

Tales 4U

Second Grade

A fantastic day

Pages 3 – 8

Start

Show students some pictures for the words on page 3 – one at the time.

As you do, spread them on the floor – upside down.

Divide the board into five columns and write the headings (one for each)...

- **feelings**
- **people**
- **actions**
- **animals**
- **going out**

Explain to students what kind of words each section must have.

Get prepared some small pieces of cardboard, with the words on page 3 written on them.

Tell ss that they will have two seconds to see what word it is at the time.

Show one word and get ss to tell you what it is, and then invite one of them to find the picture of it.

Once the pairing is correct, get all the ss to spell it and then stick the picture and the word in the correct section – with ss help.

When the activity is done, take the pictures off the board and erase all the information, too.

Tell ss to look at page 3, ask them to tell you:

- 1.- what word it is
2. what letters are missing
3. the group it belongs to (One at the time)

During

Tell students to look at the illustration on pages 4 and 5.

Write on the board the prompts:

- **There is...**
- **There are...**
(explain / show how to use them – not grammarly or focusing on what they stand for).

Ask ss to use the prompts to describe the illustration, and then brainstorm ideas on what the text might be about.

Get students through analysing the paragraphs:

T says:

Paragraph 1, what feeling appears, show me with your face!

Paragraph 2, what action appears, show me with your body!

Paragraph 3, there is one animal and one action, what are they? Show me with your body!

Paragraph 4, what place appears and what event!

Paragraph 5, what feeling and what animal!

- Etc.

“If ss don’t recognize or can’t find and give the information, don’t worry, you provide the information - in the way it was said in the instructions.

Play the audio once, tell students to listen and pay attention to the sounds.

Ss say what sounds they could hear.

Listen and read – students follow in their books.

“If possible, get some students reading – by paragraphs.”

Show ss how to identify key words for the information to look for, and remind them about reading all the answer-options before going back to the text to look for the information.

Page 6:

- 1 why / want to go
- 2 climb trees / like
- 3 what / do / at night
- 4 what / frightens

“Make sure ss underline or circle the information in the questions and in the text.

Page 7

Explain to ss that the following questions are about the people in the text.

Tell students to circle all the words for people / names in the text.

Write this prompt on the board...

- **Who – hungry**
- **Who – say under a tree**
- **Who – look at the sky**
- **Who – camp at night**

Walk ss through choosing the correct answers.

Write on the board the words:

- **run**
- **climb**
- **hungry**

Tell students to identify the picture for each word. Then tell them to use the information from the previous two activities to draw lines to match the pictures with the names.

End

Time for you to decide on what information – options students can use to answer the questions.

Explain to ss that the following questions are for them to give information **about them – liking for the park.**

Talk to them about it – use L1 to get options and write them on the board (in English), like so:

Options for question 1

I like to...

- run
- play
- sleep
- eat

Options for question 2

I don't like...

- insects
- noise
- hot

Options for question 3

I like to eat...

- hotdogs
- ice cream
- burgers
- nuggets

Options for question 4

I like to drink...

- soda
- juice
- natural water

Let students answer the questions individually – remind them that using one or two options will be enough.

Monitor to provide help when necessary.