

Year THREE- Teacher's Book and Data CD extracts:

Lesson 46 - Activity 3 - Days and chores

(Materials used to play this game are included in the Data CD)



I vacuum the lounge.
I water the garden.
I cook dinner.
I feed the rabbit.
I feed the cat.
I wash the dishes.
I take out the bin.
I clean the dining room.

Introduce the grammar behind :

On Mondays I cook dinner.

(Ask the children what they hear s at the end of Monday. why?
Because this happens regularly ... several Mondays ... repetition)

Use the days cards and the chores cards. Show one card of each and say for instance:

ON Mondays, I water the garden.

Ask: **What do you do on Tuesdays?**

A volunteer picks up the Tuesday card and another chore. The child tries to build the sentence.

Repeat the exercise as many times as needed.

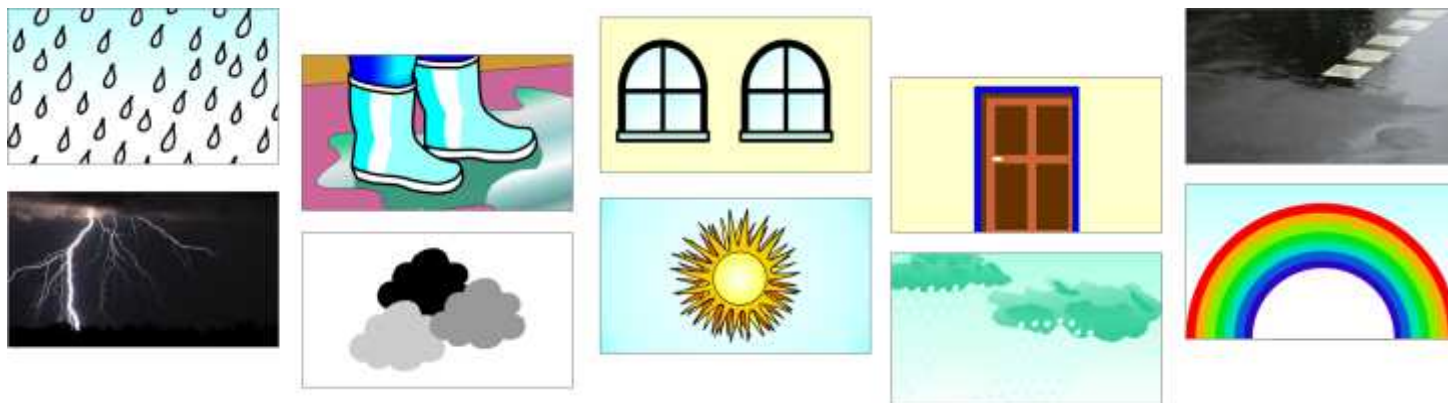
Extend the activity:

Turn the cards facing down on a table in two separate piles.

Children are in teams pick up cards in turn and score a point when building the correct structure

Lesson 69 - Activities 1, 2, 4 - Weather and poetry

(Materials used for these activities are included in the Data CD)



1. Intro weather (10)

Introduce the topic by looking at the weather outside as well as showing pictures.

Talk about the kind of weather you like / Don't like.

Now, we are going to look at the weather in poetry as the children have already been through the "learning motions" in Year 1.

Do not show yet the poem on page 75 of the Student Course book.

Read the first verse to the children with a lot of rhythm
(click your fingers - the bold letters give you the place to click).
Repeat the reading several times and get the children to join in.

Rain rain
Falls on the street,
Mud in puddles
Cleaning my feet.

Then ask what the children understood. Help them get the meaning and repeat the same thing with the other verses.

2. Student Course Book p 67 Rain, rain

The children read the poem they have just heard.

They do the illustrations for each verse. First, you might want to define the key-words and get them to note them down. The key-words recognition will help them greatly for drawing the essential "images".

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4. Key-words flashcards (5)

Now show the group the weather flashcards related to this lesson. Let them come up with:
single words from the poem. Lines from the poem...

Some of the flashcards might be tricky to understand that's part of the game!

Lesson 72 - Activities 1, 2 - The story of old man winter

(Materials used to tell this story are included in the Data CD)



1. The story of old man winter and young man spring (20)

This story is a Cherokee traditional folk tale.

Gather the children around you and start telling the story.

Use plenty of mime and show the flashcards as you go along.

The world is new and young.

An old man with long blue hair is walking.

Behind him, it is snowing. The rivers turn to ice. The leaves fall from the trees.

The birds fly away.

He builds a house with ice. He makes a cold blue fire.

He invites the North wind to his house.

One morning, they look at the window:

Oh! No! There are flowers growing. The ice is cracking. It is not snowing.

The wind says: "I don't like this! I must go! Goodbye!"

The old man stays in the house because it is a strong and cold house.

Someone knocks at the door very hard. Knock! (Crack, a piece of ice falls)

Knock! (Crack, a piece of ice falls) Knock! (Crack, a piece of ice falls).

The old man says: Go away! Don't come in!
But the door breaks and falls.
He can see a young man smiling.
The young man comes inside the house.
He has a green stick and touches the cold blue fire.
The fire turns red and warm.

The old man feels sick. He says: "Who are you? I will turn you into ice!"
The young man laughs and says: "I am young and strong. You must go!"
Flowers are growing in the house. The house is melting. The old man is melting.
It is sunny. Winter has lost. Once again, spring has won.

Go slowly and check the children understand before you progress in the narration.

2. The reverse story (10)

Once you have discussed the story with the children, ask them if they can think about the opposite story.
Strong man autumn walks. Old man winter arrives.... winter wins. It is the end of the autumn.
Help them build the sentences using the other story.

Suggested story:

The world is new and young.
A strong man with long yellow hair is walking.
Behind him, it is sunny. The leaves are green on the trees.
The birds sing.
He builds a house with wood and leaves. He makes a warm red fire.
He invites the South wind to his house.

One morning, they look at the window:
Oh! No! There are no flowers. The ice is coming. It is snowing.

The wind says: "I don't like this! I must go! Goodbye!"

The strong man stays in the house because it is a strong and warm house.

Someone knocks at the door very hard. Knock! (Crack, a branch falls)
Knock! (Crack, a branch falls) Knock! (Crack, a branch falls).

The strong man says: Go away! Don't come in!
But the door breaks and falls.
He can see an old man smiling.
The old man comes inside the house.
He has a white stick and touches the warm red fire.
The fire turns blue and cold.

The strong man feels sick. He says: "Who are you? I will turn you into a leaf!"
The old man laughs and says: "I am old and wise. You must go!"
Flowers are dying in the house. The house is freezing. The strong man is freezing.
It is snowing. Autumn has lost. Once again, winter has won.

According to the level and ability of your group, you might decide to skip the previous activity.
Concentrate instead on the key-words of the original story and get the children to listen and repeat them.
Ask them to draw the characters of the story on a blank A4 and label the drawings with:

Old man winter
Long blue hair
Cold blue fire
Young man spring
Green stick
Warm red fire

However, if the children's level and ability allow it: This story figures as a story to read in the Student Activity Book.
As an extension, you can ask the children to read the original story, and to write the reverse story from the text.



B: you will find many colourful stories at www.lcfclubs.com (Babelzone)