture to illustrate it.

'Math, Math – It's Easy,' They Said

You need:

- Selections 5 SB, pp. 102–103 & 146
- CD 2 track 12
- photocopies of p. 64 (item B) – one for each student

Students need:

- colored pencils or markers
- pencils
- paper

Step 1 – Setting the scene

- Have students open their books on p. 102 and skim the poem quietly. Meanwhile write four large mathematical signs on the board: \times \div $+$ $-$
- Tell students that the name of each of these four mathematical operations are in the text. Have volunteers come to the board and write the correct name next to each sign: *multiplication (x), division (\div), addition (+), subtraction (-)*.
- Say the words and have students repeat. Have students mark where the stress is on each word (*on the second-to-last syllable: multiplication, division, addition, subtraction*).



Step 2 – Active listening

- Play the CD and ask students to underline the words in the poem that describe a specific sum or equation.
- Have volunteers write the three sums on the board in numbers. Then have the class do the sums and give the answers: $30 \times 30 = 900$; $4 - 3 = 1$; $110 - 5 = 105$.



Step 3 – Analyzing language

- Play the CD again. Have students underline in their books any phrases that they think seem strange or difficult to understand (idioms). Ask students to think

carefully while they do this because although they may understand the meaning of the individual words, the expression may have a very different meaning.

- Have students call out the phrases they underlined and write them on the board. Expect the following answers: *the name of the game, drive me insane, in a scramble, easy as pie, tied up in knots*. If students called out any other unknown phrases, explain the meaning of those before moving on.
- Explain that the expressions on the board are called *idioms* – these are words that when used together have a special meaning. Read out the following definitions for students to write down:
1 make me go crazy; 2 very confused, in a mess; 3 no problem at all, not difficult; 4 the main objective or overall purpose.
- Explain that there are four definitions and five idioms because two of the idioms have the same meaning. Have students work in pairs to match the definitions with the idioms (*1 – drive me insane; 2 – in a scramble, tied up in knots; 3 – easy as pie; 4 – the name of the game*). Then have them write a logical sentence containing each one (or a paragraph containing all five).

Step 4 – Developing the topic

- Choose two students to supervise a Class Survey and hand out the photocopies of p. 64.
- Each student fills in the table anonymously with his or her own attitudes towards the different school subjects, e.g. *I dislike math. I find it difficult.*
- At the end of the activity, collect all the completed surveys. Have the two supervisors work together to tally all the answers and report back to the class with their findings.
- Have students complete the activity (SB p. 146) in class or as homework. **Answer:** $6 \times (2 \times 3) = 36$ hours.

The Number Kid

You need:

- Selections 5 SB, pp. 104–107 & 147
- CD 2 track 13

Students need:

- pencils
- paper

Step 1 – Engaging interest

- Remind students of the class survey they did about school subjects after reading the previous text. Ask: Who can sing well? Who can draw well? Who is good at sports? Who is good at English? Who is good at math?
- Divide students into small groups of three or four. Tell them they should find two things each member of the group is good at and write them down. It can be anything, not only school subjects, e.g. *Maria is good at remembering to do her homework. Max is good at gardening.*



Step 2 – Listening and understanding

- Play the CD and have students listen with their books closed.
- Have students open their books on p. 104 and number the pictures 1–4.
- Have students explain briefly what is happening in each picture.

Picture 1 The children ask Stephen a lot of questions about math and dates.

Picture 2 The children are amazed that Stephen can give answers so quickly without a calculator. Stephen says he is not a genius.

Picture 3 Stephen collects Carol's painting and the other children's notebooks.

Picture 4 Stephen presents the other children's excellent work.



Step 3 – Exploring literacy: reading between the lines

- Play the CD again and have students follow in their books.
- Ask: What do you think is the theme or moral of this story? What does it teach us? (*Nobody is good at everything. There's no need to be jealous of other people if they are better than you at something – you are better at other things. Everybody has strengths and weaknesses.*)
- Have students tell the class when they found out about their group members in Step 1. Make sure two strengths or talents are mentioned for each student.

Step 4 – Connecting to the real world

- Have a general discussion about people who are well-known for a certain talent, e.g. soccer players, singers, actors, etc. Have students identify the specific strengths each person needs to possess for their talent, i.e. a soccer player needs to be fast, very agile, work well on a team, be able to stay calm under pressure, have excellent coordination, be able to think fast, etc.
- Point out that even these successful people are not good at everything!
- Have students complete the activities (SB p. 147) in class or as homework.