

Unit Of Work: Exploring Different Cultures through

- a) a story: *Handa's Surprise*
- b) environment and habits of living creatures in the African jungle

Age of children: adaptable for children age 6-9 years

Previous knowledge/experience in English:

- a) Beginner's level exposure to authentic stories in English and tasks to develop aural/oral communication skills: initial reading/writing skills.
- b) In mother tongue or English – some previous knowledge of living things and their environments

- Resources:
- 1 Big Book: *Handa's Surprise*: Eileen Browne
Published: Walker Books Ltd.
ISBN 0-7445-5473-X
 - 2 Flashcards from Sparklebox for animals, fruit and animal masks
<http://www.sparklebox.co.uk/cil/story/handa.html>
 - 3 Wide selection of mammals, reptiles, birds from the African jungle brought in by the children
 - 4 (for older classes/ children with more experience in English: strip stories of animals. See lesson 4 for samples
 - 5 Other worksheets as suggested in lesson 5

Number of lessons: 4- 6 lessons of 50 minutes - 1 hour

Objectives:

- By the end of the unit of work children will:
- have shown their enjoyment of a story set in a culture different from their own
 - have increased their active vocabulary of animals and fruit found in their own and other cultures.
 - Have increased their passive knowledge of adjectives describing animals and fruit, and their passive knowledge of word order in sentences
 - have developed their understanding of how to sequence events in a story with appropriate connectives (first, then, next, finally) and begun to recognise that there is a logical sentence order in a non-fiction text
 - demonstrate an increased understanding of where capital letters, full stops, question marks and speech marks are used
 - show an increased understanding of how these aspects of punctuation affect intonation when reading aloud / dramatising a story
 - have practised asking who/ what/ where/ when/ why questions and using all this knowledge, be able to orally re-create a story with a predictive pattern of language from a culture different to their own
 - be able to recreate the story in writing using basic characteristics of a story, title, setting, characters etc

	<ul style="list-style-type: none"> - show their understanding that animals in the jungle can be categorised into <i>mammals, reptiles and birds</i>. - Demonstrate an understanding of the principle characteristics of mammals - show their understanding of the principle characteristic of mammals who are <i>carnivores or herbivores</i> 	
Lesson 1	Introducing the Book "Handa's Surprise" and Guided Story Telling	Objectives
Background for teacher	The story is set in Kenya. Handa sets off to visit her friend Akeyo in a neighbouring village with a basket full of seven different kinds of fruit on her head. On the way, seven animals help themselves to the fruit until there are none left. Handa is unaware of what is happening. However, when she gets to the village, both girls are in for a surprise!	
Whole class 10 minutes	<p>Look at the front cover & talk about the illustration. <i>Who is this on the cover? What do you think her name might be?</i>(point to title as a clue) <i>What has she got on her head? What is in the basket? Can we name any of the fruits?</i> Tell children the names as they probably won't know them NB: use the indefinite article and put each fruit into a sentence: - <i>look: this is a pineapple, a pineapple and this is an orange – an orange. And here we have an avocado (does anyone know what that is?. Has anyone ever eaten an avocado?). Show me the title of the story? It's written in capital letters. Why do you think it's written in capital letters? Point to the name of the author. Who do you think this is?</i> Encourage children to use the word "author" and "illustrator" and clarify the difference using the words; <i>the author writes the story, the illustrator draws the pictures.</i></p> <p>Turn to the inside cover and look at the fruit here: ask the children: <i>Can you remember which fruits we saw in Handa's basket on the front cover? Which ones are missing? What do you think has happened to the missing fruit?</i></p>	<p>Introducing the book.</p> <p>Teaching/revising features of fiction: title/ author/illustrator</p> <p>Stated objective: <i>Increasing their vocabulary of fruit and animals.</i></p> <p>Introducing the names of the fruit in the story and counting them. Checking that the children understand what these are in mother tongue. Getting children to predict what they think might happen in the story</p>
Whole class 10 minutes	<p>Tell the story using the same pattern for each page: it isn't important that it isn't exactly the same as what is written. <i>I wonder, which fruit will she like best? Will she like the yellow banana? I wonder, which fruit will she like best? will she like the sweet-smelling guava? Then I wonder, which fruit will she like best? Will she like the round juicy orange?</i> It is important when reading the story for the first time that you read/tell it slowly and with meaning so that the children get enough time to enjoy the fun of the story and the beautiful illustrations. Don't tell them what is happening.. just point to the animals each time. Don't say the</p>	<p>Stated objective <i>Understanding the story : enjoying the story and the illustrations.</i></p> <p>Making predictions Most of the</p>

	names of the animals at the moment? Stop the first reading when Handa's basket is empty. <i>Does Handa notice the fruit has gone? Why not?</i> <i>How do you think the story will end?</i>	predictions will be answered in mother tongue: you should re-phrase these in English.
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Whole Class 10 minutes	Re-tell story . Give out pictures of fruit and animals from <i>sparklebox</i> . <i>Listen carefully! Look carefully! When you hear your fruit or animal stand up and hold your picture up high. Then sit down again</i> Re-tell the story and encourage the children to remember the fruit each time. Add in the names of the animals. <i>I wonder, which fruit will she like best? Will she like the soft yellow (pause for children to say) banana? But look.. who's this? A monkey.. what does the monkey do? , yes, the monkey takes the banana. Children with the monkey and the banana stand up. Yes, very good Kyoko and Chantal. Sit down again.</i> Carry on with story in the same pattern. <i>Can Handa see what is happening? Why not?</i> Tell the story up to the tangerines falling and enjoy the children's pleasure! <i>Who is the girl waving to Handa? Is she happy when she sees Handa?</i> Highlight the word TANGERINES. <i>Why is it written in capital letters?</i> Using mother tongue if necessary get the children to explain why Handa is surprised. Look at the back page of the book. Ask the children to name the animals. See how much they can remember about which animal took which piece of fruit.	Stated objective Re-enforce and practise key vocabulary and understanding. Encourage prediction of what happens next. Ask questions to develop children's understanding of text. Stated objective encourage participation and enjoyment
Groups and /or individuals 20 minutes	Half children make and colour masks (sparklebox) of animals and mount them on lollipop sticks. Other half cut out and colour fruit to put in a basket. This provides the material for dramatisation for next lesson	

Lesson 2:	Focus on story punctuation and intonation	Objectives
Whole class 10- 15 minutes	Third telling. Encourage the children through questions to remember the story. Then read the story together Distribute pictures of fruit and animals. Children stand up and move beside their "partners" as they help you tell the story. Use a pointer to show children how to read across the page. Identify the words that begin with a capital letter. Discuss why (beginning of a sentence or someone's name).	Stated objective Focus on punctuation and intonation Stated objective use connectives, <i>first, then, next, after that, finally</i> to develop

	<p>Look at the question mark. <i>What's this? What does it do?</i> Get children to repeat with correct intonation. If the children are confident, you could use post-its to conceal the pictures of the fruit. The children supply the names. Depending on their age/ ability you can get them to predict the initial /final sounds of the fruit. Some children might be able to spell the whole word.</p> <p>Encourage the sentence: <i>The monkey took the banana. The ostrich took the guava</i> etc. Use connectives (<i>first etc</i>) to help sequence the story.</p>	<p>understanding of sequencing.</p> <p>Focus on phonemes and spelling of fruit.</p>
<p>Whole class discussion and counting. 10-15 minutes</p>	<p>Favourite picture/favourite part of story. Children have smiley faces on sticks.</p> <p>Divide the story into nine "chunks". Put them on the board /or on large strips of card. Ask children: <i>Which bit did you like best? Did you like the bit where the monkey takes the soft yellow banana? Hold your smiley face up if this is your favourite part. Remember you can only hold it up once.. How many children liked the part about the monkey and the banana best? Let's count. Let's write this on the board.</i> When you finish, each child should have had an opportunity to hold up their favourite bit. You will probably need to do it twice if the activity is new as children will all start with the first one then want to change their minds!</p> <p>With some classes you could make a graph picture of the results</p>	<p><i>Stated objective:</i> <i>Children show their enjoyment of a story in a culture different from their own by expressing their own opinions</i></p> <p>NB: this is the same language "re-cycled" and helps the teacher see which children are understanding and provides opportunities for children to hear "extended language" which they will be able to understand.</p>
<p>Extract using speech marks 10 minutes</p> <p>In pairs</p>	<p>Put the bit of the story below on OHP/PowerPoint/ board:</p> <p>"Hello, Akeyo," said Handa. "I've brought you a surprise. " "Tangerines!" said Akeyo. "My favourite fruit". "TANGERINES?" said Handa " That <i>is</i> a surprise!"</p> <p>Read it aloud modelling appropriate expressions and intonation. Discuss why Handa was so surprised. Why is TANGERINES in capitals? (Emphasises surprise). Practice saying it with surprise in their voices. Show them how to say the sentence with "<i>is</i>" in italics This may be done in a mix of English and mother tongue depending on level of children. Explain that speech marks are used to show when a person is speaking. Help the children to circle the speech marks and underline the dialogue part on the board. Also underline each speaker in a different colour.</p> <p>Get the children to read the extract out dramatically to each other taking turns to be</p>	<p><i>Stated objective</i> <i>Looking at speech marks, exclamation marks and capital letters for a conversation and to emphasise things.</i></p>

Ordering and individual Writing 10 minutes	Handa and Akeyo. Teacher hands out mixed up lines of the above text, cut-up in strips. One set for each pair. Children in pairs order the text, then write it out in their notebooks practising saying it aloud and circling speech marks, underlining verbs and speakers in different colours and , emphasising the correct words said etc	
Lesson 3	Focus on re-telling story and asking questions	Objectives
Whole class 10 minutes	Choose one child who would like to be Handa. Establish that Handa has no idea why her basket is full of TANGERINES. <i>But we all know what happened , don't we? We can tell you/Handa what happened to the fruit in your/her basket.</i> Encourage the children to tell the story using <i>first, then, next, after that, then and finally.</i> Teacher and Handa can ask questions prompted by the teacher & children : <i>What did Handa put in the basket? Where did Handa carry the basket?? Who took the banana? Which fruit did the ostrich take? What happened next? Why was Handa surprised etc</i>	Stated objective Practising question forms: who/ what/ where/ why etc Stated objective Re-creating the story orally in preparation for dramatisation
Dramatisation 15 minutes	Several children will be narrators and "tell" parts of the story. Other will be the animals using the animal masks .One child will be Handa with the fruit (cut out from previous lessons) in the basket on her head. One child will be Akeyo. Each time you dramatise, about 12 children will be involved. Do this a number of times until all of the "stronger" children have had a turn to narrate or to be Handa or Akeyo and the less able ones have taken turns to be different animals.	Stated objective Oral re-creation and dramatisation using all of the knowledge of sequencing, punctuation & intonation
Write your story Children in small groups 15 minutes Come together and share stories. Preparation for next lesson: animals of	Use a story plan sheet: based on the following: Title: Setting: Characters: What is in the basket: Who takes the items out of the basket: How the story ends: They can either "copy" the story to complete the worksheet or for the more able, they can make up their own story and complete the worksheet. Children can make their own books of the stories. Ask children to name all the animals in the story. Draw two circles on the board and tell them that each animal goes into a circle. All except the parrot go into one circle. See if they can "guess	Stated objective Be able to re-create the story, or parts of it in writing using basic characteristics of a story: title, setting, characters etc

the jungle	why this is - at this stage <i>the parrot is a bird is enough.</i>	
5 minutes	Ask children to cut out from magazines and newspapers all the pictures they can find of animals in the jungle.. not just the ones from the story. Give them 2/ 3 days to look for these before the next lesson.	Preparation for next lesson introducing the concept of categorising the animals

Lesson 4:	Living animals and their environment	Objectives
Whole Class: Introduction to the concepts of mammals/ reptiles/birds 15-20 minutes	Put three large gym hoops on the floor, different colours if possible. Ask the children to bring out their pictures of jungle creatures. As you name the creature put it in the appropriate hoop. There will be very few reptiles/ birds, mainly mammals. Say something about the animal as you do it: eg " <i>this is an elephant: we saw an elephant in Handa´s Surprise. Who can remember something about the elephant. Yes, the elephant took the mango from the basket. What colour is the elephant? Is it big or small? Etc.</i> Until all the creatures which the children have brought in have been place in the hoops. If there are repeats, get the children to identify them and put them on top of/overlapping each other. Help the children come to an understanding of the basic concepts of <i>mammals, reptiles and birds.</i> See www.kidzone.ws/animals/mammals.htm for child- friendly information and pictures. You don't need all the information initially: one or two facts is sufficient. As it is mammals we are concentrating on, you might want to point out several differences between mammals, reptiles & birds.. also available on the same website.	Stated objectives Show their understanding that creatures in the jungle can be categorised as mammals, reptiles, birds. Stated objectives: Learn about several of the characteristics of mammals
15-20 minutes Pairs/groups 10 minutes	Matching worksheet. Prepare three or four different w/ sheets with small pictures of animals, reptiles & birds. Each pair/ group gets a worksheet. Try to have a variety of animals for each group . Ask the children to cut them out and categorise them into the three groups. Prepare separate strips about different <u>mammals</u> for each group. You will need enough strips to match the photos for each group..(perhaps 3 or 4 per group) Children stick the picture of the animal and the sentences on to a piece of card. Each of the sentence strips will be the same except for the name of the animal. There is a logical order as above: sentences 3& 4 are interchangeable but sentences 1& must come in the order above. You will need to help children do this, but it is a	Stated objectives: Learn about the characteristics of mammals Stated objectives: understand that sentences in non-fiction are sequenced in a particular way.

	<p>lesson in logical sentence order which they will gradually acquire if exposed to it. You could do the first one together on the board. Eg <i>An elephant is a mammal. It is a warm blooded animal. An elephant baby drinks milk. An elephant has a backbone called a spine.</i></p> <p>At the end of the activity, ask the different groups to “show and tell” their pictures.</p> <p>Display the pictures on the wall.</p>	
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Lesson 5:	Living animals and their environment (2)	Objectives
5-10 minutes minutes	<p>Revise previous lesson. Game: divide class into two teams. Give out the same number of pictures of mammals to each team. Team 1 shows picture to team 2: “what is this animal called? “ If person 1 in the team answers correctly, the team get a point. Team 1 asks: “<i>tell me about the elephant (or whatever animal).</i> Team 2 person 1 says “ <i>it is a mammal(I point). It has warm- blood. It has a spine. A baby elephant drinks milk. Etc.</i></p>	<p>Stated objectives: characteristics of mammals revised</p>
Whole class 10 minutes	<p>T puts large circles on the floor again. One is labelled <i>carnivores</i>, the other <i>herbivores</i>. With the previous days pictures of animals which are mammals only, children come out , give a statement about each animal as above and ts says “ very good”. And the tiger (or whichever animal) is a <i>carnivore</i>. It east other animals. Next animal: yes, very good and the elephant is a <i>herbivore</i>. It eats leaves and fruit. Etc Ask at the end: “ <i>who can tell me what a carnivore is? Yes, and animal that eats other animals. And a Herbivore. Yes, an animal that eats fruit, or leaves, or grass. What about us humans? Are we mammals? Why ? Are we carnivores or herbivores?</i> Children may have some discussion about this, but the reasoning seems to be that we are mammals and that the human race is as a race, carnivore, though some people may choose to be herbivores</p>	<p>Stated objectives: Introduce the concepts of carnivores & herbivores</p>
Small groups Final activity in the unit 30 minutes	<p>Children in groups/ threes make a chart: each group chooses two different mammals, one carnivore, one herbivore. They can depict the animals and their environment as they choose: each group has one large piece of card for the two animals. They need to then write sentences about the animals on the card. They should practice first and then once it has been checked, they should copy the final version on to the card.</p>	<p>Stated objective: show their understanding of mammals which are carnivores or herbivores</p>

	<p>Teacher should explain that all work which is to be displayed has to be their “ best” work and that is why it should be in their best handwriting and should be correct. Children who are less able could either work as a group together (they may be good at art) and given cues to help them so that they are only filling in blanks in a text and then copying it out.</p> <p>Sample worksheet 1: The is a mammal. It is a warm-blooded...a..... It has a sp..... A baby..... drinks m.... the l... is a carnivore. It eats other....an....</p> <p>Sample worksheet 2: Mammal. Warm-blooded. Spine. Milk. Carnivore. Other animals</p> <p>Sample worksheet 3: Children are asked to write six sentences about each animal</p>	
<p>Unit review</p> <p>This could be done as a separate lesson.</p>	<p>Ts. Should take a little time to “review” all of the unit: children can fill in tick lists with three categories: traffic lights, red, amber, green to show the extent of their contribution to the unit of work.</p> <p>And/Or</p> <p>They can write two stars and a wish sentences: Stars: e.g: I liked the monkey best/ I liked the word TANGERINES/ I liked to tell the story/ I liked to learn about mammals etc and a wish: I want more stories, I wish we saw a video of Handa</p> <p>I can understand the story of Handa’s surprise. I can tell the story of Handa’s Surprise. I can put the animals with the right fruit in the story I can put the story in the right order I can write the story in the right order I can say 6 animals who are mammals and 3 animals who are reptiles I can say two things about mammals I can say 4 animals which are carnivores I can say 4 animals which are herbivores I can write 4 sentences about carnivores and herbivores</p> <p>I liked the story of Handa’s Surprise I joined in all the activities I shared the story with my parents I told my parents about mammals, carnivores and herbivores.</p>	<p>Checking that the children have reached the objectives. Sharing the objectives with the children</p>

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Unit of work based around "Handa's Surprise! October 2011.

Using a Story to lead to cross-curricular work in the Young Learner Classroom

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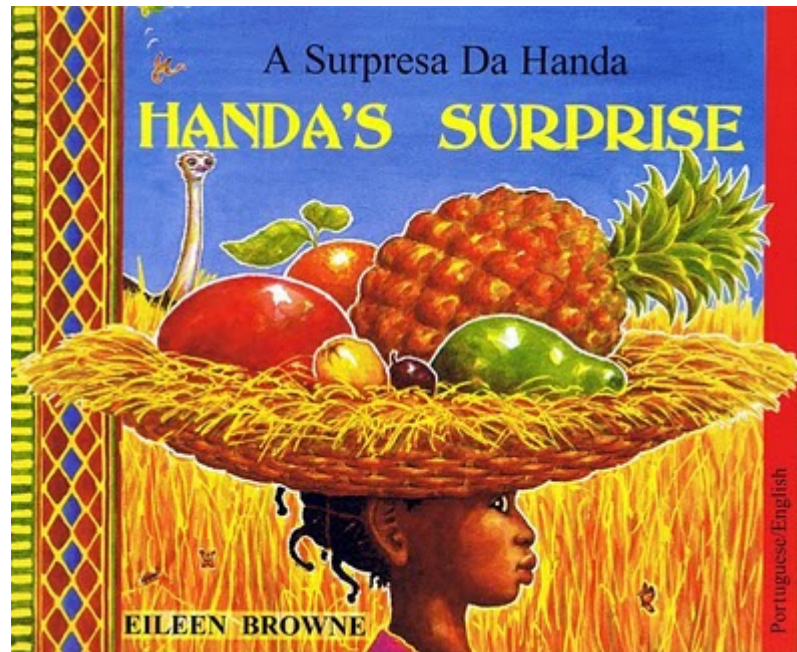
Japan August 2011

Our Objectives Today

to participate in ways in which an authentic children's story provides authentic and motivating opportunities for developing :

- language input and practice
- reading skills
- science knowledge and skills
- art and craft skills

Handa's surprise



Story development

Objectives:

exposition to a different culture

vocabulary & language in authentic contexts

natural patterns and opportunities for repetition

dramatisation

language: *I wonder which? will she like? The monkey took*

opportunities for reading authentic text

catalyst for classification of mammals/ carnivores/ herbivores

Stages of cross-curricular unit

Lesson 1& 2:

Focus on story-telling: tell story dramatically leaving out the end. Predict the end (in L1 in pairs)

Distribute fruit and animals. Stand up when you see/ hear your animal & fruit

Re- distribute pictures. Re-tell with children standing up and joining in

Work as a class and then groups to order the sentences and put them in story order.

Dramatise story.

Templates for story and dramatisation in Sparklebox:

<http://www.sparklebox.co.uk/cil/story/handa.html>

Song: The animals in the jungle go....



Stage 2: natural science: learn about mammals: carnivores and herbivores

Lessons 3 & 4 & 5: objectives; learn that animals can be characterised as mammals, what one of the features is of a mammal,. And that mammals can be either herbivores or carnivores.

Lesson 3: children bring in pictures of animals, three large circles on floor. Teacher names animals and places in one of three groups, mammals, reptiles, birds. Discusses mammals and that the characteristic is that like humans they have live babies and they feed them themselves. Children play games with the animals, worksheets etc, with simple writing text.

Lesson 4: Revise “mammals”. Introduce concept of herbivore and carnivore in the same way with circles on the floor and the mammals. Say eg: the tiger is a mammal. Female tigers provide milk to feed their babies. Tigers eat other animals So, they are carnivores. Do this a number of times with different animals and encourage children to join in. Add a few other facts if you feel children are able.

Lesson 5: Reading. Give out strips according to children's abilities either just the same as previous lesson or slightly extended. Children find their partners. Finish with simple questions and a Venn diagram

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