

Reading: Story Extract

Lesson objectives: talk about their dreams; use the title and pictures to predict story content; read the extract from the fantasy *Down the Rabbit Hole* (start)

Functional language: *Did you sleep well? Yes, I did, but I had a strange dream about ... Have you ever dreamed about ... ? Yes, I have.*

Secondary language: *surprise, hopping, suddenly*

Materials: Class CD



Warmer: Unscramble the words

Write scrambled versions of dream vocabulary on the board, e.g. *dream, falling, amazing, confusing, realistic, weird*. Have the children unscramble the words in pairs. Then call on children to write the answers on the board.

Functional language

1))) 1.20 Listen and read

- Play the CD. The children listen and read along.
- Play the CD again for them to repeat.
- Divide the class into pairs to practice the dialogue.

2 Ask a friend about their dreams.

- Choose two children to read the example dialogue.
- The children practice in pairs using the prompts supplied and adding details. Have pairs do a dialogue for the class.



3 Look at the story. When do you think Alice falls asleep?

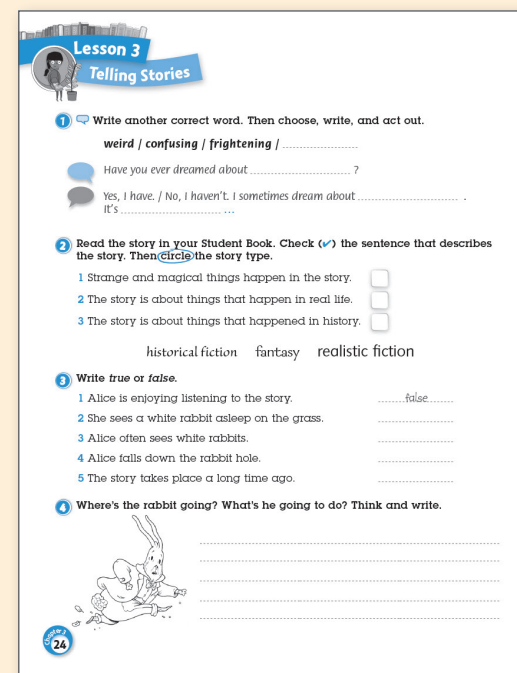
- Have the children study the pictures. Ask *When do you think Alice falls asleep?* to elicit ideas.
- Ask *Was Alice interested in the book?* Elicit answers.

4))) 1.21 Read the story extract and answer.

- Have the children read the extract and answer question 1.
- Play the CD. The children listen and write ideas for questions 2 and 3 using reading skills (looking at the pictures and context, applying general knowledge, etc.).
- Elicit answers, but do not confirm predictions: explain that they will have to read the story to find out.

Answers

1 She follows it and falls down the hole. 2 Children's own answers. 3 Children's own answers/an imaginary place.



1 Write another correct word. Then choose, write, and act out.

Elicit other negative adjectives about dreams. The children choose a topic and complete the dialogue, then act it out in pairs. Encourage the children to adapt and extend the dialogue. Have pairs act out for the class.

Answers (suggested)

awful, embarrassing, etc.

2 Read the story in your Student Book. Check (✓) the sentence that describes the story. Then circle the story type.

The children read the story extract again, then choose the best sentence to describe what the story is about. They then identify and circle the type of story.

Answer

✓ by 1; circled: fantasy

3 Write true or false.

The children write true or false for each sentence. Elicit answers, including the correct version of the false sentences.

Answers

1 false 2 false 3 false 4 true 5 true

4 Where's the rabbit going? What's he going to do? Think and write.

Elicit suggestions on where the rabbit is going and what he's going to do. The children write their own ideas, then compare with a friend. Elicit ideas.

Answers

Children's own answers.

Cooler: Play "Running Board Race"

Play the game using words from the story extract (see Games Bank p. 222).

Competency Focus

Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue.

Think

By analyzing visual clues and deducing from the context, the children make inferences about the underlying events of the story.

Presentation Kit • Do not be afraid to turn off the screen! Children benefit from variety and sometimes you will want to work just with books or without prompts. Work the Presentation Kit materials into your teaching in the way that suits you best.

- Use *Pen* for the Warmer activity. Use *Eraser* to clear the screen for the next child/scrambled word.
- Use *Mask* to slowly reveal the SB story extract. Encourage the children to use the pictures to figure out the context of the story.

Lesson 3

Telling Stories

1 Listen and read.

Morning, Rufus.
Did you sleep well?

Yes, I did, but I had
a strange dream
about falling. Have
you ever dreamed
about falling?

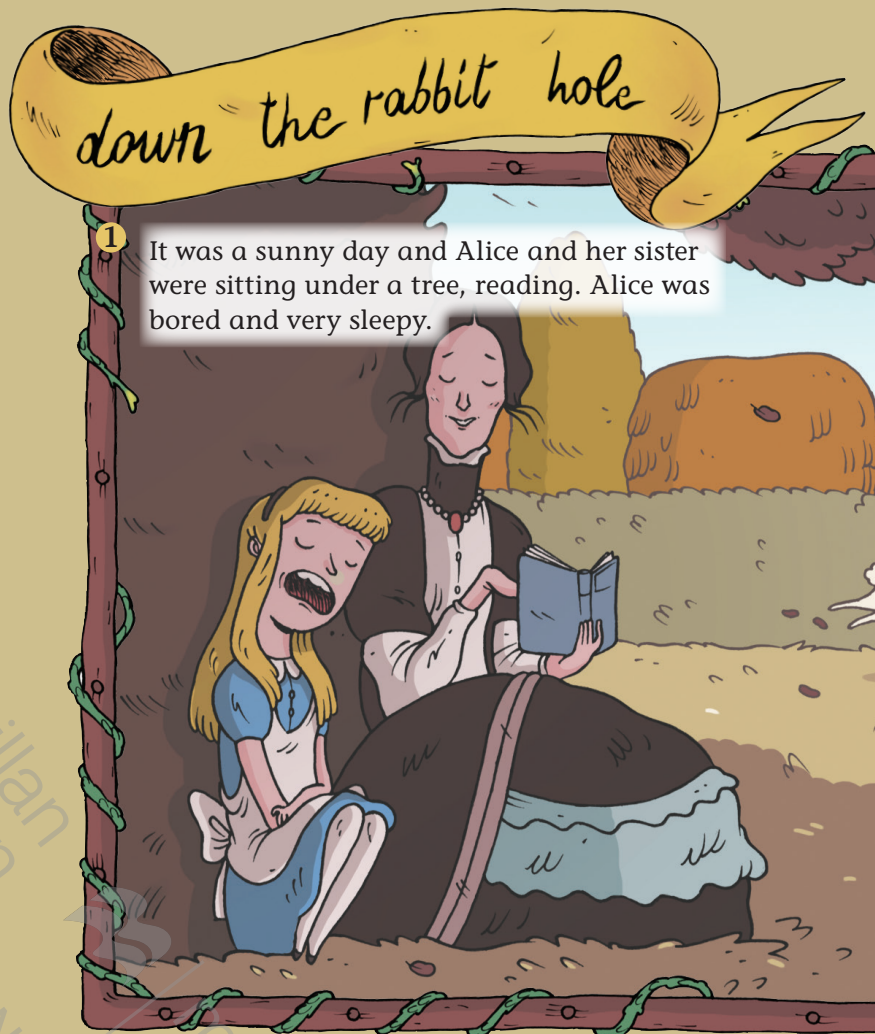
Yes, I have.



2 Ask a friend about their dreams.

“flying
being chased
spiders
failing a test”

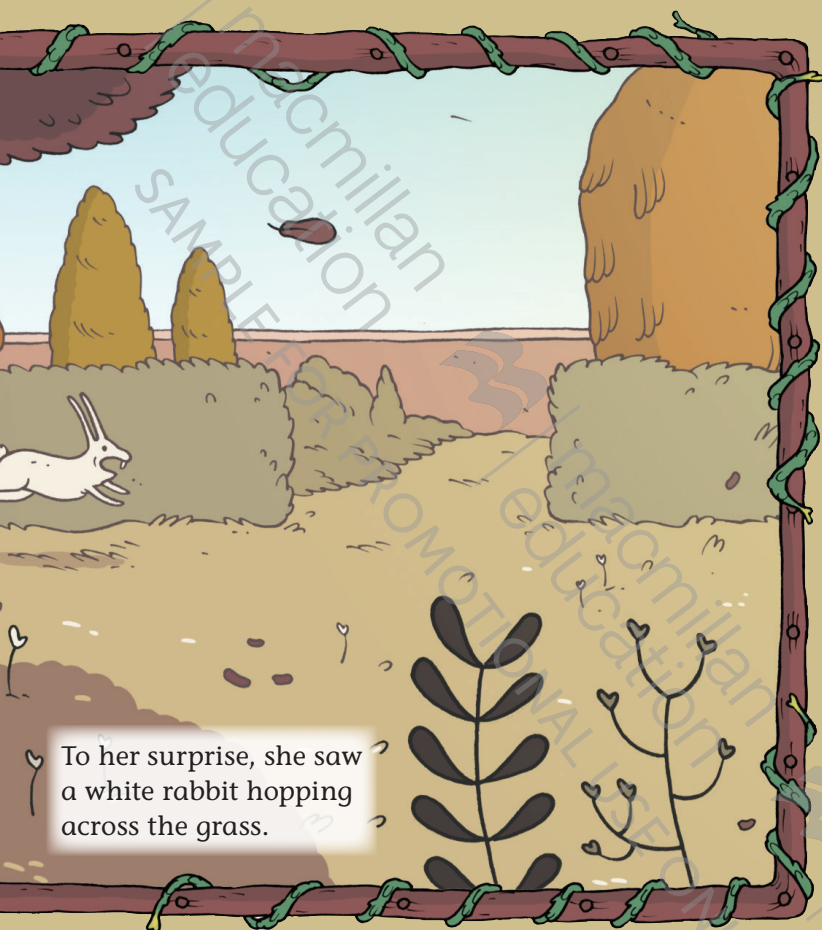
- A:** Have you ever dreamed about being chased?
- B:** Yes, I have. I often dream about being chased. Have you ever dreamed about flying?
- A:** Yes, I have. It's amazing!



1 It was a sunny day and Alice and her sister were sitting under a tree, reading. Alice was bored and very sleepy.



2 Alice followed the rabbit to its rabbit hole. But suddenly, she fell.



To her surprise, she saw a white rabbit hopping across the grass.



Down,
down,
down ...

- 3** Look at the story.
When do you think Alice falls asleep?

- 4** Read the story extract and answer.

- 1** What happened after Alice saw the white rabbit?

.....
.....
.....

- 2** Where do you think the rabbit hole takes Alice?

.....
.....
.....

- 3** Where does the story take place? Is it a real place or an imaginary place?

.....
.....
.....

Lesson 3

Telling Stories



1 Write another correct word. Then choose, write, and act out.

weird / confusing / frightening /

Have you ever dreamed about ?

Yes, I have. / No, I haven't. I sometimes dream about
It's

2 Read the story in your Student Book. Check (✓) the sentence that describes the story. Then **circle** the story type.

1 Strange and magical things happen in the story.

☐

2 The story is about things that happen in real life.

☐

3 The story is about things that happened in history.

☐

historical fiction fantasy realistic fiction

3 Write **true** or **false**.

1 Alice is enjoying listening to the story.

.....false.....

2 She sees a white rabbit asleep on the grass.

.....

3 Alice often sees white rabbits.

.....

4 Alice falls down the rabbit hole.

.....

5 The story takes place a long time ago.

.....

4 Where's the rabbit going? What's he going to do? Think and write.



.....

.....

.....

.....

.....



1 It was a sunny day and Alice and her sister were sitting under a tree, reading. Alice was bored and very sleepy. To her surprise, she saw a white rabbit hopping across the grass.

2 Alice followed the rabbit to its rabbit hole. But suddenly, she fell. Down, down, down ...

3 Now she was sitting in a dark hallway. She saw a little door and behind the door there was the most beautiful garden. On a small table, there was a key.

She wanted to go into the garden but she was too big. Suddenly she noticed a little bottle. On the bottle she read the words "DRINK ME." She opened the bottle and drank.

"What a strange feeling!" said Alice. "I'm getting smaller."

Soon she was very small. Unfortunately, the key was on the table, and she wasn't as tall as the table. She sat down and cried. It was so disappointing.

4 Then Alice saw a cake. She read the words, "EAT ME."
"Well, I'm going to eat it," said Alice, "and if I grow taller, I can reach the key. If I grow smaller, I can crawl under the door."
She ate a little bit. Nothing happened. So Alice finished the cake.

5 "Stranger and stranger!" cried Alice. "Now I'm growing taller."
Fortunately, Alice was really tall now. She picked up the key and opened the door.



6 Poor Alice! She looked into the garden with one eye. Her head was bigger than the door. "How embarrassing," thought Alice. She started to cry again. Soon there was a large pool of tears.

7 Finally the White Rabbit came back, wearing a nice suit. He was carrying gloves and a large fan.
"Please, sir," said Alice. But Alice was big and frightening. The Rabbit dropped his fan, and ran away.

Alice was very hot so she used the fan. "This is confusing. Where am I?" she said. Soon she was cooler, but also smaller! "This is weird," she said. "But now I can go into the garden."

8 But the door was closed and the key was on the table again. "Oh, no! I can't reach the key now," she said. She was too small again. Suddenly she fell into some water. "Am I in the ocean?" she asked. "Oh, these are my tears," she remembered.

9 "Wake up, Alice!" said her sister. "Did you sleep well?"
"Yes, I did," said Alice. "I had the most amazing dream! It was just as realistic as now." She told her sister about her amazing adventures.
"Run inside, it's getting late," said her sister.
Alice got up. "What a wonderful dream!" she thought. Then, she saw a white rabbit running behind a tree.

Lesson objective: read and understand the fantasy

Down the Rabbit Hole in the Reader

Materials: Class CD; Reader; Oral Storytelling Video Worksheet 3 [TRC printout] (optional)



Warmer: Missing vowels

Write sentences on the board, summarizing events in the story extract, with the vowels missing, e.g. *t ws snny dy (It was a sunny day)*. Allow thinking time, then call on children to rewrite one word at a time on the board.

Story Summary

Alice falls into a rabbit hole. She sees a beautiful garden but she's too big to go through the door. She drinks a potion and shrinks. Now unable to reach the key to the door, she eats some cake. She's now too big again and feels sad. Alice then wakes up—and realizes it was all a dream.

Theme: the importance of using your imagination



1.22 While reading

- Have the children look at the pictures in the Reader. Ask *What objects does Alice find? (a bottle, a cake)*
- Play the CD. The children listen and read along. Ask *Was Alice's adventure real? (No—it was a dream.)*
- Ask questions to check comprehension, e.g. *Where did the water come from? (Alice's tears) What's on the table? (a key) What was the rabbit carrying? (gloves and a fan)*
- Read the story again with the class, having children take turns as Alice and her sister. Bring the story to life using dramatic stress and intonation patterns (see **Story Time**). Choose some phrases for the class to say, e.g. *DRINK ME!*



After reading: Reflect

- Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *What is Alice like? How does she feel? Is she happy to be down the rabbit hole?*

Optional activity: Extend the story

Have the children work in pairs. Ask them to invent another object for the story, e.g. something else to eat or drink, and say what happens when Alice takes it. They draw their new story frame and add dialogue.

Story Time

Using stress and intonation

This story contains many examples of authentic stress and intonation patterns—particularly exclamations as Alice talks to herself. Read out and have the children repeat phrases, copying your stress and intonation patterns. Exploiting these fully with the children underpins the development of good pronunciation and creates a fun atmosphere in the classroom.

Reading Strategy

Descriptive Writing

Descriptive Writing is a form of visual imagery which is expressed with the written word. With this strategy, the writer uses colorful words to write a description that will form images in the reader's/listener's mind. For additional explanation and activities, see the Literacy Handbook on the Teacher's Resource Center.

Cooler: Play "What's the next word?"

1.22

Play the CD, pausing before key words. Elicit the word each time, then continue playing the CD to confirm.

Presentation Kit • Use *Hotspots* to read the text for Pictures 1–4. Then *Mask Picture 5* text. Ask *What has happened? What can Alice do now?*

• Oral Storytelling Video 3 contains a different story on a related theme (*Dreaming of Treasure*). Watch and discuss it together at the end of the lesson.

Teacher's Resource Center • Print out Oral Storytelling Video Worksheet 3 to help you get the most out of the video.

Student's Resource Center • The children can watch Oral Storytelling Video 3 at home.

1

It was a sunny day and Alice and her sister were sitting under a tree, reading. Alice was bored and very sleepy.

To her surprise, she saw a white rabbit hopping across the grass.

2 Alice followed the rabbit to its rabbit hole. But suddenly, she fell.

Down,
down,
down...

3

Now she was sitting in a dark hallway. She saw a little door and behind the door there was the most beautiful garden. On a small table, there was a key.



She wanted to go into the garden but she was too big. Suddenly she noticed a little bottle. On the bottle she read the words "DRINK ME." She opened the bottle and drank.

"What a strange feeling!" said Alice. "I'm getting smaller."

Soon she was very small. Unfortunately, the key was on the table, and she wasn't as tall as the table. She sat down and cried. It was so disappointing.

4



Then Alice saw a cake. She read the words, "EAT ME." "Well, I'm going to eat it," said Alice, "and if I grow taller, I can reach the key. If I grow smaller, I can crawl under the door."

She ate a little bit. Nothing happened. So Alice finished the cake.

5



"Stranger and stranger!" cried Alice. "Now I'm growing taller." Fortunately, Alice was really tall now. She picked up the key and opened the door.

6

Poor Alice! She looked into the garden with one eye. Her head was bigger than the door. "How embarrassing," thought Alice. She started to cry again. Soon there was a large pool of tears.



7

Finally the White Rabbit came back, wearing a nice suit. He was carrying gloves and a large fan.

"Please, sir," said Alice. But Alice was big and frightening. The Rabbit dropped his fan, and ran away.



Alice was very hot so she used the fan. "This is confusing. Where am I?" she said. Soon she was cooler, but also smaller! "This is weird," she said. "But now I can go into the garden."

8

But the door was closed and the key was on the table again. "Oh, no! I can't reach the key now," she said. She was too small again. Suddenly she fell into some water. "Am I in the ocean?" she asked. "Oh, these are my tears," she remembered.

9

"Wake up, Alice!" said her sister. "Did you sleep well?" "Yes, I did," said Alice. "I had the most amazing dream! It was just as realistic as now." She told her sister about her amazing adventures.



"Run inside, it's getting late," said her sister.

Alice got up. "What a wonderful dream!" she thought. Then, she saw a white rabbit running behind a tree.

10

Reading Comprehension and Critical Literacy

Lesson objectives: understand and evaluate the story; relate story theme to personal experience; write an account of Alice's dream using sentence openers

Materials: Class CD; Reader; Oral Storytelling Video Worksheet 3 [TRC printout] (optional)

Lesson 4
Time to Think

1 Read the story in your Reader.
What happens when Alice drinks from the bottle?

2 Comprehension

- Why couldn't Alice go through the door?
- Do you think Alice cried for a long time?
- Why did the rabbit run away from her?
- Do you think the rabbit was real?

3 Critical Literacy

- Do you think Alice liked being in Wonderland?
- Would you like to go to Wonderland?

Writing Workshop Linking parts of a story.

4 Find examples of sentence openers in the story. Continue Alice's account of her dream to her sister.

To my surprise, I saw ...
Suddenly she fell ...

Writing Tools
Use sentence openers to start new sentences:
Soon, ...
To my surprise, ...
Fortunately, ...
Finally, ...

5 Text Connections
Do you know any other stories or movies about people who get bigger or smaller?

Note: Please ensure that your class has read the Reader story before you do this lesson.

Warmer: Story recap

Write the key events from the story on the board in random order, e.g. *She found a bottle. She fell down a hole. She got bigger. Alice fell asleep.* Have the children reorder them, then retell and recap the story.

1))) 1.22 Read the story in your Reader.

- Have the children read the story. (Alternatively, play the CD and have them read along.) Elicit whether they were correct in their predictions in Lesson 3 Activity 4.
- Ask *What happens when Alice drinks from the bottle?* (*She gets very small.*)

2 Comprehension

- The children write answers to the first three questions. Elicit answers. Then discuss question 4. Ask the children to justify their answers.

Answers

1 She was too big. 2 Children's own answers. 3 She was big and frightening. 4 Children's own answers.

3 Critical Literacy

- Say *Imagine you are Alice. How do you feel?* Empathizing with the main character will help the children engage with the story.

- Ask *Would you like to go to Wonderland?* Help the children apply what they have read to their own experience. Ask *How would you react in a similar situation?*

Writing Workshop

Linking parts of a story

4 Find examples of sentence openers in the story. Continue Alice's account of her dream to her sister.

Have a child read the example sentence openers in the **Writing Tools** box. The children look back at the story and find sentences which open like this and in other ways, e.g. *Just then ...* They continue the story of Alice's dream in their notebook, using appropriate sentence openers, then compare with a friend. Invite children to read out their accounts.

Answers

Children's own answers.

5 Text Connections

- Ask *What type of stories have people getting smaller or bigger?* (*fairy tales, science fiction, fantasy, cartoons*)
- Ask the class if they know any specific examples of stories, e.g. *Thumbelina, Clifford the Dog, Monsters vs. Aliens*. Ask how they resemble this story.

Optional activity: Build a mini-story

Have children use the sentence openers in Activity 4 to build a mini-story about their own visit to Wonderland. Ask children to work in pairs to produce a story of about 50 words. Then choose pairs to read out their mini-story to the class.

Lesson 4
Time to Think

1 Read and draw an arrow to the correct person for each thought.

This is a weird place.
Where's my fan?
Who's she?
How frightening: a giant!
This is so disappointing.
What big ears!

2 Complete. Then circle the time expressions.

To my surprise, Soon Fortunately Finally Unfortunately

- To my surprise, a giant rabbit jumped out of a hole.
- I found the key and could open the door.
- I was bigger than the door and couldn't go into the garden.
- It's going to get dark.
- I went to bed and fell asleep.

3 Imagine that you went to Wonderland. Write about your adventure in your notebook. Use the Story Creator.

Story Creator

One night, I went to Wonderland.	Unfortunately, I ate/drank a ...
To my surprise, there was a/...	When I saw ... I was very frightened/excited.
Fortunately, I met/spoke to ...	It was amazing/disappointing ...
He/She was very ...	

4 Connect to Me
Have you ever had a bad dream that you thought was very realistic?
I dreamed ...

1 Read and draw an arrow to the correct person for each thought.

The children identify the correct person for each thought, drawing an arrow pointing to Alice or the rabbit, as appropriate. Elicit answers, asking children to read them out in the voice of Alice or the rabbit each time.

Answers

Alice, Rabbit, Rabbit, Rabbit, Alice, Alice

2 Complete. Then circle the time expressions.

The children complete the sentences using the words supplied. They then identify and circle the words supplied which are time expressions. Elicit answers.

Answers

1 To my surprise 2 Fortunately 3 Unfortunately

4 Soon 5 Finally

Circled: Soon, Finally

3 Imagine that you went to Wonderland. Write about your adventure in your notebook. Use the Story Creator.

Use the **Story Creator** to elicit ideas. The children write a story in their notebook, then compare with a friend. Have children read out their story for the class.

4 Connect to Me

Elicit examples of a realistic dream which was scary. The children write their own response, then compare with a friend.

Cooler: Play "Change a Word"

Write on the board *Suddenly, I was smaller than the table.* Have children repeat the sentence, replacing one of the words to make a sentence which is still grammatically correct. The class confirms whether they are correct or not. Write correct sentences on the board. At the end, compare the final sentence with the first!

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the theme of the story and relate it to their own personal literary experience and prior knowledge.

Presentation Kit • Give feedback on AB activities using Answer Key (Activity 1) or the built-in interactive activity (Activity 2).

- TIP** Give children the opportunity to be your assistant! Ask a child to be responsible for choosing the relevant buttons (e.g. to go to the next activity or Answer Key).
- If you haven't already, show Oral Storytelling Video 3 (a different story on a related theme).

Teacher's Resource Centre • If you haven't already, print out Oral Storytelling Video Worksheet 3 to do the support activities.

Lesson 4

Time to Think

1 Read the story in your Reader.

What happens when Alice drinks from the bottle?

2 Comprehension

1 Why couldn't Alice go through the door?

.....

2 Do you think Alice cried for a long time?

.....

3 Why did the rabbit run away from her?

.....

4 Do you think the rabbit was real?

.....

3 Critical Literacy

1 Do you think Alice liked being in Wonderland?

2 Would you like to go to Wonderland?

Writing Workshop Linking parts of a story.

4 Find examples of sentence openers in the story. Continue Alice's recount of her dream to her sister.

To my surprise, I saw ...
Suddenly she fell.

Writing Tools

Use sentence openers to start new sentences:

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Fortunately, ...

Finally, ...



5 Text Connections

Do you know any other stories or movies about people who get bigger or smaller?

Lesson 4

Time to Think



- 1 Read and draw an arrow to the correct person for each thought.



This is a weird place.
Where's my fan?
Who's she?
How frightening: a giant!
This is so disappointing.
What big ears!



- 2 Complete. Then **circle** the time expressions.

~~To my surprise~~ Soon Fortunately Finally Unfortunately



- 1 ~~To my surprise~~ , a giant rabbit jumped out of a hole.
- 2 _____ , I found the key and could open the door.
- 3 _____ , I was bigger than the door and couldn't go into the garden.
- 4 _____ it's going to get dark.
- 5 _____ , I went to bed and fell asleep.

- 3 Imagine that you went to Wonderland. Write about your adventure in your notebook. Use the Story Creator.

Story Creator



One night, I went to Wonderland.

Unfortunately, I ate/drank a ...

To my surprise, there was a/
were a lot of ...

When I saw ..., I was very
frightened/excited.

Fortunately, I met/spoke to ...

It was amazing/disappointing ...

He/She was very ...

- 4 Connect to Me

Have you ever had a bad dream that you thought was very realistic?

I dreamed

.....