



# STORYLAND

Student's Book

Lisiane Ott Schulz  
Luciana Santos Pinheiro

Storyland Student's Site Access Code:

<b>Head of Product - Pearson Brasil</b>	Juliano Costa
<b>Product Manager - Pearson Brasil</b>	Marjorie Robles
<b>Product Coordinator - ELT</b>	Mônica Bicalho
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We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

# STORYLAND

## Student's Book 2

<b>UNIT 1</b>	<b>GOLDBLOCKS AND THE THREE BEARS.....</b>	<b>8</b>
<b>UNIT 2</b>	<b>THE TORTOISE AND THE HARE.....</b>	<b>16</b>
<b>UNIT 3</b>	<b>JACK AND JILL.....</b>	<b>24</b>
<b>UNIT 4</b>	<b>THE THREE LITTLE PIGS.....</b>	<b>32</b>
<b>UNIT 5</b>	<b>THE LITTLE RED HEN.....</b>	<b>40</b>
<b>UNIT 6</b>	<b>HANSEL AND GRETEL.....</b>	<b>48</b>
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# SCOPE AND SEQUENCE

UNIT	THEME	VALUES	OBJECTIVES	MAIN LANGUAGE	SONG	CLIL
<p><b>1</b></p> <p><b>Goldilocks And The Three Bears</b></p>	Family	Respect other people's belongings	<ul style="list-style-type: none"> <li>Distinguish between <i>big</i> and <i>small</i></li> <li>Identify and name family members</li> <li>Describe the elements in a house</li> </ul>	baby, brother, dad, girl, grandma, grandpa, mom, sister; chair, house; big, good, hard, hot, little, soft, small; This chair is small.	There was a little girl	Art: Make a bed for Goldilocks
<p><b>2</b></p> <p><b>The Tortoise And The Hare</b></p>	At the Playground	Play together. Respect differences	<ul style="list-style-type: none"> <li>Name playground equipment</li> <li>Distinguish between <i>fast</i> and <i>slow</i></li> <li>Name primary colors</li> </ul>	play; fast, slow; see-saw, slide, swing; blue, red, yellow; playground; rain, sun; What's this? What color is this? Who is fast?	Rain, rain, go away	Art & Math: Make color cup prints
<p><b>3</b></p> <p><b>Jack And Jill</b></p>	Community	Cooperate and work together; Ask adults for help	<ul style="list-style-type: none"> <li>Identify and name community helpers</li> <li>Count to five</li> </ul>	baker, firefighter, nurse, police officer; one, two, three, four, five; Can you count to five?	Do you know the muffin man?	Cooking: Make chocolate truffles
<p><b>4</b></p> <p><b>The Three Little Pigs</b></p>	Home Shapes and colors	There is a time to play and there is a time to work	<ul style="list-style-type: none"> <li>Name shapes and house materials</li> <li>Identify and name primary and secondary colors</li> <li>Count to six</li> </ul>	house, brick, straw, wood; circle, oval, rectangle, square, triangle; blue, green, red, orange, yellow; It's a red triangle.	In a cabin in the woods	Art: Build houses

UNIT	THEME	VALUES	OBJECTIVES	MAIN LANGUAGE	SONG	CLIL
<b>5</b> <b>The Little Red Hen</b>	Animals	Respect differences and be friends	<ul style="list-style-type: none"> <li>Identify and name farm animals</li> </ul>	cat, chick, cow, duck, dog, hen, pig; farm, farmer	Old MacDonald	Art & Craft: Make a pig
<b>6</b> <b>Hansel And Gretel</b>	Food	Avoid risky situations	<ul style="list-style-type: none"> <li>Distinguish between healthy and unhealthy food</li> </ul>	apple, banana, bread, cake, candy, cookies, fruit, milk; blue, green, orange, purple, red, yellow; teacup, teapot rainbow	I'm a little teapot	Art & Science: Make a paper rainbow
<b>7</b> <b>Pinocchio</b>	My Body	Tell the truth	<ul style="list-style-type: none"> <li>Identify and name parts of the body</li> <li>Distinguish between <i>short</i> and <i>long</i>, and <i>right</i> and <i>left</i></li> </ul>	arms, body, eyes, ears, foot, feet, hands, head, legs, nose; left, right; long, short; How many? Is it long or short?	Hokey Pokey	Art & Science: Make a Pinocchio puppet
<b>8</b> <b>The Ant And The Grasshopper</b>	Seasons	Be responsible	<ul style="list-style-type: none"> <li>Identify and name the four seasons</li> <li>Identify and name animals</li> <li>Name colors</li> </ul>	fall, spring, cold, hot; summer winter; ant, crocodile, elephant, grasshopper, bear, skunk; What animal is this? Which season is it?	If you should meet an elephant	Art & Math: Make hand print trees

# THE LITTLE RED HEN

1 LOOK AND CIRCLE.



2

# LISTEN AND STICK.

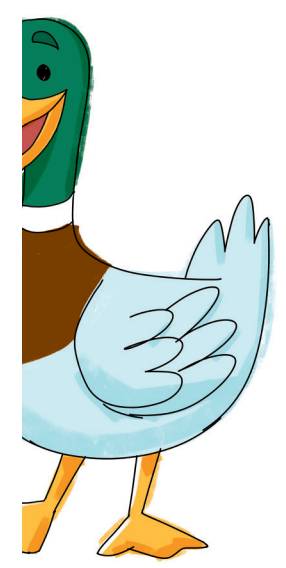
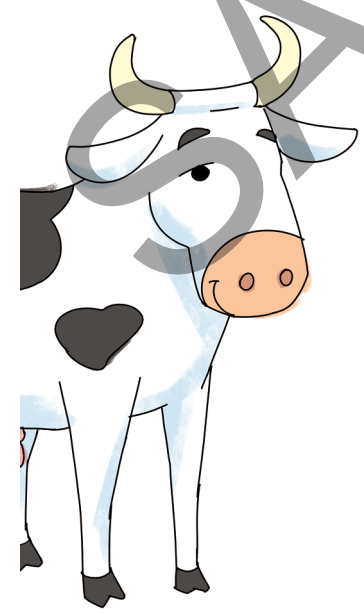
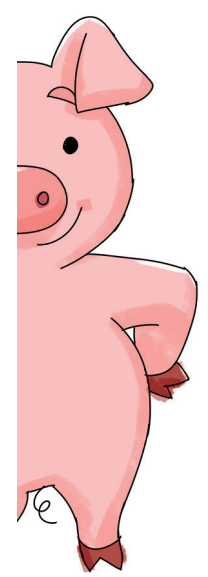
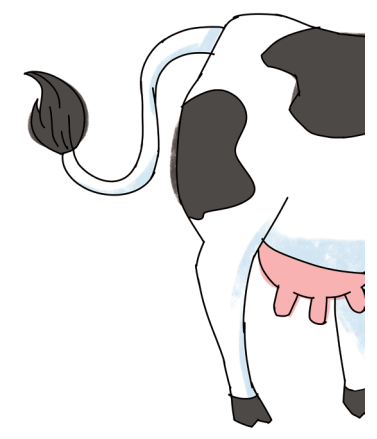
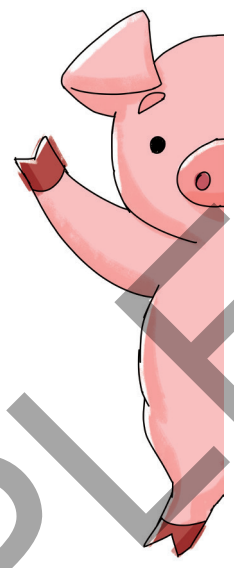
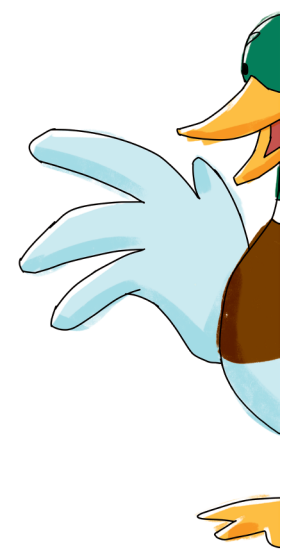
TRACK 16

LESSON 1



3

LOOK, MATCH, AND SAY.



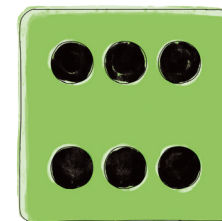
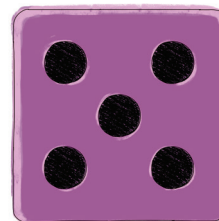
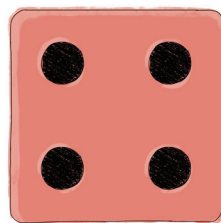
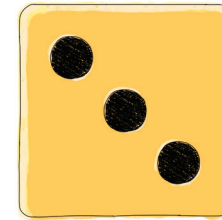
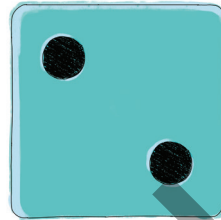
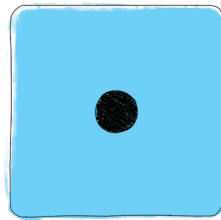


4

CUT, ORDER, AND GLUE.



LESSON 2



5

LISTEN AND SING. THEN  
COUNT AND CIRCLE.

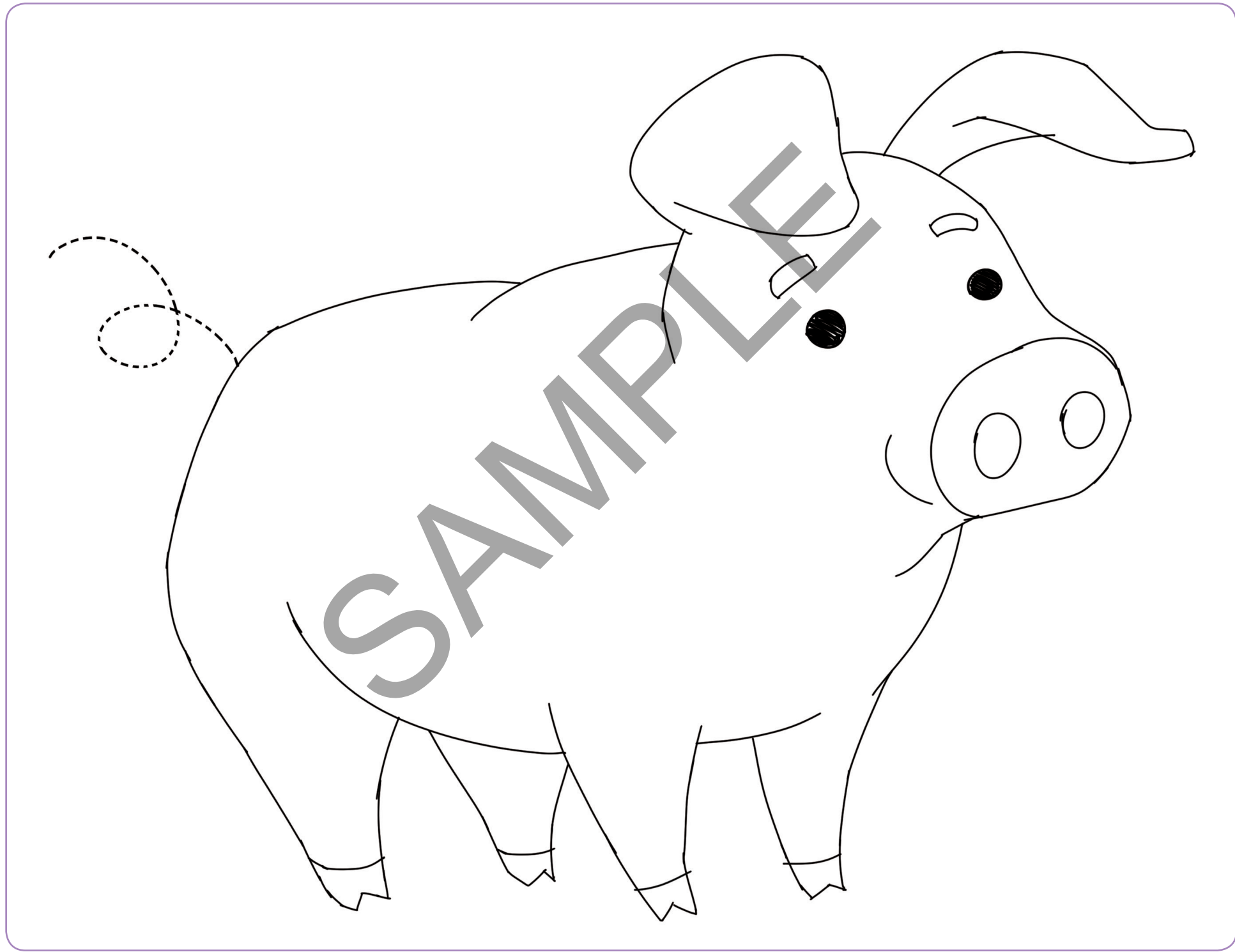


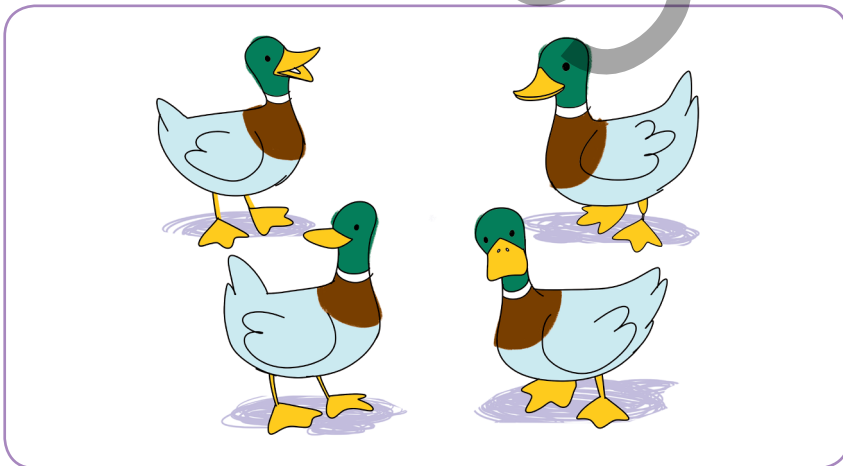
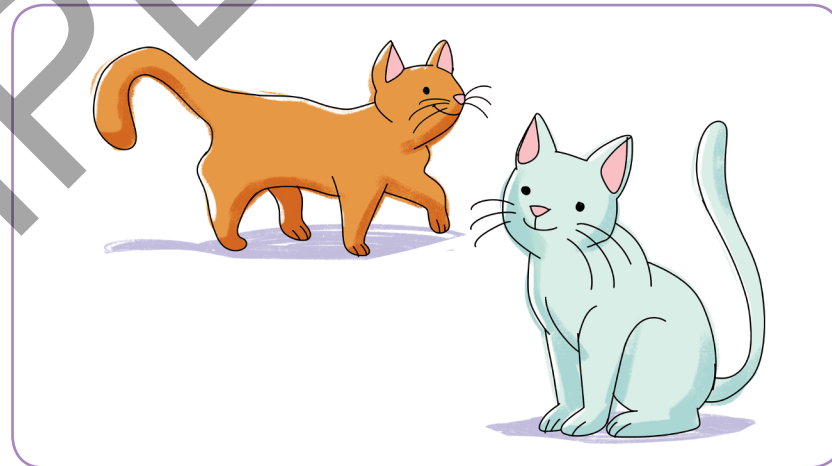
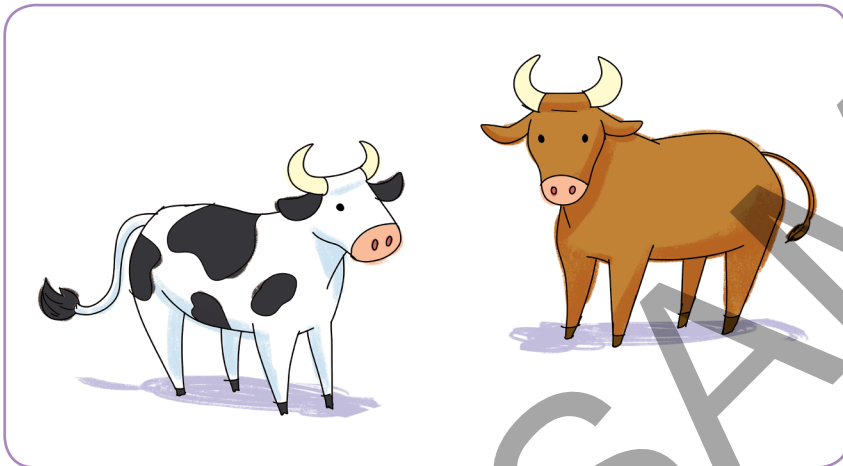
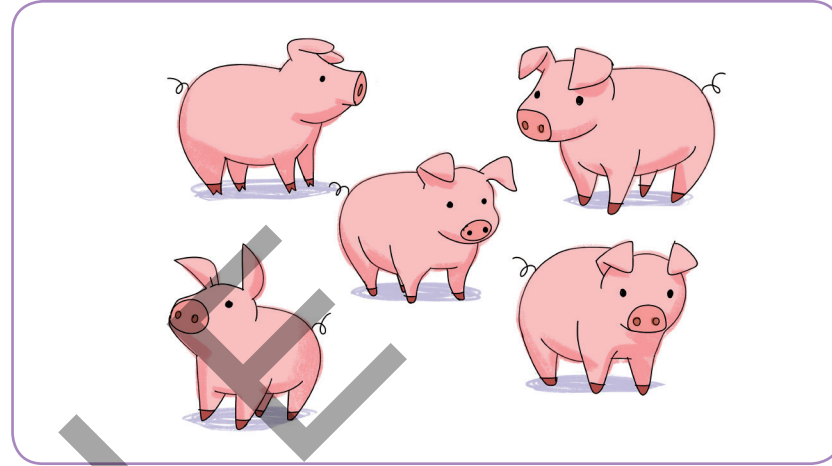
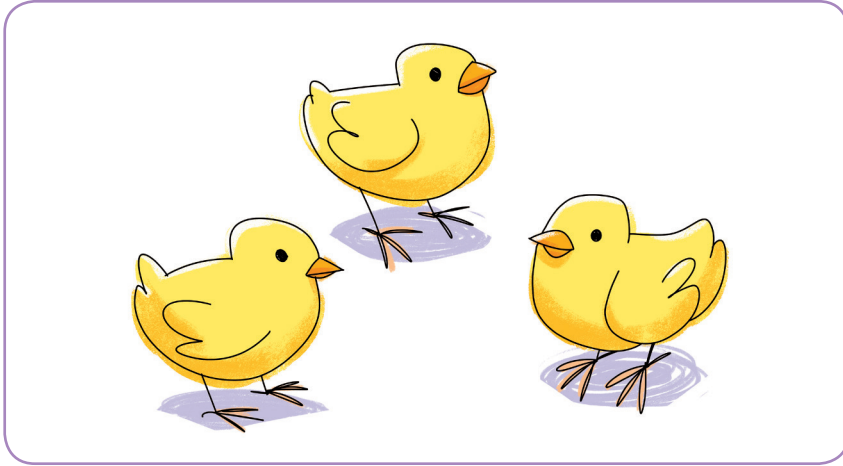
6

LOOK, TRACE, AND COLOR.



LESSON 3









# STORYLAND

Activity Book

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	<b>MASKS.....</b>	<b>36</b>
	<b>SELF-ASSESSMENT STICKERS.....</b>	<b>49</b>



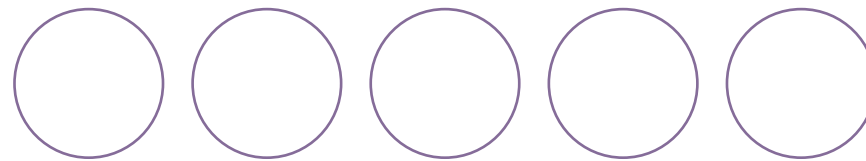
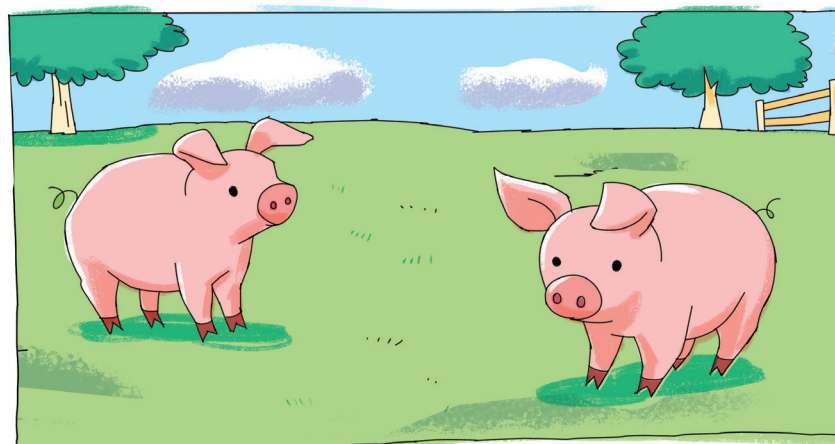
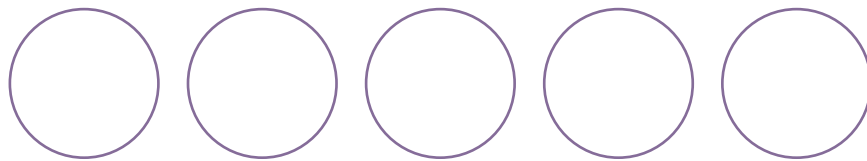
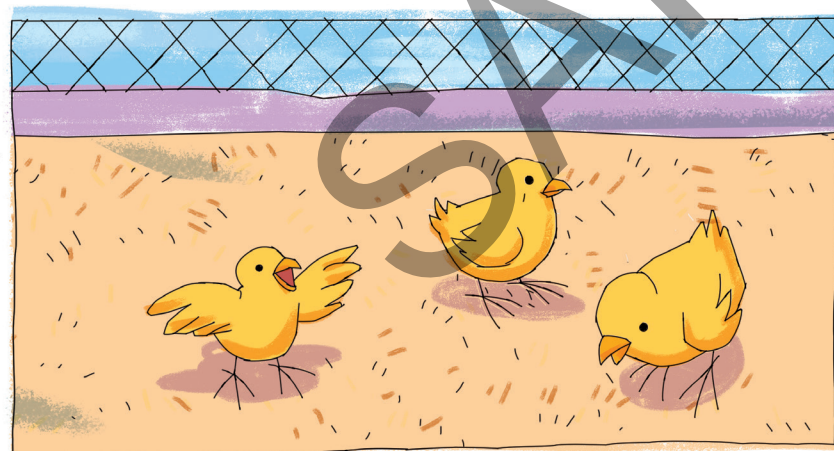
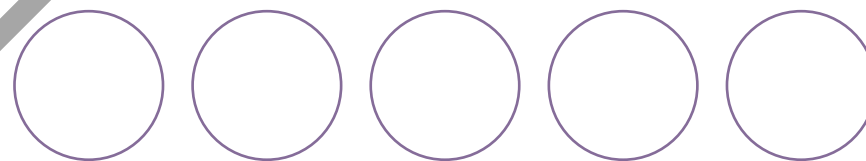
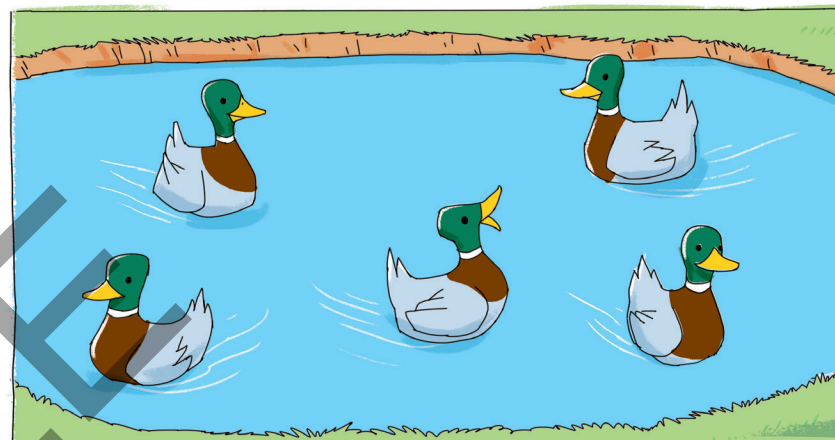
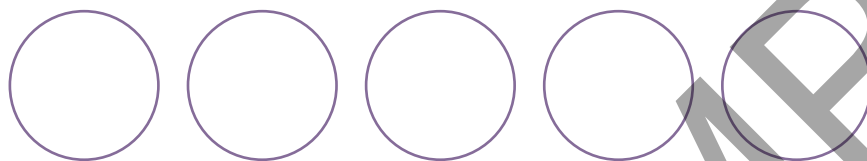
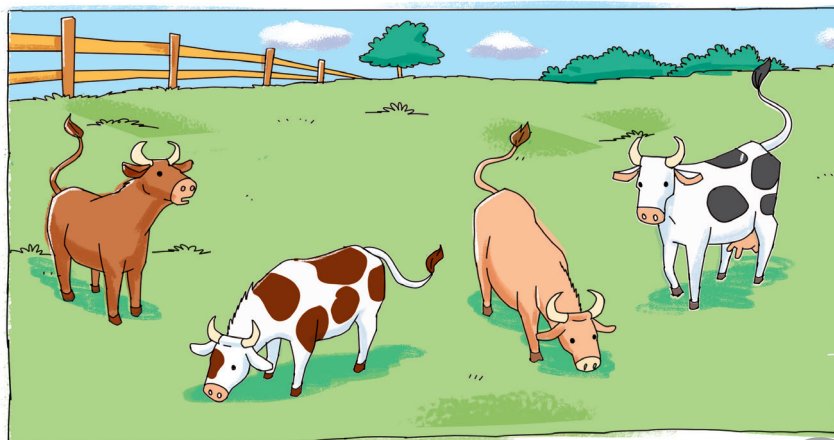


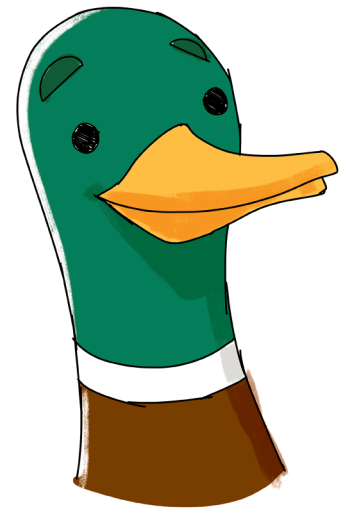
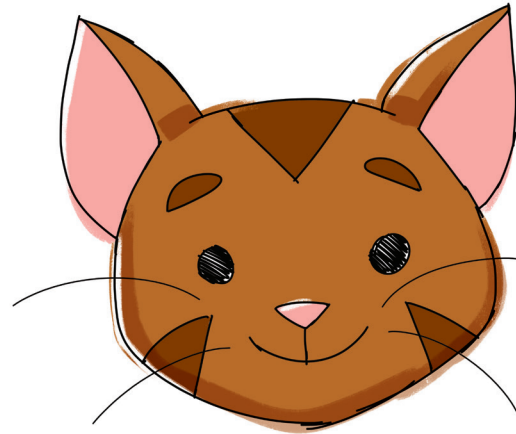
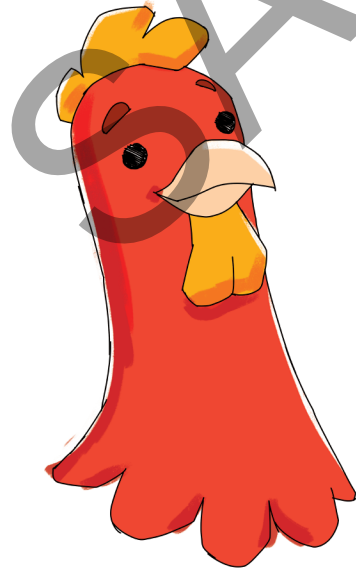
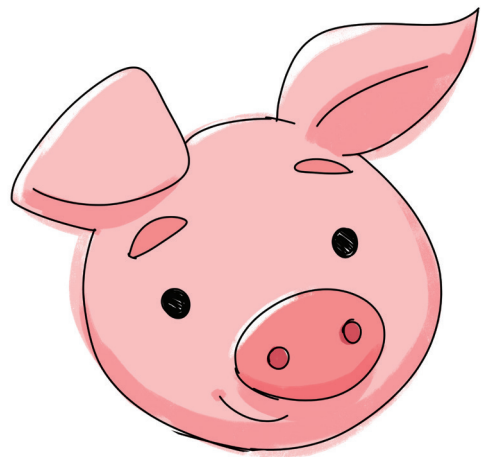
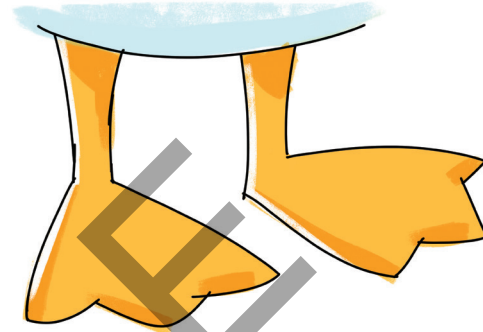
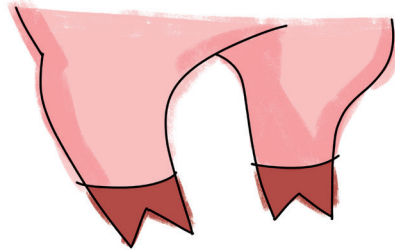
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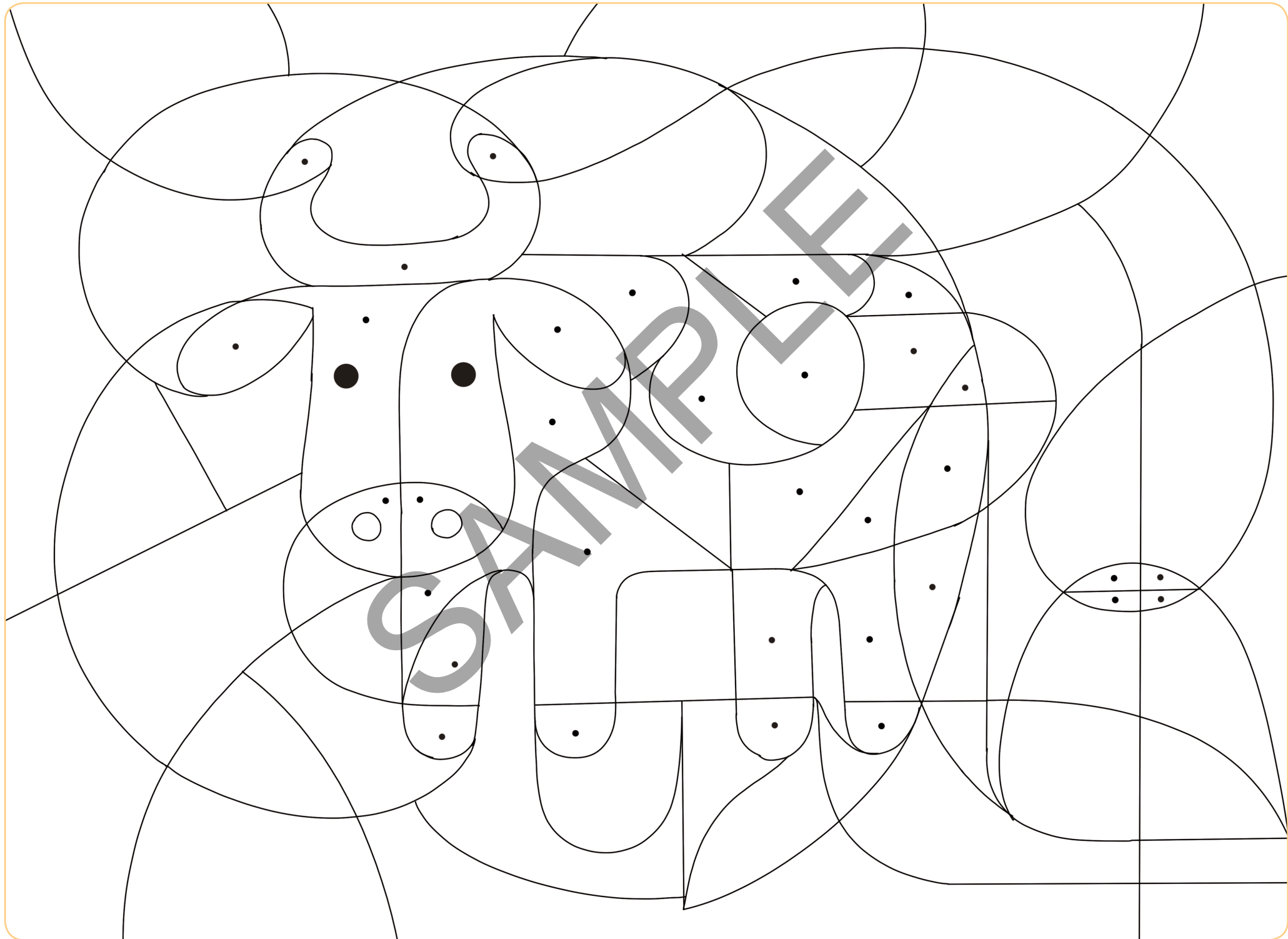
# COUNT AND COLOR.



LESSON 1









Match the animals in the first three boxes to the question mark in the fourth box.

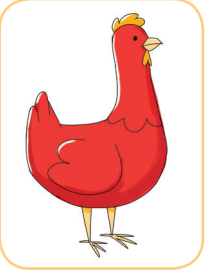
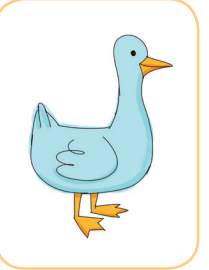
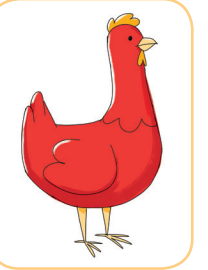

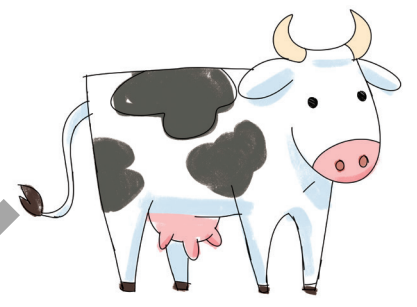
			
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Illustration of a black and white cow.



Match the animals in the first three boxes to the question mark in the fourth box.



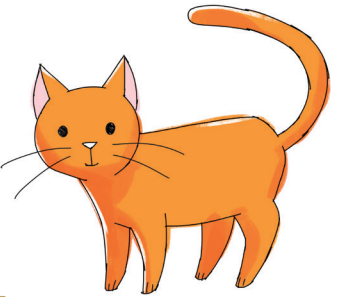
			
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Illustration of an orange cat.



Match the animals in the first three boxes to the question mark in the fourth box.

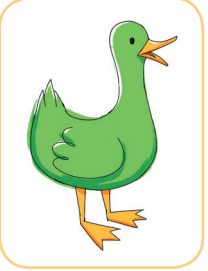
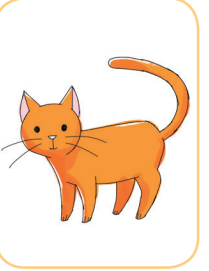
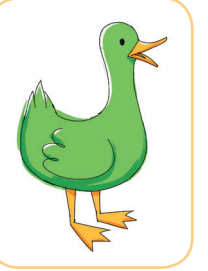

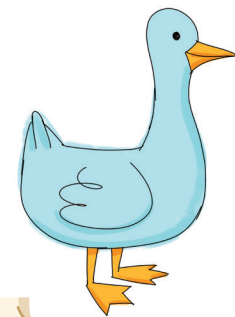
			
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Illustration of a blue duck.





# STORYLAND

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**Índices para catálogo sistemático:**

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# STORYLAND

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# UNIT 5 LESSON • 1

## The Little Red Hen



### Objectives

- Identify farm animals: *chick, cow, duck, hen, and pig*
- Identify pet animals: *cat and dog*

### Language

- Main: *cat, chick, cow, duck, dog, hen, pig*
- Extra: *bake, cut, grind, grow*

### Materials

- puppets: Ann Louise, Joe Marc, Mike, and Sue;
- Unit 5 story cards; a black marker;
- flashcards: *cow, chick,*
- black crayons (one per student);
- red paint;
- googly or paper eyes;
- paint brushes;
- small yellow triangles (for the hen's beak);
- plastic cups (one per student);
- red feathers (optional);
- red crepe paper.

### Circle Time 29

Sing the song *Rain, rain, go away* and have students sing along while gesturing. Then have students greet each other and the puppets.

### Warm-up

Point to the hen, pig, cat, and duck in the story card scene 1. Say the words for each animal and have students repeat after you. Point to the animals as you say the words and check that the students are pointing to the correct one, too. Hold the story card facing the students and tell them they should say the words *hen, pig, duck, and cat* as you point to the relevant animals. Repeat this activity until all students feel comfortable saying the words. Motivate students to say the words and praise them.

### 1. LOOK AND CIRCLE

#### Storytelling The Little Red Hen

Ask students to open their Student's Books at page 97, find the sticker showing the Little Red Hen, and place it on top of the Storyland on their Student's Book cover. Present the character and have students repeat its name.

Help students open their books at page 40 and explore the scene with them. Ask students to identify the elements in the scene. Ask, *What is happening?* (The teacher is telling students a story about farm animals). Then ask, *Who is this?* as you point to the teacher and then to each of the students. Ask, *Where are the animals?* and have students point to the them. Elicit that some of them are farm animals. Help students identify which of the animals are farm animals. Explain to them that these are animals we usually find on a farm. Give students a crayon and ask them to circle the animals that appear in the story as you show them story card scene 1: *hen, pig, cat, and duck.*

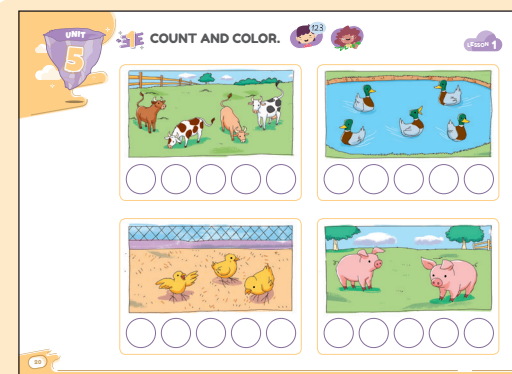
**Answer key:** Students circle the hen, the pig, the cat, and the duck.

### 2. LISTEN AND STICK. 16

Tell students the story. Use the Unit 5 story cards and the ideas on how to tell stories (see Introduction, pages 13 and 14).

After listening to the story, ask students to identify the elements on the page while you point to them: *pig, hen,* etc. Also point to the cow and elicit this word. Have them peel off the hen and duck stickers on page 93 and stick them to the corresponding areas in the book. Then have them look at the pig and the cat and ask, *Where is the pig? Where is cat?* Have them peel off the corresponding stickers and place them correctly, too, to the corresponding areas on page 41. Have students describe the scene of the story they are looking at. Listen to their ideas and encourage them to repeat what the hen asks (*Look! Who will help me to plant and grow this seed?*). Encourage students to say what the other animals answer (*Not I*). Repeat the process with the other questions the hen asks: *Who will help me to cut and grind the corn to make flour? Who will help me to bake some bread?* Then elicit the last question, *Who will help me to eat this bread?* and ask students for the answer: *Me! Me!*

**Answer key:** Students place the stickers (*hen, duck, pig, and cat*) in the correct places on the image.



### Activity Book

Show students the flashcards *chick* and *cow*. Say the words and have them repeat. Hand out the Activity Books and help students turn to page 20. Explore the scene on this page. Tell students that they will color the circles below the pictures according to the number of animals they count. Make sure they understand ▶

what elements these are. Point to the animals in the first picture and ask, *How many cows are there?* Elicit from students *four cows*. Then have them count four circles and tell them to color the four circles with whatever color they like. Point to the second picture and ask, *How many ducks are there?* Have students answer the questions by counting and saying the number. Check their understanding by asking them to tell you what to do.

**Answer key:** Students color four circles (*four cows*), five circles (*five ducks*), three circles (*three chicks*), and two circles (*two pigs*).

### Wrap-up

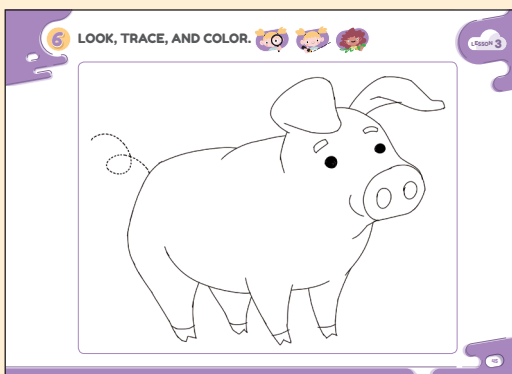
Ask students to stand next to each other in a circle. Explain that they have to act like the animals on the farm by making sounds such as *meow, woof, quack,* and *moo*. Start by saying *duck* and encourage students to respond with *quack, quack*. Continue with the other animals and have them imitate accordingly.

### Extra Activity

Give each student a plastic cup and have them paint it red. Elicit the word *red*. Students should have the open part of the cup facing down. Have them glue the yellow triangle (beak) pointing down on the side of the cup. Give them two (googly or paper) eyes and have them glue the eyes above the beak. Finally, have them glue pieces of red crepe paper to the top of the cup. You can also add feathers to the sides to make wings. Ask, *What animal is this?* (It's the little red hen.)



UNIT **5** LESSON • 3  
**The Little Red Hen**



**Objectives**

- Develop pronunciation and rhythm
- Identify farm animals and say the sounds

**Language**

- Main: *cat, chick, cow, duck, hen, pig*
- Extra: *brown, pink; farm, farmer, numbers 1-5;*

**Materials**

- crayons;
- pencils;
- copies of the *pig* template from the Teacher's Corner (A4 size, one per pair);
- small brown paper squares (10 per student);
- dice (one per pair).

**Circle Time** 02

Have students greet each other. Play the *Hello Song* and pause it after a while. Say the name of a farm animal and have students imitate it. Repeat with more farm animals.

**Warm-up**

Ask students, *Which animals live on a farm?* Listen to their answers and remember to praise them for every answer they give. Explain that on a farm, the person that takes care of the animals is known as the farmer. Have them repeat the words *farm* and *farmer*.

**5. LISTEN AND SING. THEN COUNT AND CIRCLE.** 17

Help students to open their Student's Books at page 44 and look at the pictures. Explore the scene on this page. Have them point to each of the pictures as you say *farmer/hen/cow*, etc. Then have students say the words as you point to the farmer and the animals.

Tell students they are going to listen to a song. Teach the sound each animal makes, have students repeat the sound after you, and elicit the names of the animals in the song. Then play the song a few times and have them make the relevant animal sounds. Finally, have them circle all the animals they see in their book, count how many of each there are, and say the words.

**Old MacDonald**

*Old MacDonald had a farm,  
 E-I-E-I-O.  
 And on his farm, he had some chicks,  
 E-I-E-I-O.  
 With a chick, chick here,  
 And a chick, chick there,  
 Here a chick, there a chick,  
 Everywhere a chick, chick,  
 Old MacDonald had a farm,  
 E-I-E-I-O.  
 And on his farm, he had some ducks, ▶*

*E-I-E-I-O.*

*With a quack, quack here,  
 And a quack, quack there,  
 Here a quack, there a quack,  
 Everywhere a quack, quack,  
 Old MacDonald had a farm,  
 E-I-E-I-O.*

*And on his farm, he had some pigs,  
 E-I-E-I-O.*

*With an oink, oink here,  
 And an oink, oink there,  
 Here an oink, there an oink,  
 Everywhere an oink, oink,*

*Old MacDonald had a farm,  
 E-I-E-I-O.*

*And on his farm, he had some cows,  
 E-I-E-I-O.*

*With a moo, moo here,  
 And a moo, moo there,  
 Here a moo, there a moo,  
 Everywhere a moo, moo,  
 Old MacDonald had a farm,  
 E-I-E-I-O.*

*And on his farm, he had some cats,  
 E-I-E-I-O.*

*With a meow, meow here,  
 And a meow, meow there,  
 Here a meow, there a meow,  
 Everywhere a meow, meow,  
 Old MacDonald had a farm,  
 E-I-E-I-O.*

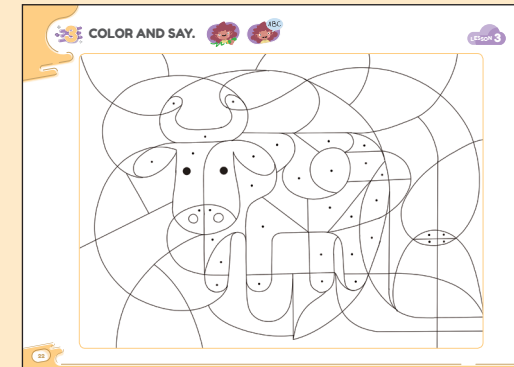
**Answer key:** *Students circle five hens, four ducks, three pigs, two cats, one cow.*

**6. LOOK, TRACE, AND COLOR.**

Tell students to look at the picture on page 45. Ask, *What is this?* to elicit *This is a pig*. Ask students what color pigs are. Then have students trace the pig's tail and explain that they can choose either pink or brown to color the pig. Have them say, *A pink/brown crayon, please.* to request the color they would like and then hand them the correct color crayon. Students should share their work with their classmates. As they point to their work, encourage them to say *This pig is (brown)*.

**Answer key:** *Students trace the pig's tail and color the pig.*

**Activity Book**



Hand out the Activity Books and help students turn to page 22. Ask students about the color of different farm animals, including cows. Tell students to take a brown pencil or crayon and color the parts with a dot inside to reveal a farm animal. Ask them what animals they think will appear. Listen to their answers and thank them all for helping you.

**Answer key:** *Students color the parts with a dot brown and reveal a cow.*

**Wrap-up**

Make animal sounds and ask students to say which animals they think the sounds refer to. Say, *Moo, moo*, for example, to elicit *cow*. Repeat with different animal sounds. Then have a student make the sounds for the others to guess.

**Extra Activity**

Sit students in pairs. Hand each pair of students copy of the *pig* template, a die, and twenty small brown paper squares (ten pieces each, to represent mud). Explain that they will play a game called *Pig in the mud*. Tell them that when it is their turn, they should roll the die and cover the pig with the same number of paper squares as the number shown on the die. The first student in the pair to place all of their 'mud' pieces on the pig is the winner. Ask for a volunteer to play with you, so that you can demonstrate how to proceed. Then ask them to repeat the instructions to check their understanding. Let students play a few rounds.