

Tales 4U

Fourth Grade

Pages 18 - 21

Start

Advance preparation – ask ss to bring some small photographs of people they love – suggest:

- **mum**
- **dad**
- **brother(s)**
- **sister(s)**
- **grandma – grandpa**
- **cousins**
- **friends**
- **etc.**

Tell ss that they are going to write about the people who are important to them, and that they will use the pictures to let people know / see the faces of those who always help them and make them happy.

T reads the first question and gets ss brainstorming activities – tell ss to choose the ones they do when they see / are with their families.

Walk ss through completing the first section, which is about the person they spend more time with.

Do it the same way with the second section, which is about the person who helps them when they have a problem.

Let ss complete the other two sections on their own – monitor offering help when necessary.

During

Tell ss that they are going to read about a girl called Daisy,

who is sharing / talking about a photograph she has.

Get some ss reading by sentences – explain to ss that they must stop when they see / identify words for people (names, family, people words, etc.) and tell them that they must underline / circle those words.

Ss provide the following information and T writes it on the board.

- **People who were mentioned**
- **How each was described**
- **Activity each was doing / likes doing**
- **Etc.**

Play the track – ss listen and follow in their books.

Ask ss if they know / have an idea of...

- **why the background music was used.**
- **what can be transmitted by it.**
- **what the girl wanted to transmit, exactly.**

Tell ss that it is time for them to answer some questions about the text.

Ss read the first four questions – advise them to use the information you wrote on the board previously – explain to ss that it is very important that they learn to identify key information before and after doing their readings; it helps to

- **save time.**
- **better understand.**
- **provide information.**
- **etc.**

Point out that the information needed for the labeling before has been underlined / spotted

already – insist on it being an example of the importance of identifying key information before and after a reading.

End

Advance preparation – ask ss to bring a family picture – make sure they (their parents) know the required size – look at page 21.

Tell ss that it is time for them to write about their own families.

Explain to them that it is very important that they put down / write down ideas before doing their writing.

Some ideas are:

- **adjectives**
- **age**
- **family member words**
- **names**
- **activities**
- **hobbies**
- **likes and dislikes**
- **etc.**

Advise ss to write their ideas on a separate recycled sheet of paper, and then to use their notes to do their final writing.

Get some ss sharing with the class.

Note

“Write a short paragraph about your family on the board, using colours to highlight important information or words – the one(s) they got on their idea-lists.”

“Make emphasis on it being just an example.”