



STORYLAND

Student's Book

Lisiane Ott Schulz
Luciana Santos Pinheiro

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STORYLAND

Student's Book 3

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SCOPE AND SEQUENCE

UNIT	THEME	VALUES	OBJECTIVES	MAIN LANGUAGE	SONG	CLIL
<p>1</p> <p>The Lion And The Mouse</p>	We are all special	Help other people; Value people's efforts. Be friends with others	<ul style="list-style-type: none"> Distinguish between <i>big</i> and <i>little</i>, <i>up</i> and <i>down</i>, and <i>sleep</i> and <i>wake up</i> 	big, down, little, sleep, up, wake up; play, see-saw, slide, swing	The more we get together	Drama: Act out the story
<p>2</p> <p>Snow White</p>	Hygiene and Housekeeping	keeping things neat and clean, helping others	<ul style="list-style-type: none"> Distinguish between <i>clean</i> and <i>dirty</i>, <i>neat</i> and <i>messy</i>, and <i>open</i> and <i>close</i> Count to seven 	make the bed, set the table, wash your hands; clean, close, dirty, messy, neat, open; one, two, three, four, five, six, seven	Here we go round the mulberry bush	Science: Learn how not to spread germs
<p>3</p> <p>Aladdin</p>	Transportation	Respect traffic rules	<ul style="list-style-type: none"> Identify and name means of transportation Learn about traffic rules 	airplane, boat, bus, car, train; driver; green, red, yellow; go, slow down; stop;	The wheels on the bus	Art & Social Studies: Make a means of transportation
<p>4</p> <p>The Giant Turnip</p>	Family	Work together to reach a goal	<ul style="list-style-type: none"> Name family members Follow commands Count to eight 	dad, daughter, husband, mom, son, wife; one, two, three, four, five, six, seven, eight; big, small; hop, run, stop, walk	Walking, walking	P.E.: Play tug of war

UNIT	THEME	VALUES	OBJECTIVES	MAIN LANGUAGE	SONG	CLIL
5 The Bremen Town Musicians	Animals and Music	Show respect for the elderly; Take good care of animals	<ul style="list-style-type: none"> Identify and name animals Identify and name musical instruments 	cat, cow, dog, donkey, rooster, sheep; cry; band drums, guitar, musicians, violin	Little Boy Blue	Music: Make a rubber band guitar
6 Little Red Riding Hood	Parts of the Body and the Senses	Respect family rules and someone's privacy	<ul style="list-style-type: none"> Identify and name parts of the face Relate parts of the body to their senses 	ears, eyes, mouth, nose; eat, hear, listen, see, smell, taste	Two little eyes to look around	Social Science: Understand the senses with a sensory shoe box
7 Yankee Doodle	Clothes	Keep yourself tidy	<ul style="list-style-type: none"> Identify and name pieces of clothing Name colors Count to ten 	boots, hat, pants, jeans, scarf, shirt, shoes, shoelaces, T-shirt; colors; five, six, seven, eight, nine, ten; He is wearing a brown hat	One, two, buckle my shoe	Fine Motor Skills: Tie your shoelace
8 The Princess And The Pea	Good and Bad Manners	Behave at the table	<ul style="list-style-type: none"> Identify cutlery items and learn how to use them Identify members of a royal family Count to ten 	cup, fork, knife, napkin, spoon; hard, soft; king, queen, prince, princess; six, seven, eight, nine, ten	Baa, baa, black sheep	Drama: Make a tea party

THE BREMEN TOWN MUSICIANS

1 LOOK AND CIRCLE.



2

LISTEN AND STICK.

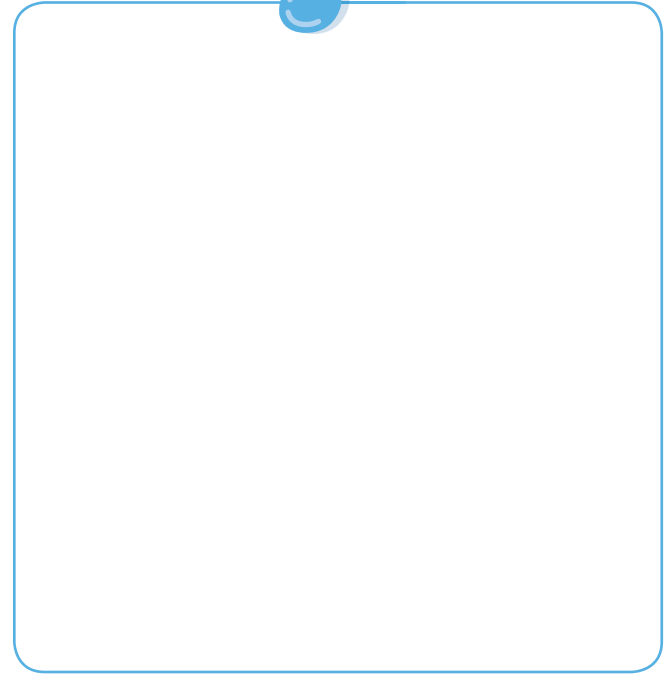
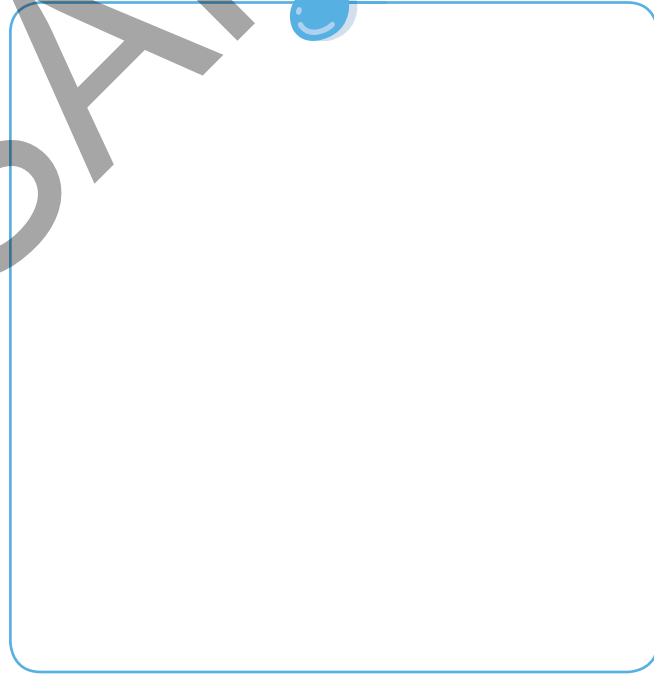
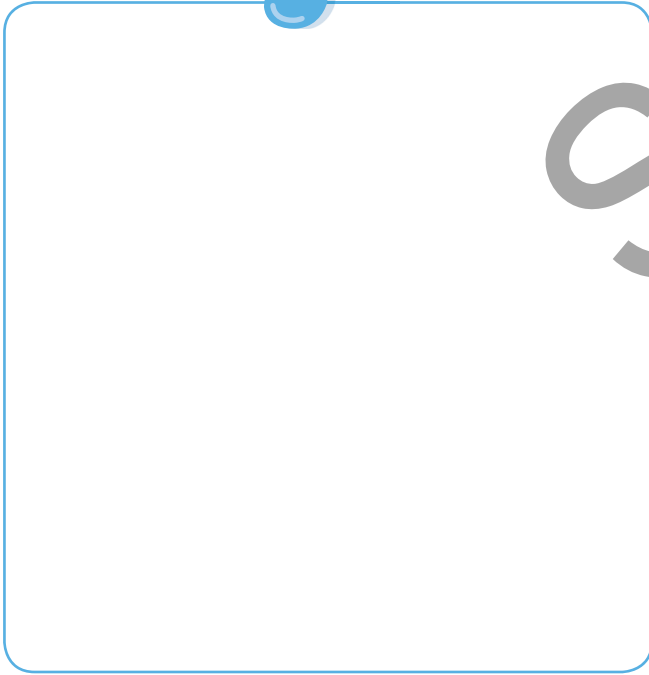
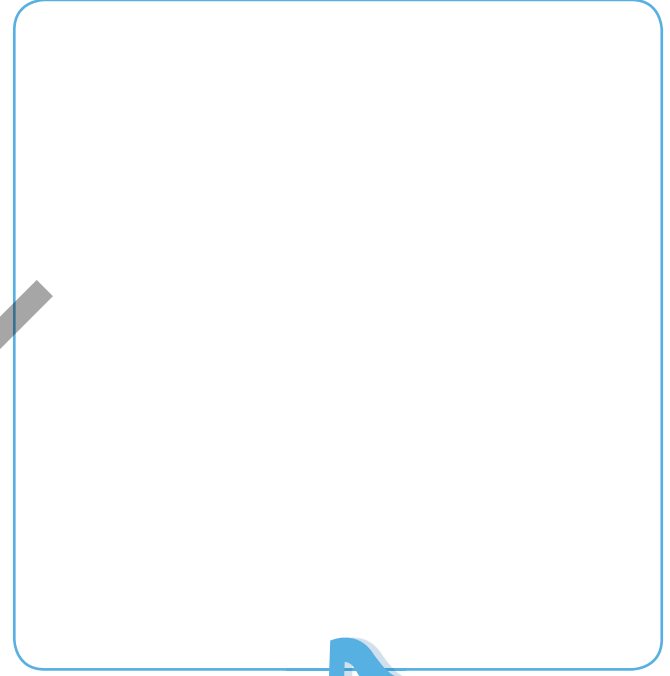
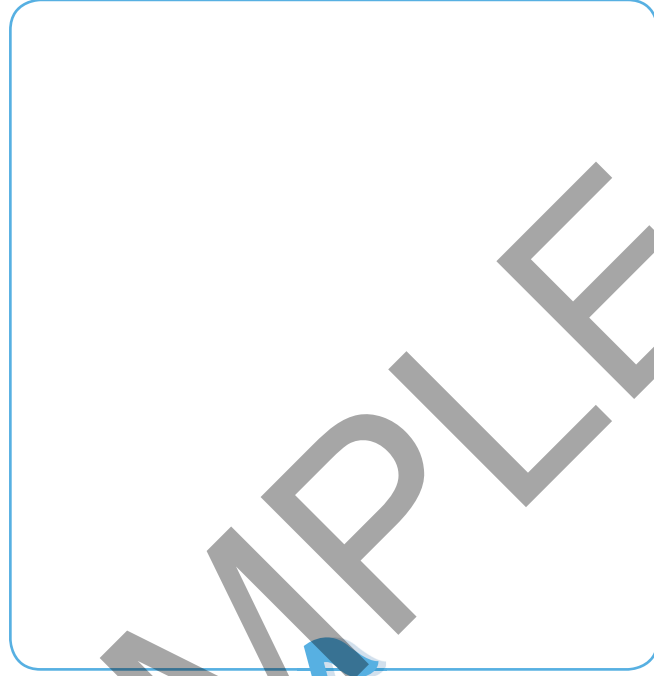


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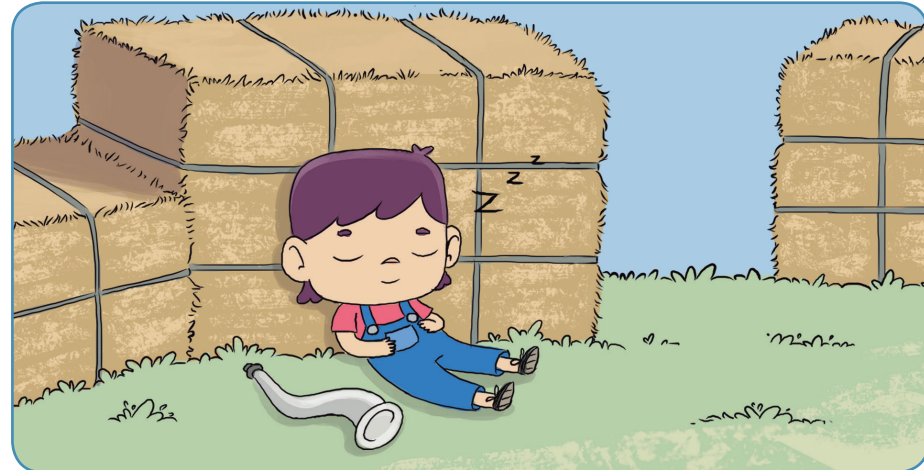
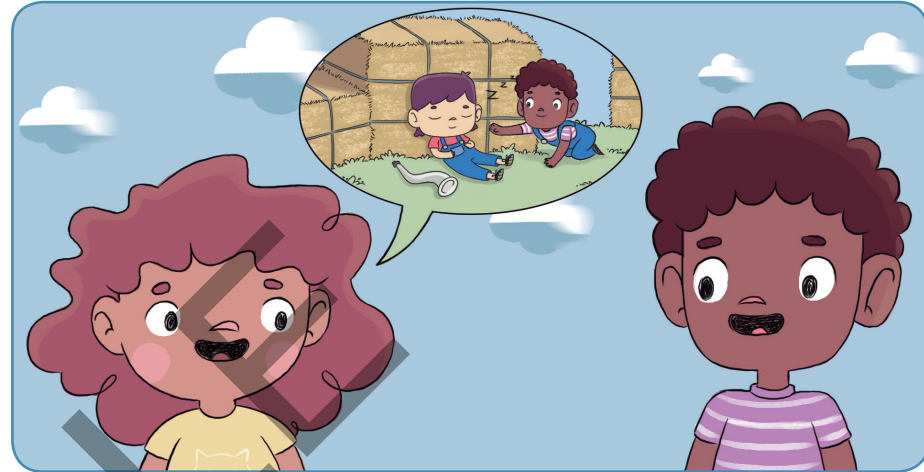
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CUT AND GLUE.



SAMPLE

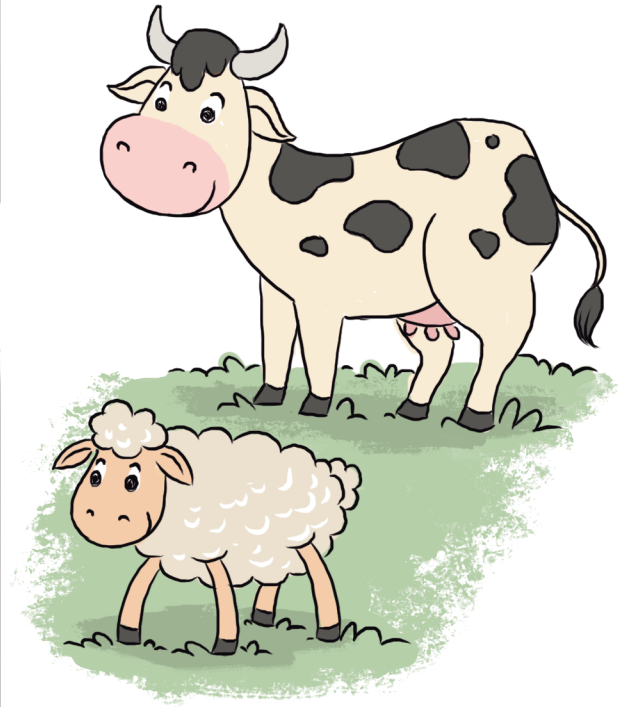
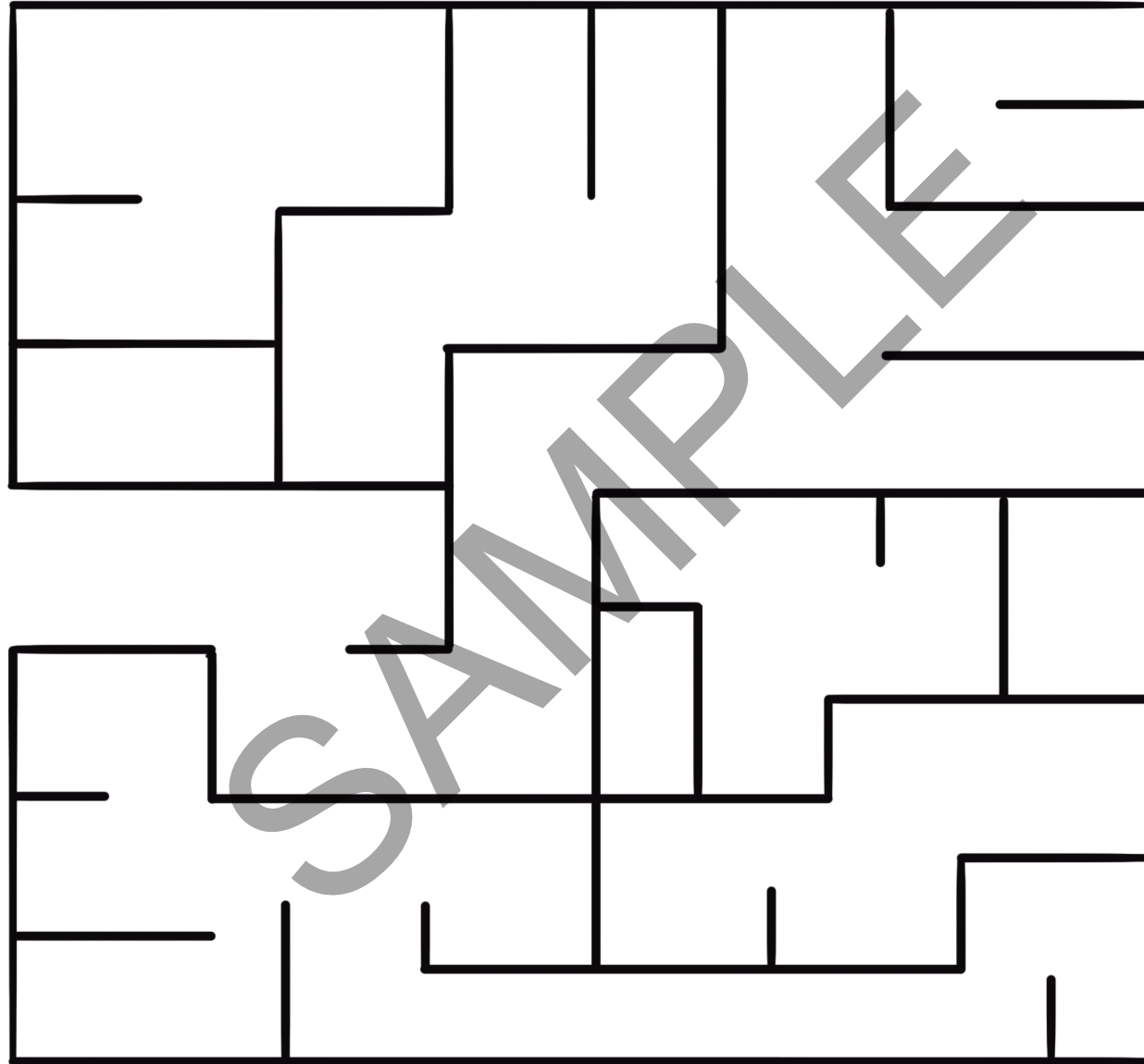




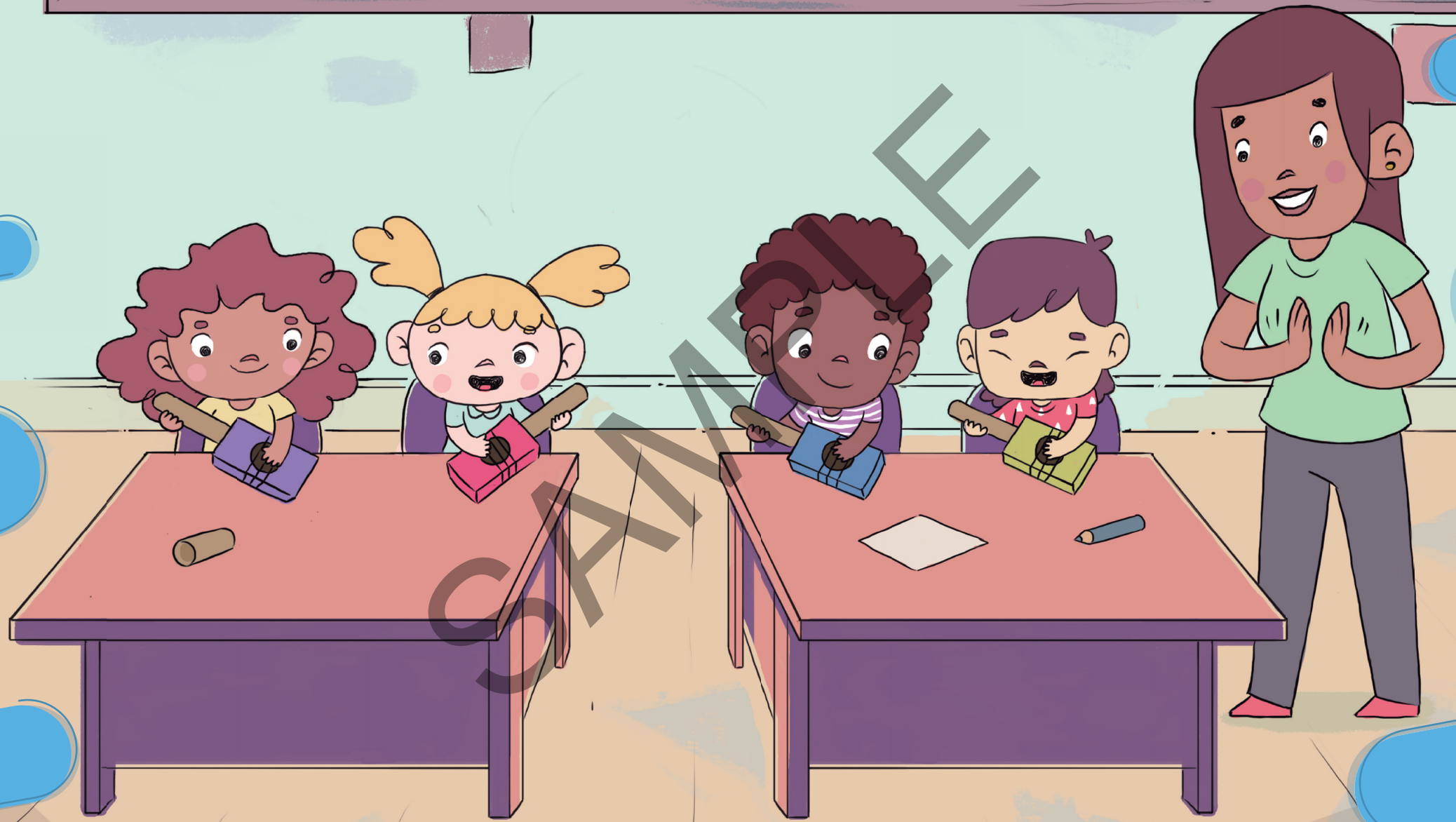


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LOOK AND TRACE.



MAKE A RUBBER BAND GUITAR.





STORYLAND

Activity Book

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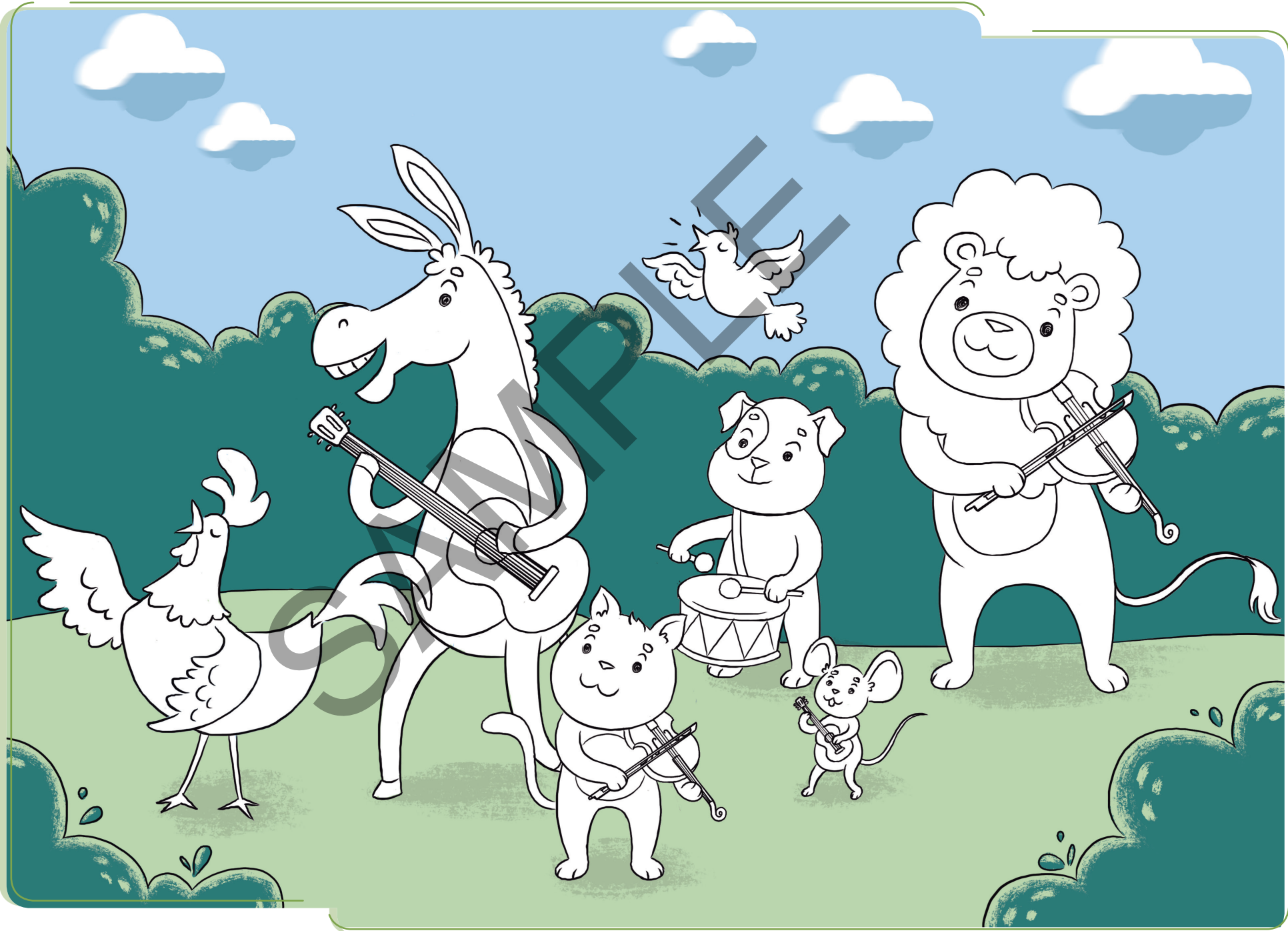
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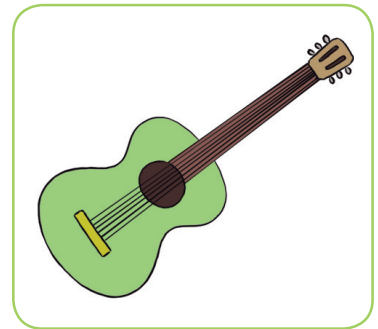
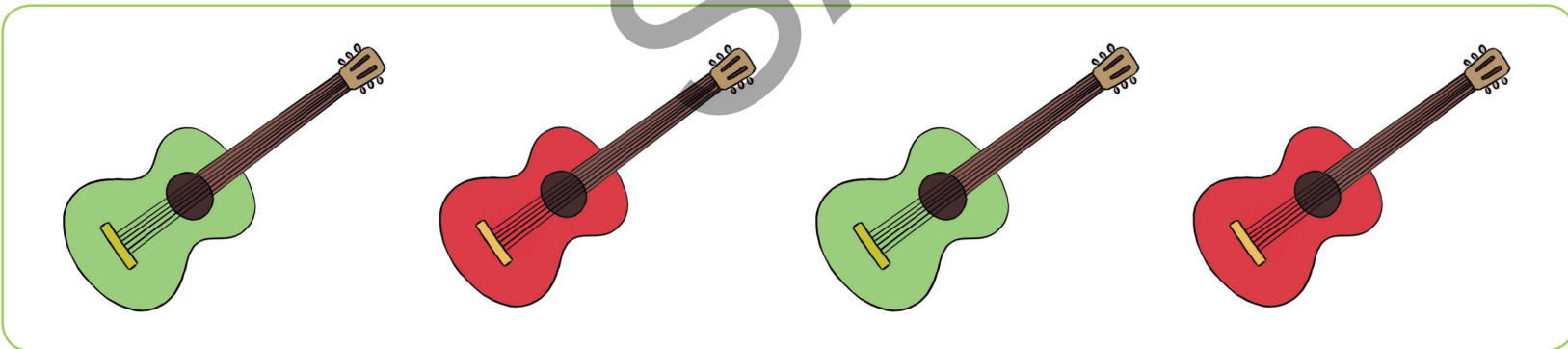
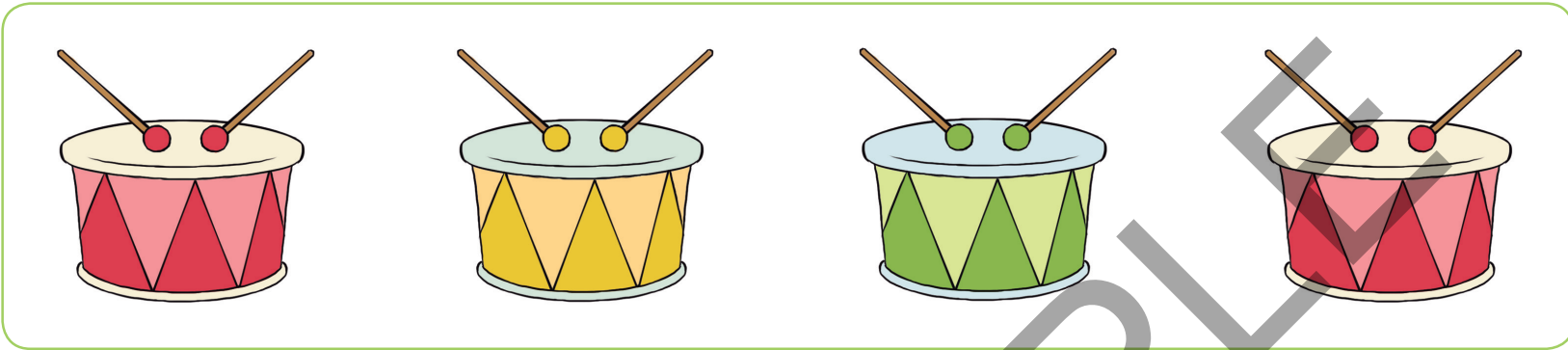
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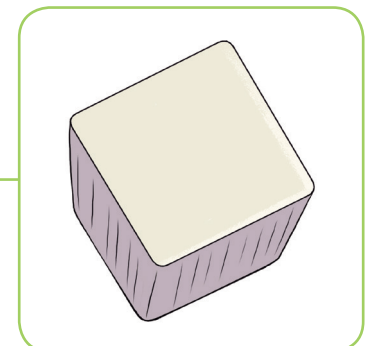
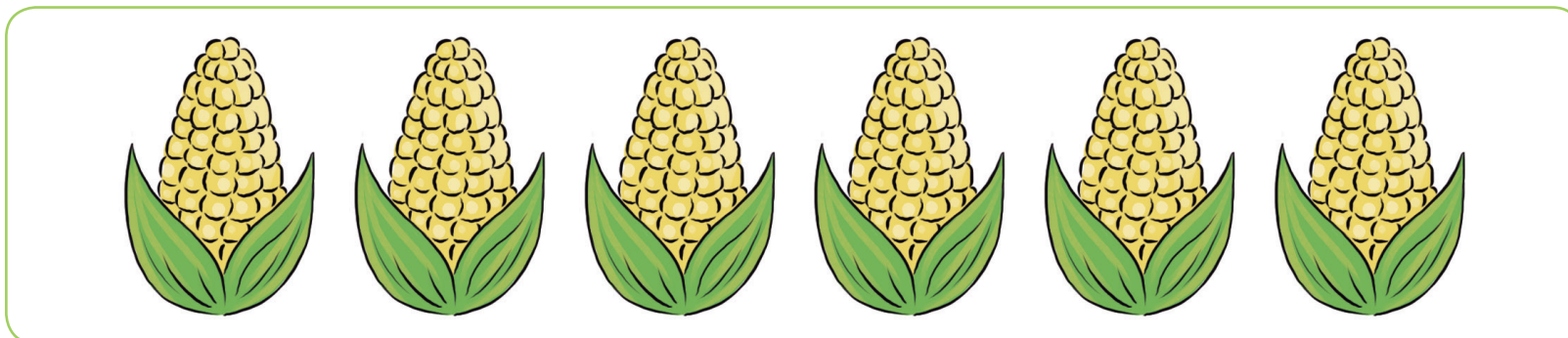
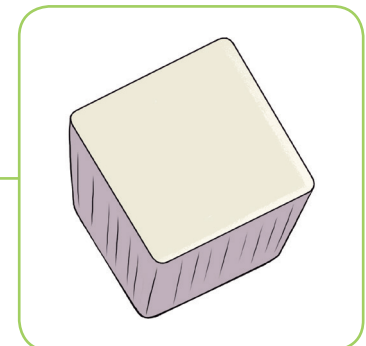
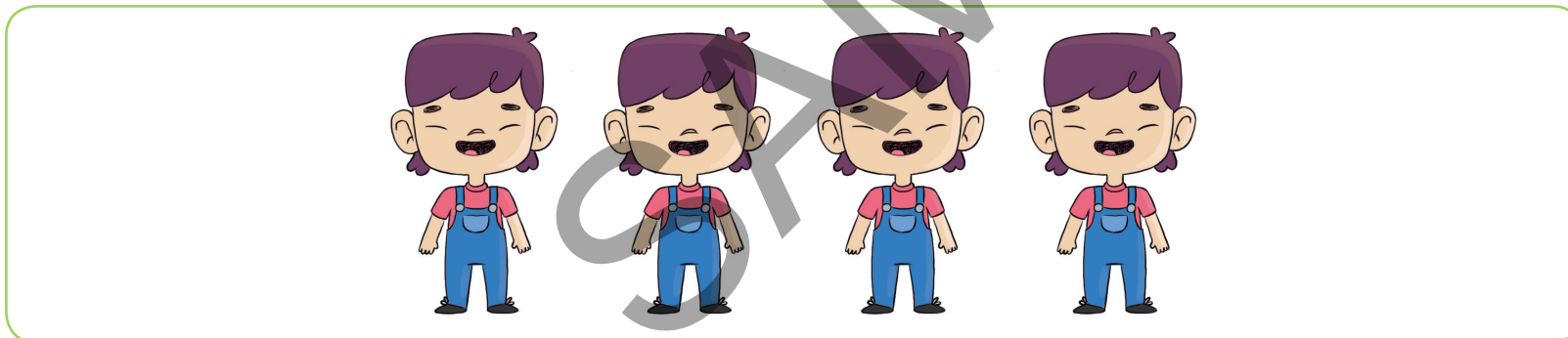
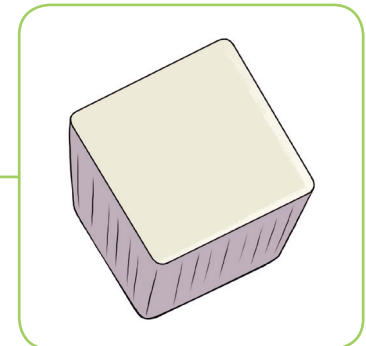
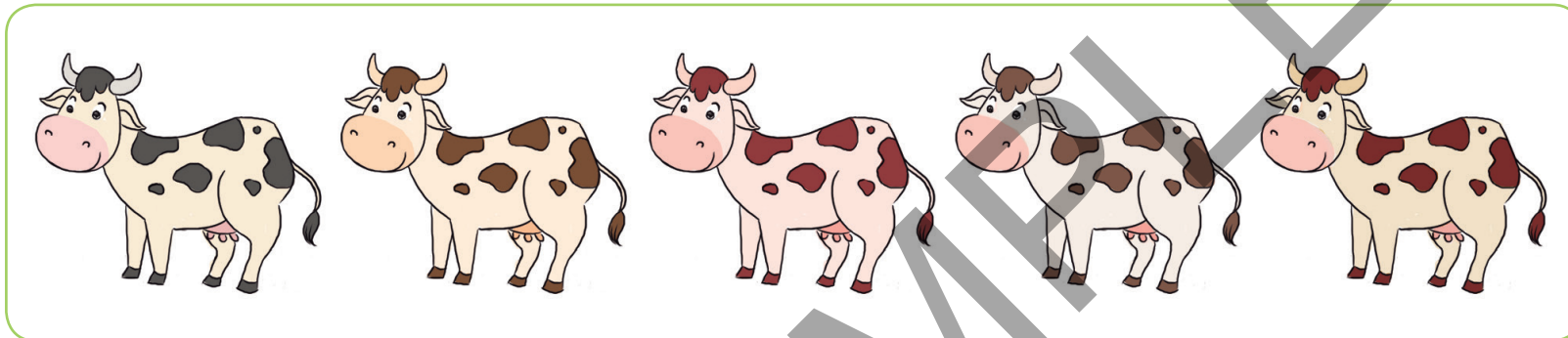
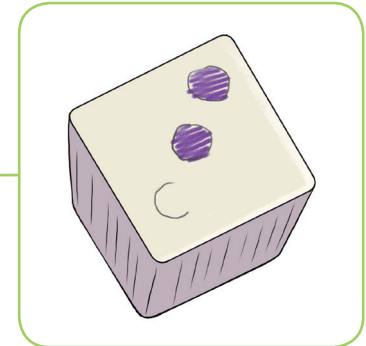
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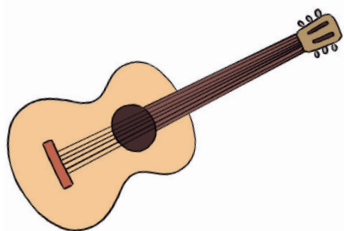
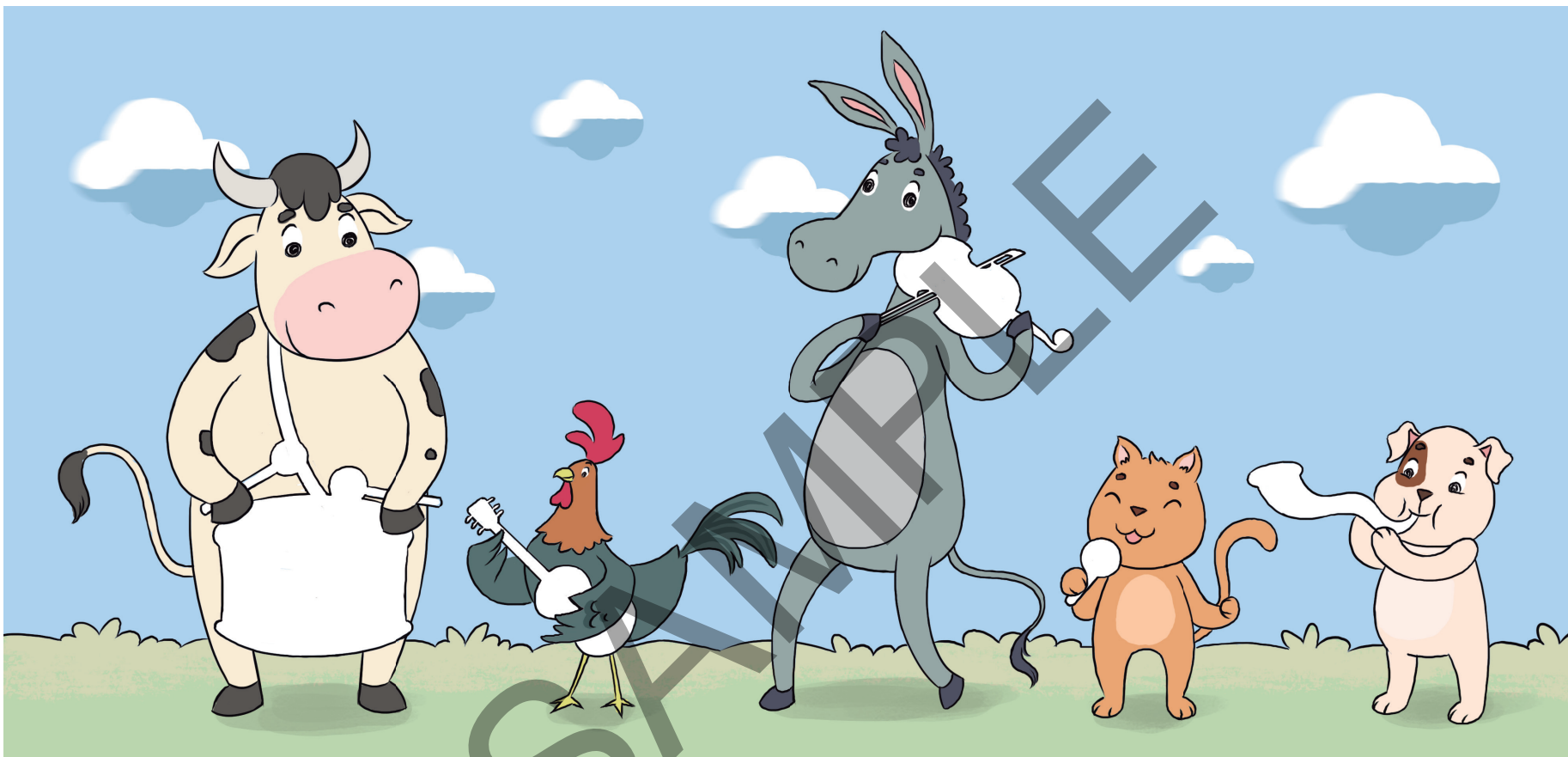
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Teacher's Guide

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STORYLAND

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UNIT 5 LESSON • 1
The Bremen Town Musicians



Objectives

- Identify and name the animals: *cat, dog, donkey, rooster*
- Identify and name the musical instruments: *drums, guitar, violin*
- Produce animal sounds and match them with the corresponding animal

Language

- Main: *cat, dog, donkey, rooster, drums, guitar, violin*
- Extra: *band friends, happily, head, house, musician, old, scare, thieves*

Materials

- puppets: Ann Louise, Joe Marc, Mike, and Sue;
- Unit 5 story cards; flashcards: *guitar, drums, violin*;
- colored pencils;
- cardboard boxes and plastic cups (one of either per student)

playing one of the instruments and have students say what musical instrument it is. Hide the flashcards in the middle of a book and show small parts of each one for students to guess what instrument it is.

1. LOOK AND CIRCLE.
Storytelling
The Bremen Town Musicians

Hand out the Student's Books. Tell students to open their book at page 97, peel off the sticker of the donkey, and place it on top of the Storyland on their Student's book cover. Then say the name of the character and have students repeat after you.

Help students go to page 40 and explore the scene with them. Ask them to identify the elements in the scene. Ask, *Where are the animals?* and have students point to the animals they can see. Elicit that they are looking through a window. Say the words for the animals and ask students to repeat them. Then point to each of the musical instruments and ask, *What is this?* (guitar, drums, violin). Ask, *Who*

has the drum? Who has the violin? and elicit the names of the characters. Point to the instruments again and ask the students to repeat after you (*a guitar, a drum, a violin*). Then give students the pencils and ask them to circle the musical instruments.

Answer key: *Students circle the musical instruments: violin, drum, and guitar.*

2. LISTEN AND STICK.

Tell students the story using the Unit 5 story cards. Then play the audio and ask students to identify the elements on the page while you point to them: *dog, cat, donkey, rooster, drum, violin, guitar*. Next have them turn to page 93 and peel off the dog and the cat stickers and place them in the correct places on the picture on page 41. Have students look at the donkey and the rooster and ask them, *Can you point to the donkey? Can you point to the rooster?* Students then peel off those two stickers and place them in the correct places on the picture. Have students tell you about the scene of the story they are looking at. Listen to students' ideas and encourage them to repeat what the donkey asks (What are you doing here?). Encourage students to say what the other animals answer (I'm too old to run, etc.). Then ask, *What sounds did the animals make to scare the burglars?* Elicit the sounds by saying, *woof, woof* for the dog, *meow*, for the cat, etc. Ask students to repeat the sounds after you. Finally ask, *Did the animals go to the city?* Encourage them to conclude that the animals played and sang in the house and never went to the city.
Answer key: *Students place the stickers of the donkey, the rooster, the cat, and the dog onto the picture.*

Activity Book



Hand out the Activity Books and help students turn to page 20. Explore the scene on this page, focusing on the names of the animals and the musical instruments. ▶

Ask, *Which animals are part of the Bremen Town Musicians?* Elicit the words donkey, cat, rooster, and dog. Then hand out the pencils and tell students to color only these animals.

Answer key: *Students color the donkey, the cat, the rooster, and the dog.*

Wrap-up

Ask students to stand next to each other in a circle. Explain that they should act like the animals from the story by making sounds such as "meow", "woof, woof", "hee-haw" and "cock-a-doodle-doo", and pretend to play the relevant musical instrument at the same time. Start by saying *donkey* and encourage students to make the sound of a donkey and mime playing a guitar. Continue with the other animals from the story, repeating and changing the order for variety.

Teaching Tip

Encouraging students to act and mime is a fun way to learn and review the meaning of new words. It also helps to develop their gross motor skills.

Extra Activity

Have students make their own band. Tell them they will have two different kinds of drum in the band. Divide students into two groups. Give each student either a plastic cup or a cardboard box and a pencil. They should tap the pencil on the cup or the box to make sounds. The groups take turns to tap their drums. One group taps three times, then you say the name of an animal *dog, cat, donkey, rooster* while the second group imitates that animal and then taps their drums three times. You then call out another animal and the groups switch roles.

Circle Time

Say *hello* to students and have them say it back to you. Play the song *Walking, walking* and have students say hello to the puppets after the line *Now let's stop*. Allow them to act out the movements of the song (walk, run, hop).

Warm-up

Show students the donkey and the farmer on the story cards (scene 1). Have them say *farmer* and *donkey* as you point to the pictures. Point to these two pictures several times so that students memorize the words and practice their pronunciation. Then hide the story cards (scenes 1 and 2) in the middle of a book and reveal just a small part of one of them. Ask, *Who is this? Is it the farmer or the donkey?* Repeat the procedure a few more times.

Use the musical instruments flashcards: *guitar, drums, violin* to present the words. Have students repeat the words after you. Then pretend you are

UNIT 5 LESSON • 3

The Bremen Town Musicians

5 LISTEN AND MATCH.   

1	
2	
3	

6 LISTEN, SING, AND ACT OUT.  



Objectives

- Develop pronunciation and rhythm
- Identify and use farm related words: *corn* and *haystack*
- Name farm animals: *cow* and *sheep*

Language

- Main: *cow, haystack, horn, Little Boy Blue, sheep*
- Extra: *numbers 1–6; cat, dog, donkey, duck, hen, rabbit, rooster*

Materials

- puppets: Ann Louise, Joe Marc, Mike, and Sue;
- flashcards: *donkey, rooster, hen, duck, dog, cat, rabbit, cow, sheep*;
- colored pencils;
- a piece of chalk or masking tape;
- three white balloons (blown up);
- newspapers (rolled up and taped).

5. LISTEN AND MATCH.

Tell students they are going to listen to a song about a little boy who looks after the sheep, but who loves to sleep. Help students open their 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 the words: *sheep, horn, cow, corn, haystack*. Then have students say the words as you point to the pictures as the scenes are mentioned in the song.

Play the audio once and tell them to point to the pictures. Play it again until you are sure they are all pointing to the correct pictures. Hand out the pencils. Then explain that students should match the numbers on the box with the pictures on the right, according to the order they hear them. Play the audio again, pausing where necessary for students to match the numbers with the pictures.

Audio Script:

Little Boy Blue

*Little Boy Blue
Come blow your horn!
The sheep's in the meadow;
the cow's in the corn.
Where is the boy
who looks after the sheep?
He's under a haystack
fast asleep.
Will you wake him?
No, not I
For if I do,
he's sure to cry*

Answer key: Students match box number 1 with the picture of Sue calling Joe Marc; box number 2 with the picture of Joe Marc sleeping; and box number 3 with the picture of Mike trying to wake up Joe Marc.

6. LISTEN, SING, AND ACT OUT.

Ask students to turn to page 45 and explore the scene. Have students repeat *little boy* a few times. Then make it more challenging by saying, *Little Boy Blue, come blow your horn!* (pretend you are blowing a horn) and have them repeat the whole phrase a few times. Ask, *Where is Little Boy Blue?* and ask students to help you find him by pointing to him in the picture. After that say, *Will you help me wake up Little Boy Blue? Let's blow the horn together to wake him up!* Make a horn sound and encourage students to do the same. Then play the song and allow students to sing along and act out.

Activity Book

COUNT AND SAY. THEN DRAW.  

Hand out the pencils and the Activity Books and help students turn to page 22. Explore the scene on this page. ▶

Tell students they should count the number of items in each line and then draw little circles on the dice to represent the number. Go through each line, counting the items with them. Ask, *How many sheep are there?* Then do the same with the cows, the boys, and the corn cobs. Listen to their answers and explain that the first one is almost finished, so they only need to draw the third circle. Check if students have understood the instructions by asking them what they are supposed to do.

Answer key: Students draw the third of three circles on the first die, five on the second, four on the third, and six on the fifth.

Wrap-up

Have students sit in a semi-circle. Explain that they are going to play a miming game using all the animals they have worked with in the last lessons. Explain that they will take turns to mime an animal and the other students will try to guess the animal, saying the word in English. Ask for a volunteer to come to the front, show them the flashcards (donkey, rooster, hen, duck, dog, cat, rabbit, cow, sheep), and let this student choose one to mime. Repeat with other volunteers.

Extra Activity

Organize the room and make enough space for three students to stand next to each other at the same time and walk across the classroom. Mark a start line at one end of the room and a finish line at the other end (with a piece of chalk or some masking tape). Tell students they will each be Little Boy Blue and need to take their sheep back to the farm. Have the three students stand next to each other on the start line, each with a white balloon (the sheep) and a rod (rolled up newspaper, taped so that it doesn't fall apart). Explain that when you say, *Go*, they have to use the rod to take the sheep to the farm (at the other end of the classroom). Demonstrate by pushing the balloon along the floor with the rod. Say, *The first to get to the farm will be the winner*. Check their understanding of the rules by asking students to tell you how to play. Play a few rounds, ensuring all students have the opportunity to play.

For next class: Send a note to parents asking students to bring a shoe box to class.