

Unit 3

Summer Is Coming!



General Goals for Unit 3

This unit aims to introduce the students to basic vocabulary and expressions about things people do in the summertime in Canada and China.

Unit 3 has six lessons, and one review lesson. But you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to recognize, understand and use the following words:
grandmother, grandfather, aunt, uncle, cousin, ship
well
2. Students will be able to recognize, understand and use the following expressions:
What will you do for the summer holiday?
I will swim in the sea!
I will be in China for the summer holiday.
I will not have a computer there.
Will you visit your family?

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.

- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English and to find opportunities to practice their listening skills.
- To try to imitate and use English in everyday life.

Cultural Awareness

Children are expected to learn how to share ideas about experiences they have at a new grade level in school.

Lesson 13 Jenny's Summer Holiday

Lesson 13 Jenny's Summer Holiday

1 What will Jenny do this summer?

What will you do for the summer holiday, Jenny?



My family likes to go on trips in summer.



Last summer, we went to a lake with my grandmother and grandfather. I swam in the lake.



I played on the beach. I like playing on the beach!



This summer, we will go on a trip to the sea. I will swim in the sea!



I will watch the ships and boats on the sea.

34

2 Let's sing!

Oh, summer's coming, coming soon.
When school is done, what will you do?

In summer, summer, summertime,
Summer, summer, summer.

Oh, I'll swim in the ocean blue.
Will you swim, too? Will you swim, too?

In summer, summer, summertime,
Summer, summer, summer.



3 Let's do it!

Look, draw and write.

Name	Last Sunday	This Sunday
Jenny		
Steven		
Me		

1. What did Jenny do last Sunday? _____
2. What will Jenny do this Sunday? _____
3. What did Steven do last Sunday? _____
4. What will Steven do this Sunday? _____
5. What did you do last Sunday? _____
6. What will you do this Sunday? _____

35

TEACHING GOALS

1. Students will be able to recognize, understand and use the following words:
grandmother, grandfather, ship
2. Students will be able to recognize, understand and use the following expressions:
What will you do for the summer holiday?
I will swim in the sea!

TEACHING PREPARATION

- Tape recorder and audio for Lesson 13
- Flash cards and picture cards for the new words in lesson 13
- Chart paper
- Story Board handout

CLASS OPENING.....

Greeting and Review

Welcome the students to class with: **Hello students! We are half way through our second Grade 6 *Learning English* book! You are excellent students! Give yourselves six big claps, one for each grade in school that you are in!**

Ask: **Do you remember what last unit was about?**

Ask the students one by one to share concepts from Unit 2 with you.

Lesson Hook

Tell the students to open their Student Books to Unit 3.

Ask: **What do you think this unit is going to be about? Can you guess? How can you tell? Let's find out!**

Say: **Turn to page 34. Look at the pictures in Part 1. What is each of these pictures of?**

NEW CONCEPTS.....

1. What will Jenny do this summer?

Ask the students to look at Part 1. They will see the following words and expressions:

grandmother, grandfather, swam (swim 的过去式), ship

What will you do for the summer holiday?

I will swim in the sea!

Put the words and expressions on the board.

Point to the words and expressions and read them aloud. Have the students repeat as you point to them.

Play the audiotape as the students read along. Remind the students to look at the pictures to get clues for what Jenny is doing in each of the four pictures.

Walk around the class listening to the students read and offer assistance as necessary.

●DEMONSTRATE●

Ask several students to read the dialogue in Part 1 to the class. Then have the class choral read Part 1 together.

●PRACTICE●

Make a chart with two columns.

Put all of the summer fun things Jenny does on one side of the chart.

On the other side, make a list of the things the students like to do in the summer.

Title the chart Summer Fun.

Summer Fun!

Things Jenny does	Things we do
Go on trips	
Go to the lake with her grandmother and grandfather	
Swim in the lake	
Play on the beach	
Go to the sea and swim in the sea	
Watch the ships and boats on the sea	

Reread the chart with the students.

Story Board

Have the students work in pairs to draw a Story Board of six things they like to do in the summer. Students can write a sentence below each picture to describe it.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Ask several pairs to share their story boards with the class.

2. Let's sing!

Song: Oh, summer's coming!

Tell the students to look at the song on page 35.

Play the song on audiotape.

Ask the students to clap along with the rhythm.

Ask: **How many verses are in this song? (4)**

Do any of the verses repeat? (Yes – 2 and 4)

Are there any rhyming words in the song? (Yes – do, blue, too)

Play the song again, and ask the students to sing along.

Ask the students to stand up.

Play the song one more time and each time the song says **summer** or **summertime**, the students should throw both hands up in the air!

3. Let's do it!

Look, draw and write.

Tell the students to look at the pictures in the chart and answer questions 1-4 for Jenny and Steven below. Students can then draw two pictures to complete the chart themselves, and then answer questions 5 and 6 below. Check as a class.

Optional

Continue Sharing

Pairs can continue to share the Story Boards from Part 1.

ACTIVITY BOOK

Say: **Let's open our Activity Books to page ...** Hold up your Activity Book with that page open.

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Exit ticket: Students must whisper their favourite thing to do in the summer to the teacher.

After-Class Activities

Students can sing the song to their parents.

Lesson 14 Li Ming's Summer Holiday

Lesson 14 Li Ming's Summer Holiday

1 What will Li Ming do this summer?



On June 25, I will go home by plane. I will be in China for the summer holiday.



I will visit my grandparents.



I will visit my aunt and uncle. I will play with my cousin Jing.



I will visit a "Hope School". I will teach the children some English.

I'm happy about going home soon. But I'll miss you.



Danny and I will miss you, too. We will call you!

36

2 Let's play!

What will I do?



What will I do? I choose number 2!



Let's see.



3 Let's do it!

Read and write.

What will Li Ming do this summer holiday?



37

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
aunt, uncle, cousin
- Students will be able to recognize, understand and use the following expression:
I will be in China for the summer holiday.

TEACHING PREPARATION

- Tape recorder and audio for Lesson 14
- Flash cards and pictures for vocabulary from Lesson 14

CLASS OPENING

Greeting and Review

Teacher: **Classity Class!**

Students should respond with: **Yessity Yes!**
 Say: **What did we learn in the last class? Can you tell me?**

Lesson Hook

Tell the students to open their Student Books to Lesson 14, page 36 and 37.
 Say: **Today's lesson is about what Li Ming will do in summer.**

NEW CONCEPTS

1. What will Li Ming do this summer?

Point out the new words and expressions in this part of the lesson:

aunt, uncle, cousin, hope

Hope School

I will be in China for the summer holiday.

Put the words and expressions on the board.

Say the words and expressions as you point to them. Remember to finger track for the students.

Ask the students to say the words and expressions after you.

Ask the students to listen to the audiotape and read along with the tape.

Play the audiotape and ask the students to read along.

Walk around listening to them as they do this and offering help where necessary.

•DEMONSTRATE•

- Take out the Summer Fun Chart from last class.
- Add all of the things that Li Ming will do onto the chart.
- Then add any new things the students think of to do in summer to the other side of the chart.
- Reread the chart together as a class.

Summer Fun!

Things Jenny does	Things we do
Go on trips	
Go to the lake with her grandmother and grandfather	
Swim in the lake	
Play on the beach	
Go to the sea and swim in the sea	
Watch the ships and boats on the sea	
Things Li Ming does	
Fly home to China for the summer holiday	
Visit his grandparents	
Visit his aunt and uncle and his cousin Jing	
Visit a "Hope School" and teach the children some English	

●PRACTICE●

Partner Work

Ask the students to read the story with a partner.

Group Work

In groups of four, the students write and decorate an LEA (Language Experience Approach) story together. The students have written LEA stories before in earlier *Learning English* books but review the process with them to ensure that they understand what it is you want them to do. In this LEA story, the groups will talk about what they will do this summer holiday. Students can add one or two sentences each to the story.

Teaching Tip



How to use the Language Experience Approach (LEA) to teach reading – A Review

The language experience approach is a method of teaching reading in which the teacher creates text by writing down words dictated by the students. LEA is an effective method to teach reading because it allows the students to directly see the correspondence between spoken and written words, and gives the students an opportunity to read their own words, which are familiar and meaningful to them.

How to use the Language Experience Approach

Language experience approach can be used with individual students or groups. While it is most commonly used with young emerging readers, it is also effective for teaching struggling readers up through the middle grades, as well as English language learners.

1. Choose an experience that most of the students have had. For this lesson, it will be a plan for summer.

2. Discuss the experience with the students. This helps them to clarify what they want to write about, organize their thoughts, and come up with specific, descriptive vocabulary.

3. Write the story down as the students dictate it. For groups, have the students take turns dictating sentences describing their experience. Record what they say on large chart paper, repeating the words as they are written. The writing should be done in neat, large printing rather than cursive, to make it easier for the students to read.

Try to stick to the students' own words exactly as they are spoken with a minimum of correction for grammar or sentence structure. It is important for the students to see their own words in print, because they have a personal connection to the words.

4. Make sure to have an opening and closing sentence in the story.

5. Read the text aloud. Point to each word as you read the text aloud. After reading the text to the students, have them reread it aloud. By putting the child's name behind the sentence he/she has given you, you can recall who made up a particular sentence. Call on individual students to read their sentences, and then have them read chorally as a group while pointing to each word. Students can illustrate their individual texts and read them aloud to the class.

Since the words that the students dictate are familiar and are used in a meaningful context, the students will be able to read more difficult vocabulary than they might ordinarily be able to if they simply saw it printed in a book.

LEA Sample
Our Summer Holiday Fun

Group 1: Shaolin, Xiaoxia, Flower

We love summer holidays! (Shaolin)

I like to go to the sea and swim in summer. (Xiaoxia)

I like to ride my bike in the forest. (Shaolin)

I want to visit my grandparents. (Flower)

I also want to climb a mountain this summer! (Flower)

We have fun in summer! (Xiaoxia)

Groups should illustrate their LEA stories.

When all of the groups are done, groups can do a Gallery Walk. One student from each group should be left behind to read the story to the other groups.

Post the stories on the wall so that the students can reread them again at the beginning of the next class during a real Gallery Walk!

2. Let's play!

What will I do? – Class Work

Read Part 2 together with the class.

What will I do? Game – Work in Groups

Students form groups of four.

Groups make their own game of “**What will I do?**”

- Make three cards for any three categories: school, park, store, home...
- Put a picture under each category.
- Students model their conversation after the one presented in Part 2.

Two groups join together to have each other play the “**What will I do?**” game.

Group 1 plays with the second group's game:

One student in one group asks: **What will I do? I choose number 1!**

Other group members guess what item Student 1 will do: **You will...**

The group lifts the number and looks at the picture.

The first student tells the group what it is he/she will buy: **I will...**

Groups reverse roles and the second group now plays with the first group's game.

3. Let's do it!

Read and write.

Tell the students to reread the story themselves in Lesson 14. They should then fill in the space in Part 3 with things Li Ming will do this summer holiday.

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your Activity Book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: When you hear the thing you like to do most in summer, go to the part of the room I tell you to go to!

All the students who like to fly kites go to the back of the room.

All the students who like to play basketball go to the right side of the room.

All the students who like to swim go to the left side of the room.

All the students who like to ride their bikes come to the front of the room.

Bike students can leave now! Goodbye!

Kite students can leave now! Goodbye!

Swimming students can leave now! Goodbye!

Basketball students can leave now! Goodbye!

After-Class Activities

Students can make a “**What will I do?**” game and play it with their family.

Lesson 15 Danny's Summer Holiday

Lesson 15 Danny's Summer Holiday

1 What will you do?

Jenny: What will you do this summer holiday, Danny?

Danny: Let's see. Last summer, I learned to swim. What will I do this summer?

Jenny: Will you swim in the sea?

Danny: No, I will not.

Jenny: Will you visit your family?

Danny: Yes, I will. I will visit my grandfather and grandmother. They live near a very big forest.

Jenny: What else will you do?

Danny: I will learn to fish. My grandfather will teach me.

Jenny: That will be very interesting.

You will learn fast. You are so clever.

Danny: Thank you. I can bring you a big fish.



38

2 Let's do it!

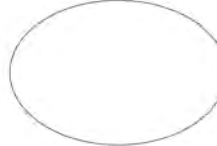
1. Read and tick or cross.

- ☐ Danny will learn to swim this summer.
- ☐ Danny will not swim in the sea.
- ☐ Danny will visit his family.
- ☐ Danny's grandparents live far from the forest.
- ☐ Danny will learn to fish this summer.

2. Look, draw and write.

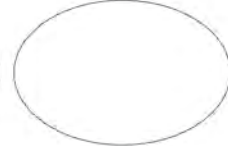


Last summer, I visited the Great Wall.





This summer, I will go on a boat trip with my parents.



39

TEACHING GOALS

Students will be able to recognize, understand and use the following expression:

Will you visit your family?

TEACHING PREPARATION

- Tape recorder and audio for Lesson 15
- Word and picture flash cards for Lesson 15

CLASS OPENING

Greeting and Review

Say: Good morning/afternoon students! Who remembers what Li Ming will do in his summer holiday?

Lesson Hook

Tell the students to open their books to Lesson 15.

Say: **Whose turn is it to talk about their summer in this lesson? Yes! It is Danny's turn.**

NEW CONCEPTS

1. What will you do?

Say: **Here are the words and expressions in this lesson:**

else

What will you do?

Will you visit your family?

Write them on the board. Ask the students to repeat them after you.

Point these words and expressions out to the students in their books.

Play the audiotape for the students and ask them to read along.

Walk around offering assistance where necessary.

•DEMONSTRATE•

Choose two students to read Lesson 15 in parts – Danny and Jenny.

•PRACTICE•

Part Reading – Pair Work

Ask the students to turn to a shoulder partner and read the story in parts. They can read the story a second time, changing their characters.

Tableaux – Group Work

In groups of four, the students make up a tableau to show one of the scenes from Danny's story about his holidays. The rest of the class must guess what the scene is that the students are portraying in their tableau. Give the students 2-3 minutes to figure out which tableau they will make and how they will use all of the group members. Then ask the groups one by one to make their tableaux while the other groups guess in English what scene they are representing!

Teaching Tip



Tableau

A tableau is a living picture where group members form part of a frozen scene. For example, in this lesson, a group may choose to make a tableau of Danny fishing. How can four group members all be part of the frozen picture? One can be Danny; one can be the fish and two can be the water! Another example is Danny is going to visit his grandparents. One student can be Danny; another can be a tree in the forest and two can be Danny's grandparents.

2. Let's do it!

1. Read and tick or cross.

Ask the students to read the statements, and then tick the correct ones and cross the wrong

ones. Check it as a class.

2. Look, draw and write.

Draw two pictures – one picture shows what you did; the other shows what you will do. Write some sentences for these two pictures.

Optional

Charades – What will I do?

Charades Rules

Students come up to the front of the classroom one by one and do an action.

The other students must guess in English what it is they are doing.

For example: ride a bike, fly a kite, and jump a rope.

If a student guesses the correct answer, he/she can do the next action.

Ask the students to take guesses from classmates who have not had a turn yet so that everyone can play this game!

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your Activity Book with that page open.

CLASS CLOSING

Say: **That was a very good class, students! Have a great night!**

After-Class Activities

Students do a survey of six of their family members, asking what they might do this summer. Students bring the survey form to class the next day.

Summer Holidays Family Survey Form	
By: Shaolin	
Date:	
Class:	
Family members	What will they do this summer?
Father	
Mother	
Grandfather	
Grandmother	
Aunt	
Uncle	

Lesson 16 Joe and his Basketball

Lesson 16 Joe and His Basketball

1 Joe's story

Joe's family loved music. There was always music playing in their house. Everyone was happy with music, but Joe was not. He did not know why.



Joe's sister played the violin. It sounded great. People liked to listen to her playing. Joe tried to play the violin. But it sounded like a crying bird. People never liked his music.

Joe's brother liked to dance. He danced very well. His feet were very light on the floor. Joe tried to dance like his brother, but his feet were so heavy. He made the floor shake.



One Saturday afternoon, Joe went to the park with his dad. Some boys were playing basketball. Joe watched them run up and down. He wanted to play basketball with them.



Joe found a ball in his house. He threw it in the air. He jumped up to catch it. It was so easy!

40

This summer, I will go to a basketball camp with my cousin Joe. Joe is an amazing player. There is an interesting story about Joe and his basketball.



Joe brought his ball to school. He played with his friends every day after school. They threw the ball to each other. Joe ran, jumped and made many baskets.

Mr. Brown, Joe's teacher, watched the boys playing. Joe could run fast and he played very well.

One evening, Mr. Brown talked to Joe's parents. He said that Joe was a very good basketball player. Maybe he could play on the school basketball team.



"Would you like to play on the basketball team, Joe?" Joe's mom asked.

"I'd love to!" he said happily.

"That's great! We are going to have a basketball player in our family. It's a nice change from music and dance!" said Joe's dad.

2 Let's do it!

Read and answer.

1. What were Joe's sister and brother good at?
2. Joe couldn't play the violin and he couldn't dance. How do you think he felt?
3. What did Mr. Brown want Joe to do?



41

TEACHING GOALS

Students will be able to recognize, understand and use the following word:

well

TEACHING PREPARATION

- Tape recorder and audiotape for Lesson 16
- Flash cards for the new words in Lesson 16
- Class Sequence Chain Chart
- Individual Picture Story Board Charts

CLASS OPENING

Greeting and Review

Teacher: **Good morning/afternoon students! Who brought their Summer Holidays Family Survey Form today?**

Ask several students to share their forms with the class. Put all of the survey forms on the Sharing Board.

Lesson Hook

Tell the students to open their books to Lesson 16.

Say: **Today we're going to read a story that Steven will tell us.**

NEW CONCEPTS

1. Joe's story

Tell the students to look at Lesson 16.

Say: **Here are the new words and expressions for Lesson 16:**

**camp, amazing, well, were (are 的过去式), shake, threw (throw 的过去式),
air, basket, happily, change
make a basket**

Would you like to play on the basketball team?

Go through the words and expressions with the students.

Ask the students to repeat the words and expressions after you.

Play the audiotape and ask the students to read along with this section of Part 1.

Walk around the classroom and listen to the students read, assisting as necessary.

●DEMONSTRATE●

Ask two students to read the dialogue in Part 1 in parts.

●PRACTICE●

Ask the whole class to choral read Part 1 together.

Ask the students to turn to a shoulder partner and read Part 1 in parts together. They can exchange parts and read it twice.

DRTA

Paragraph 1: Play the audiotape for first paragraph of Joe's story for the class and ask:

Why do you think Joe was not happy with music?

What do you predict will be Joe's talent?

(Explain the word talent in Chinese to the students.)

Picture 1: **What talent does Joe's little sister have?**

What do you think happens when Joe plays the violin?

Play the audiotape for the second paragraph of Joe's story for the class.

Picture 2: **What talent does Joe's brother have?**

What do you think happens when Joe dances?

Play the audiotape for the third paragraph of Joe's story for the class.

Picture 3: **What are the boys doing in picture 3?**

Do you think Joe will learn to be a good baseball player?

Play the audiotape for the fourth paragraph of Joe's story for the class.

Picture 4: Look at picture 4. Do you think Joe likes to play basketball?

Why do you think that?

What do you predict is going to happen next in the story?

Write down the students' predictions on the blackboard.

Play the audiotape for the fifth paragraph of Joe's story for the class.

Picture 5: Look at picture 5. Can you guess who the man is the picture with Joe's mother and father? What do you think he is asking them?

Play the audiotape for the sixth paragraph of Joe's story for the class.

Check the predictions from picture 4. Did a student guess what would happen?

Picture 6: Look at picture 6. What are Joe's parents asking him? Can you guess?

What do you think Joe will say?

Play the audiotape for the last paragraphs of Joe's story for the class.

•DEMONSTRATE•

Ask several students to orally read the story to the class.

•PRACTICE•

Pair Work

Read Part 1 with a partner.

Class Work

Complete a class Sequence Chain with the students. Below is a sample of a Sequence Chain that you can put on the chalkboard or an overhead so the class can fill it in together.

Sequence Chain		
Title:		
Character:	Setting Place: Time:	
Event 1:	Event 2:	Event 3:
Event 4:	Event 5:	Event 6:

Teaching Tip



The importance of teaching sequencing

"Sequencing" is the process of putting events, ideas, and objects in a logical order. Why is sequencing important? We sequence all day long – we divide our time into what we need to do first, second, and last; we understand events in our lives by understanding the order in which they occur. Using good key words like "first", "next", "then" and "finally" will cue children into what is coming next in a story.

Individual Work – Story Board

• Pass out a simple Story Board format to the students to complete on their own. The following Story Board enables the students to create four pictures that show a sequence of events for the beginning, middle and ending of the story. Remind the students to colour the pictures in their Story Boards.

- When the students are done their Story Boards, they can share with a shoulder partner.
- Choose several students to share with the whole class, and then post the Story Boards on the Sharing Wall.

Teaching Tip



The importance of beginning, middle, end of a story

Beginning, middle, end of a story are easily defined as the three parts that make up a story. When they are all put together, you have a complete story.

The beginning – it is the first part of the story. It is where the writer captures the reader's attention, either with a great opening line, a detailed description of the character or setting, or a glimpse into the topic, problem, or theme of the story. The beginning will also set the mood for the reader – will it be happy and exciting, dark and mysterious, or silly and entertaining? A good beginning makes you want to read more.

The middle – it is where the bulk of the story rests. It explains the topic, gives important key details, and holds the reader's attention, but most importantly it is where we reach the climax or turning point of the story. If the middle is good, it will start the reader thinking about how the story is going to end.

The end – this is where the story comes to a close. It is the conclusion and solution to the problem. It is where the character learns a lesson or comes to terms with the events of what happened. A good ending will keep the reader thinking about the story, long after it is finished. A great ending leaves the reader feeling satisfied.

2. Let's do it!

Read and answer.

Tell the students to read the questions in Part 2 and answer them in their notebooks.

1. What were Joe's sister and brother good at?
2. Joe couldn't play the violin and he couldn't dance. How do you think he felt?
3. What did Mr. Brown want Joe to do?

Check as a class.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the Activity Book and your markers to show what you mean. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Well done students! Before you leave, turn to a friend and tell that person what your favourite part of the story was.**

After-Class Activities

Students can retell the story to their parents that evening.

Lesson 17 Summer Camp in Canada

Lesson 17 Summer Camp in Canada

1 I will go to a summer camp!

Dear Uncle Peter,

I will go to a summer camp this year! I will not have a computer there, so I am sending you this email now. I will arrive with 20 other students in early July. There will be students from Russia, China, the U.K., Australia and the U.S. We will camp together in the forest.

We will play sports, go water skiing and go swimming. We will take trips around the forest. We will learn about some of the animals and plants in the forest. At night, we will work together to make a fire and cook a meal. After dinner, we will sit around the campfire, tell stories, sing songs and look at the stars.

I will make many new friends and learn about different cultures. All of us will learn about nature, hard work and teamwork. I can't wait!

It will be a great summer!

Love,
Freddie



42

2 Let's do it!

1. Read and tick.

What will Freddie do at the summer camp?
He will...

- ☐ play sports
- ☐ make new friends
- ☐ make a fire
- ☐ go shopping
- ☐ go skating
- ☐ go water skiing
- ☐ cook a meal
- ☐ go swimming
- ☐ send emails
- ☐ fly a kite
- ☐ watch TV



2. Read and write "will" or "will not".

- * Freddie _____ go to the summer camp this year.
- * At the summer camp, Freddie _____ send emails to his friends and family.
- * He _____ meet students from different countries.
- * He and the other students _____ stay in a hotel.
- * He _____ go swimming.
- * He and the other students _____ learn about nature. They _____ also learn about teamwork.
- * After dinner, they _____ sit around the campfire.

43

TEACHING GOALS

Students will be able to recognize, understand and use the following expression:

I will not have a computer there.

TEACHING PREPARATION

- Tape recorder and audio for Lesson 17
- Flash and picture cards for the new vocabulary
- Chart Paper

CLASS OPENING

Greeting and Review

Say: Good morning everyone! Let's retell the story from last day together. I'll start

and each of you adds a sentence in English afterwards.

Lesson Hook

Tell the students to open their books to Lesson 17.

Say: **Look at the picture on page 42. What do you think the children are doing in this picture? They are at a summer camp! Let's find out about summer camps in Canada by reading Freddie's email!**

Teaching Tip



Summer Camp

"Summer camp" is a supervised program for children or teenagers conducted during the summer months in some countries. Children and adolescents who attend summer camp are known as "campers". The traditional view of a summer camp as a woody place with hiking, canoeing, and campfires is evolving, with greater acceptance of newer summer camps that offer a wide variety of specialized activities. For example, there are camps for the performing arts, music, magic, computers, language learning, mathematics, children with special needs and weight loss. The primary purpose of many camps is educational or cultural development. A summer camp environment may allow children to take healthy risks in a safe and nurturing environment.

NEW CONCEPTS

1. I will go to a summer camp!

Tell the students to look in their Student Books on page 42.

Play the audiotape for the students. Ask them to listen to the tape as they follow along in their books.

Say: **These are the new words and expressions we will learn today in Part 1:**

**Russia, fire, meal, campfire, culture, nature, teamwork, Freddie
water skiing**

I will not have a computer there.

Write the words and expressions on the board or point them out to the students in their Student Books.

Have the students repeat the words and expressions after you as you say them.

Play the audiotape again. Ask the students to choral read the email together with the audiotape.

•DEMONSTRATE•

With the students, make a list of all of the things Freddie talks about in his email to his uncle Peter by answering the "five W's and one H of writing" in a chart on the board.

Teaching Tip



The 5 W's and H questions of writing

Students should answer the 5 W's and H questions when interrogating a story so that

they can remember all of the important details!

Who is the event about?

What happened?

When did the event take place?

Why did it happen?

Where did it take place?

How did the event(s) happen?

Freddie's Summer Camp

Who is in the story? Freddie.

What will he do? Go to a summer camp.

When will he go? In early July.

Where will he go? In the forest.

Why will he go? Make many new friends and learn about different cultures, nature, hard work and teamwork.

How will he learn these things? By playing sports, taking trips in the forest, learning about some of the animals and plants in the forest, learning to work together and make a fire and cook a meal, telling stories, singing songs and looking at the stars.

•PRACTICE•

Pair Work

Students can read Freddie's email with a shoulder partner.

Individual Work

Say: **Write an English email to a friend about a summer camp you would like to visit. Use some of the phrases in Freddie's email to help you tell your friend what you will do at your camp. If you do not know an English word or phrase, ask a friend or the teacher for assistance.**

Draw a picture of your summer camp on your email.

Share with a shoulder partner when you are done.

Ask several students to share their emails with the class.

2. Let's do it!

1. Read and tick.

Tell the students to read the statements in Part 2-1 and tick those that are in the story. Check as a class.

2. Read and write "will" or "will not".

Tell the students to complete each of the sentences in Part 2-2 by writing "will" or "will not" in the space provided. Check as a class.

Optional

Have the students read more of the camp emails or letters if time permits.

ACTIVITY BOOK

Hold up your Activity Book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Classity Class!**

Expect the students to say: **Yessity Yes!**

Say: **Well done! Bravo! You can take your camp emails or letters home with you to share with your parents. Please remember to bring it back next day!**

After-Class Activities

Students can read their camp emails or letters to their parents.

Lesson 18 Three Kites in the Sky

Lesson 18 Three Kites in the Sky

Story time

Today is a wonderful day. The wind is not too strong. Three kites are flying high in the blue sky. It is a good day for them to fly.

Everyone will look up at me. Everyone will like me.

Kylie is a beautiful kite. She has many colours and a long red tail.

Look at me, I can fly high and fast. Everyone will like me.

The second kite's name is Karla. She is strong. She can fly very high in the sky.

The third kite, Krista, is listening. She is not beautiful. She is not fast. She is not strong. She is only a kite.

44



How fast I am!

Krista sees a boy swimming in the lake. But the boy can't swim well and he needs some help. Krista calls the other two kites, but they can't hear.

HELP! HELP! The boy needs help!

Krista is afraid of water, but she wants to help the boy. She flies very low. A man hears Krista. He jumps into the water. He swims to the boy. He brings the boy to the beach.

You are a great kite!

Everyone looks at Krista. Now, no one remembers beautiful Kylie and strong Karla. But everyone remembers Krista.

You are so nice!

low 低的 remember 记得

Think and Act

- Which kite do you like? Why?
- Act out the story.

45

TEACHING GOALS

1. Students will be able to recognize the beginning, middle and end of a story.
2. Students will be able to complete a sequencing map or timeline alone.

TEACHING PREPARATION

- Tape recorder and audio for Lesson 18
- Picture and flash cards for Lesson 18
- Individual Story Sequencing Charts

CLASS OPENING

Greeting and Review

Teacher: **Classity Class!**

Students should respond with: **Yessity Yes!**
Say: **What did we learn in the last class? Can you tell me?**

Lesson Hook

Tell the students to open their books to Lesson 18.

Say: **In this lesson, we will read a story! I will read it to you and as I read it, I will ask you questions. This is called DRTA and we have done this before. Who remembers? Very good. Let's begin!**

NEW CONCEPTS

Story time

Say: **Today we have another new story. Here are the new words in this story:**
low, remember

Write the words on the board and go over them with the students.

Say: **Look at the title of the story. Does anyone know what it says? Look at the other pictures on this page. What do you think this story is about? Let's find out!**

Read-aloud

Play the story through without interruption so that the students get the rhythm of the story.

•DEMONSTRATE•

Ask several students to oral read paragraphs of the story for the class.

Partner Work

Put the following "5 W's and H questions" on the board and ask the students to answer the questions with a partner:

5 W's and H questions – Three Kites in the Sky

Who are the characters in the story?

When does the story happen?

Where does the story happen?

What happens in the story? Retell the story together.

How does Krista help the boy?

Why will everyone remember Krista?

Ask several pairs to share their answers with the class.

•PRACTICE•

Individual Work

Tell the students that today they will do an individual Story Sequencing Chart.




Teaching Tip



Story Sequencing Chart

In a story sequencing chart, the students list the events that occur by breaking them down, in time order, to show those in the beginning, middle and ending of the story. Story sequencing charts can be done horizontally on a timeline or they can be done vertically.

Helping the students learn to recall the facts of a story in the proper order is a skill that aids comprehension. Sequencing is an important part of problem solving across subjects.

	<p>In the beginning</p> <hr/> <hr/> <hr/>
	<p>In the middle</p> <hr/> <hr/> <hr/>
	<p>At the end</p> <hr/> <hr/> <hr/>

Students can colour one of the scenes from each of the beginning, middle and end of the story in the places provided when they are done.

Pair Work

Students can share their Story Sequencing Charts with a partner when the teacher claps her/his hands and gives the command, SHARE.

Think and Act

Ask the students to turn to one of their shoulder partners and talk about the following questions:

Which kite do you like? Why?

Group Work

Students can act out the story in their groups and then share with the class.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the Activity Book and your markers to show what you mean. Help the students find the page with the activity for today's lesson.

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Ask the students if they liked this story. Ask what they liked best about the story. Tell the students that they have done a fine job in this unit. Next class will be their Unit 3 Unit Review.

After-Class Activities

Students should prepare for the upcoming unit review.

Students can retell the story to their parents or read it from their Student Books to their family.

Unit 3 Review

Unit 3 Review

1 Listen and draw ☺ or ☹



2 Listen and number



46

3 Read and write

- Yesterday I _____ (go) to school on foot.
Tomorrow I _____ (go) to school by bus.
- Last Sunday, I _____ (visit) my aunt and uncle.
This Sunday, I _____ (visit) my grandfather and grandmother.
- Last week, I _____ (play) ping-pong with my friend in P.E. class.
This week, we _____ (play) football on the playground.

4 Think and write

Mary's Holiday Plan

- On July 7, I will visit my grandma.
- On July 24, I will go to the beach with my parents.
- On August 8, I will have my birthday party.
- On August 25, I will finish my homework.
- On August 30, I will get ready for school.

What will you do this summer holiday? Write your holiday plan.

47

5 Key words and sentences

Words:
grandmother grandfather aunt uncle cousin ship well

Sentences:
What will you do for the summer holiday?
I will swim in the sea!
I will be in China for the summer holiday.
I will not have a computer there.
Will you visit your family?

6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
At home	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

48

CLASS OPENING

Greeting

Greet the class.

Say: **Good morning/afternoon, class.**

Today is our unit review!

REVIEW

1. Listen and draw a happy face or a sad face

Students should listen to the audiotape and then draw a happy or a sad face in the space provided for each of pictures 1-6. Check as a class.

The audiotape says:

1. We will go to that farm in spring.

2. We went on a trip to the sea last summer.
3. She will play on the beach this summer holiday.
4. Danny is watching the ships.
5. It's hot. Let's go swimming.
6. It's raining today.

2. Listen and number

Students should listen to the audiotape, and then number the four pictures below in the correct sequence from 1-4. Check as a class.

The audiotape says:

1. We like to make a snowman.
2. He will go to London for the summer holiday.
3. We will fly kites in the park.
4. She will go to the beach.

3. Read and write

Students should look at each of the sentences, and then fill in the blanks with the correct tenses of the verbs. Picture clues are given to assist the students with remembering the actions words. Check as a class.

4. Think and write

Students should read Mary's Holiday Plan in Part 4, and then write a similar plan for themselves for their summer holiday in the space provided. Share with the class.

5. Key words and sentences

Go through the key words and sentences in Part 5 with the students.

Choose individual students to tell you what each of the sentences says. Make sure to scaffold the students in reading correctly.

Teaching Tip



Keeping a daily record

Keep a record of which students answered your questions and participated by having a clip board with a class checklist on it. If a student participates, put a checkmark beside his or her name. If a student is having difficulty, put a star beside his or her name.

Use your checklist to keep track of who has answered questions and who has not. Some students will "hide" in your English class. If you keep a record of who has participated, these students can no longer "hide".

6. How am I doing?

Ask the students to fill in the self-evaluation chart in Part 6. Discuss how the students see their progression with each student as you walk around the room.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the Activity Book. Say: **Let's look at our Activity Books.**

There are three pages in the Activity Book for every review lesson. Depending on how much time you have, you can have the class do some of these activities. In Chinese, explain the activities to your students. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Fabulous job, students! You are finished Unit 3 in your second and last Grade 6 book! Turn to a neighbour and shake his or her hand for a job well done!**

Unit 4

Li Ming Comes Home



General Goals for Unit 4

This unit aims to engage children in English conversation about shopping for gifts and giving invitations which they have been introduced in earlier *Learning English* books, parting with and saying goodbye to friends.

Unit 4 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 4

Knowledge and Skills

1. Students will be able to recognize, understand and use the following words:
photo, please
2. Students will be able to recognize, understand and use the following expressions:
 - **Do you remember this photo?**
 - **Do you need any help?**
 - **Li Ming is leaving for China.**
 - **This is for you, Jenny.**
 - **Have a good trip!**
 - **Don't forget to write!**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.

- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English and to find opportunities to practice their listening skills.
- To try to imitate and use English in everyday life.

Cultural Awareness

Children are expected to learn how to share ideas about experiences they have at a new grade level in school.

Lesson 19 Buying Gifts

Lesson 19 Buying Gifts

1 At the shop

Li Ming will fly home next week. He wants to buy some gifts for his family.

How many gifts do you need, Li Ming?



I need eleven gifts. I need a gift for everyone in my family.

Jenny: Here are some little flags of Canada.

Li Ming: Good idea! I'll take three.

Jenny: What about these caps?

Li Ming: Okay, I'll take four.

Jenny: Look at these T-shirts.

These are good gifts from Canada.

Li Ming: Great! I'll take three T-shirts.

And I want a toy for my cousin.



I want to buy a surprise for Jenny. Is she looking? No?

Okay, I will buy it now.

50

2 Let's do it!

1. Read, talk and write.

Gifts					Total
How many?	3				11
How much?	3				

How many gifts does Li Ming need for his family?



Eleven.

- What are the gifts?
- Who will Li Ming give the toy to?
- How much are the gifts?

2. Ask, answer and write.

You have 100 yuan, and you want to buy some gifts for your friends.

What do you want to buy?



What do you want to buy?



I want to buy two caps and one book.

I want to buy _____

51

TEACHING GOALS

Students will be able to understand and use the following expression:

How many gifts do you need?

TEACHING PREPARATION

- Tape recorder and audio for Lesson 19
- Flash cards for this lesson

CLASS OPENING

Greeting and Review

Greet the class with “**Classity Class!**” and one clap.

Students should respond with “**Yessity Yes!**”

Teaching Tip



Reminder about oral cueing – a review

You can use oral cueing to get the students' attention by saying phrases like **Classity**

Class! with one clap.

Students should respond with **Yessity Yes!** to show they are all ready to listen.

This oral cueing can also be a greeting at the beginning of a class.

Teacher: **Classity Class!** (clap)

Students: **Yessity Yes!**

Ask the students what they remember from the last unit.

Ask: **Can you remember what the last unit was about?**

Lesson Hook

Tell the students to look at the cover page for Unit 4.

Ask: **What is this unit about? Yes, it is about Li Ming coming home to China.**

Tell the students to open their books to Lesson 19 on page 50.

NEW CONCEPTS

1. At the shop

Say: **These are the new word and expression you will learn today in this part of the lesson:**

surprise

How many gifts do you need?

Write the word and expression on the blackboard. As you say them aloud, make sure to point to them so that the students can follow along.

Say the word and expression one by one and have the students repeat them after you.

Play the audiotape as the students follow along in their Student Books. Play it two or three times, listening to each student try to pronounce the words and helping them as needed.

•DEMONSTRATE•

• Ask two students to read the story in parts to the class.

A volunteer student can read Li Ming's part. Another can read Jenny's part.

• Put a chart paper on the board and put two columns in the chart.

Add all of the items Li Ming will buy for his family in the first column. The second column is for pictures of the items. Students who are finished their work early today can draw the items in.

Things Li Ming buys

Three flags of Canada	
Four caps	
Three T-shirts	
One toy	
One surprise for Jenny	

Reread the chart with the students.

●**PRACTICE**●

Pair Work

Students can turn to a shoulder partner and read the story together in parts.

Group Work

Groups can make up a short play about this story to share with the class.

2. Let's do it!

1. Read, talk and write.

Say: **Look at the chart in Part 2-1 on page 51. Fill in the chart by completing how many of each item Li Ming buys. You can find the cost of each item to complete “How much?”**

Check as a class.

2. Ask, answer and write.

Each student has 100 yuan to spend.

Say: **Make a chart of the friends you want to buy for, the gift you will purchase for each and the cost of that gift.**

The total cost of all of the gifts should also be on the chart.

My Gift Chart		
Friends	Gift	Cost
Jane	book	15 yuan
Bob	cap	10 yuan
Bill	T-shirt	15 yuan
Sally	toy	8 yuan
Andy	clock	50 yuan
Julie	pencil box	5 yuan
John	card	2 yuan
Ann	picture	20 yuan

Turn to a shoulder partner and share your chart of how you will spend your 100 yuan.

Say: (for example) **I want to buy a book for Jane.**

I want to buy a cap for Bob.

And so on...

Optional

Play – Draw It!

Draw It Rules

The teacher draws one of the eight items for sale in Part 2-2 on the board. Students must guess what it is. The student who guesses correctly gets to draw a different item on the board.

The other students guess what the item is. If the person who guesses correctly has not had a turn to draw on the board, he/she can draw next. If that student has drawn before, ask the student who just drew to choose a student who has not yet had a turn.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the Activity Book and your markers to show what you mean. Help the students find the page with the activity for today's lesson.

CLASS CLOSING

Exit ticket: Tell the students they must whisper one gift from Canada they would buy for a friend as they leave the classroom today.

After-Class Activities

Students can research special gifts from Canada and draw a picture of one item. For example: maple sugar, hockey cap, maple leaf cookies.

Lesson 20 Looking at Photos

Lesson 20 Looking at Photos

1 Do you remember?



Jenny: Look at this photo. Danny wanted to play basketball with a ping-pong ball!

Li Ming: Danny said the basketball was heavy. Then I taught him to play ping-pong, but he hit his hand. Poor Danny!

Jenny: Look, Li Ming! Do you remember this photo?

Li Ming: Oh yes! I went to the shop with Danny. We bought Christmas gifts. Then Danny saw Santa. We talked to Santa.



52

2 Let's sing!

Come and sit down beside me, my friend.
Do you know that we will all miss you?
We feel happy to see your bright smile, dear.
We feel happy that you will miss us, too.

3 Let's do it!

Talk and write.



Where was Bob last Sunday?

He was on the playground.

What did he do?

He played basketball with his friends.

1. Bob played basketball with his friends last Sunday.

2. _____
3. _____
4. _____

53

TEACHING GOALS

- Students will be able to recognize, understand and use the following word:
photo
- Students will be able to recognize, understand and use the following expression:
Do you remember this photo?

TEACHING PREPARATION

- Tape recorder and audio for Lesson 20
- Flash cards for new words in Lesson 20
- Paper for student photo albums

CLASS OPENING

Greeting and Review

Say: **Classy Class.** And clap your hands once.

Expect the students to say: **Yessity Yes!** This shows that they are ready to learn!

Ask: **What did we learn about last class? Who brought a picture of a special gift from Canada to share with the class?**

Ask 5-6 students to share their pictures, and then put all of the pictures on the Sharing Wall.

Lesson Hook

Tell the students to open their Student Books to Lesson 20.

Teacher: **Who can guess what this lesson is about? Yes. It's about the photos Li Ming took of his time in Canada. How many of you have a camera? Do you take photos when you are on holidays? I want each of you to bring your favourite holiday photo to class next day to share!**

Teaching Tip



Tapping into personal experience

The more often you can tap into students' personal experience, the more relevant the learning will be for them!

NEW CONCEPTS

1. Do you remember?

Introduce the new words and expressions in the story by pointing them out to the students in their Student Books.

photo, remember

Do you remember this photo?

Say the words and expressions slowly and ask the students to repeat them after you.

Play the audiotape. Ask the students to read along.

Play it 2-3 times as necessary. Walk around the class and help the students who need assistance.

•DEMONSTRATE•

Ask two students to read Lesson 20. One student can be Jenny and one can be Li Ming. You can be the narrator curing the students in the dialogue that is not included in either of the two pictures.

•PRACTICE•

Pair Work

Ask the students to turn to a shoulder partner and read Lesson 20 in parts. Students can reverse roles and read the story a second time together.

Individual Work – Making a Photo Album!

How to make a Photo Album

Give the students each two pieces of paper.

Ask the students to fold the paper in half, and then staple the folded sides of the paper together.

In the photo album, they should draw a cover page, six “photograph” pages (back to back) and a back page of their favourite parts of the *Learning English* book.

Students can go back through this Grade 6 *Learning English* book to find pictures they want to make “photographs” of.

The pictures should be drawn with borders around them like real photographs.

On each picture page, the students should also write one sentence to say what the picture is about.

For example:

Cover page: My Photograph Album of Learning English

By: Jenny

(Be sure to put a picture on the front cover.)

Inside pages:

1. Li Ming calls Danny (Lesson 2)
2. Mr. Smith’s car breaks down (Lesson 3)
3. Jenny, Danny and Li Ming are in the car telling stories (Unit 2)
4. The clever old man and the wolf (Lesson 11)
5. The three bears (Lesson 12)
6. Jenny plays on the beach (Lesson 13)

Back page: Picture (for example: Summer Camp in Canada Lesson 17)

When they are done, the students can share their photo albums with a shoulder partner.

2. Let’s sing!

Song: Come and sit down beside me, my friend.

Tell the students to look at the song in Part 2 on page 53.

Say: **This is a simple song. It only has four lines.**

Play the audiotape for the song and ask the students to listen.

Ask: **What are the rhyming words? (you, too)**

Choral read the song together.

Play the song again and ask the students to clap the beat.

Play it one more time and ask the students to sing along.

3. Let’s do it!

Talk and write.

Tell the students to look at the four pictures in Part 3 and read the dialogue between Li Ming and Kim.

Students should then complete the sentences below by writing a sentence for each of the pictures in Part 3. Check as a class.

Optional

Ask several students to share their photo albums with the whole class.

Put the photo albums out so that the students can look at them during a Gallery Walk.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the Activity Book and your markers to show what you mean. Help the students find the page with the activity for today's lesson.

CLASS CLOSING

Remind the students to find a photo of their favourite holiday at home that night to share with the class the next day.

After-Class Activities

Students look for their favourite holiday photo and practice in English what they will say about it when presenting it to the class next day. Tell the students you will be doing an assessment of their presentation so they must do this homework.

Rubric Scoring: For each of the three categories, speaks clearly, is prepared and holds audience attention, the students will get 3 points if their presentation is excellent, 2 points if it is good, 1 point if they do one even if it is not good, 0 points if they do not do the presentation.

Lesson 21 A Party for Li Ming

Lesson 21 A Party for Li Ming

1 Make a call

Li Ming is leaving soon. Jenny and Danny plan to have a surprise party for him! Jenny calls Steven.

Steven: Hello?

Jenny: Hi Steven. It's Jenny speaking. Would you like to come to a party for Li Ming?

Steven: Sure! When is the party?

Jenny: Tomorrow. It's a surprise for Li Ming. Please don't tell him.

Steven: Okay. What time does it begin?

Jenny: At 4:00 in the afternoon. Don't be late! We want to give Li Ming a surprise!

Steven: Okay. I will come before 4:00. I will be there early!

Jenny: Great! See you tomorrow!

How many people are coming to the party, Jenny?

Let's see... Li Ming, Steven, Kim, Mr. Wood, my sister, my mom, my dad, you and me. Nine!

54

2 Let's do it!

1. Read and write.

COME TO A PARTY
ON SATURDAY
AT HALF PAST FIVE
IN THE AFTERNOON
SUSAN AND BOB

<p>I arrive at five o'clock.</p>  <p>She's early.</p>	<p>I arrive at five forty-five.</p>  <p>He's late.</p>
<p>I arrive at five fifteen.</p> 	<p>It's half past six!</p> 

2. Help Jenny and Danny write a card.

COME TO A PARTY
ON _____
AT _____
IN _____
JENNY AND DANNY

55

TEACHING GOALS

Students will be able to recognize, understand and use the following word:

please

TEACHING PREPARATION

- Tape recorder and audio for Lesson 21
- Flash cards for new words in Lesson 21
- Favourite holiday photo for presentation
- Assessment for Learning Oral Rubric

CLASS OPENING

Greeting and Review

Say: Hello students! I asked you each to bring your favourite holiday picture and prepare a short talk about the picture in English. As you speak in English, I will mark you using the following rubric:

Teaching Tip



Assessment for/as/of learning

Assessment for learning is ongoing, diagnostic, and formative. It is for ongoing planning. It is not used for Grading and Report Cards.

Assessment as learning actively involves the students. It is ongoing, and it involves self and peer assessment. It provides the students with the opportunity to use the feedback to improve learning. Allow time for self-edit.

Assessment of learning occurs at the end of year or at key stages. It is summative. It is for Grading and Report Cards.

Excerpts from British Columbia Education, CA, Current IRPs (2007, 2008, 2009).

Assessment for Learning – Oral Rubric Scoring

The purpose of this assessment is to help the students improve their oral English. This assessment is not used for Grading or for a Report Card.

For each of the three categories:

1. speaks clearly
2. is prepared and
3. holds audience attention

Students will get 3 points if their presentation is excellent, 2 points if it is good, 1 point if they do a presentation, even if it is not good, 0 points if they do not do the presentation.

Presentation of Photograph Assessment for Learning Rubric			
3 points=excellent 2 points=good 1 point=completed 0 points=no presentation			
Class: _____			
Date: _____			
Student names	Speaks clearly	Is prepared	Holds audience's attention
Jenny			
Danny			
Li Ming			
Xiaoxia			
Flower			
Shaolin			

NEW CONCEPTS

1. Make a call

Introduce the new word and expressions for Part 1:

please

Would you like to come to a party?

When is the party?

What time does it begin?

Don't be late!

I will be there early!

How many people are coming?

Point out the word and expressions in Part 1 in the Student Books.

Play the audiotape. Ask the students to read along. Play it 2-3 times as necessary. Walk around the class and help the students who need assistance.

•DEMONSTRATE•

Ask two students to demonstrate the dialogue in parts for the class.

•PRACTICE•

Pair Work

Students can turn to a shoulder partner and read Part 1 in parts together. Tell the students to read it twice, so they read all parts — Steven and Jenny and then Danny and Jenny.

2. Let's do it!

1. Read and write.

Tell the students to look at the invitation. Read it together with them.

Look at pictures 1 and 2 with the class and read the sentences together.

Review the meaning of the terms: **She's early. He's late.**

Provide some other examples for the students to illustrate the meaning of these terms.

For example:

Class starts at 9:00 am.

Jenny arrives at 8:45 am. She is early.

Bob arrives at 9:15 am. He is late.

Danny arrives at 7:00 am. He is _____.

Li Ming arrives at 10:00 am. He is _____.

Tell the students to complete the last two pictures in the set of four in Part 2-1 by putting in **He/She is early/late.**

2. Help Jenny and Danny write a card.

Ask the students to complete the invitation in Part 2-2 and then share what they have written with a shoulder partner.

Ask 3-4 students to share with the class.

Optional

Class Work

Say: **Last day you made photo albums. Who did not share yet?** (Choose 2-3 students to share.)

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the Activity Book and your markers to show what you mean. Help the students find the page with the activity for today's lesson. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Talk to the students about their oral presentations. Explain to the students why it is important to prepare for oral work and congratulate them on a job well done before they leave the classroom.

Keep the students who did not do well behind and offer them a second chance to redo their oral presentation next day.

After-Class Activities

Students who have a second chance to do their oral presentations can work on them in the evening.

Those who already did well, can watch an English TV program and tell the class next day what they watched!

Lesson 22 Surprise!

Lesson 22 Surprise!

1 A surprise party

Today is Li Ming's surprise party. Mr. Smith and Li Ming are shopping. Mr. Smith will bring Li Ming home at 4:00. Mr. Smith knows about the party, but Li Ming doesn't.

Play 20-40

Danny opens the door. It's Steven!
 "Hi! I'm here early," says Steven. "Do you need any help?"
 "Yes! Come to the kitchen," says Danny.
 Danny, Jenny and Steven make a beautiful cake and nine cookies. Look! All the cookies have letters on them!



56

2 Let's play!

Who can answer first?



- Does Li Ming go shopping with Mrs. Smith?
- Is Steven late for the party?
- Does Kim make the ice cream?
- Does the party begin at 4:00?

3 Let's do it!

Match and say.



57

TEACHING GOALS

Students will be able to recognize, understand and use the following expression:

Do you need any help?

TEACHING PREPARATION

- Tape recorder and audio for Lesson 22
- Flash cards and pictures for Lesson 22
- Papers for Yes/No Game

CLASS OPENING

Greeting and Review

Greet the students: **Good morning. Classity Class!** (Clap!)

Students should say: **Good morning! Yessity Yes!**

Ask: **Would any students like to present their pictures for a second try?**

Students who did not do well on the last Assessment for Learning task can do their holiday picture presentations again,

Lesson Hook

Say: **In today's lesson, Jenny is having a surprise going away party for Li Ming. At the end of today's lesson, we are going to organize a party together for next class! Won't that be fun?**

NEW CONCEPTS

1. A surprise party

Say: **Here are the new word and expression you will learn in Part 1:**

cookie

Do you need any help?

Point out the word and expression in the Student Book to the students.

Play the audiotape for the students. Have the students follow in their Student Books, pointing to each word as it is said.

Play the audiotape again and ask the students to choral read the words together.

•DEMONSTRATE•

Ask several students to read the story to the class using lots of expressions!

Ask: **What special things are there to eat at the surprise party? (Cookies, cake, ice cream)**

Say: **Look at the picture. What other things are there at the party?(Balloons)**

•PRACTICE•

Pair Work

Ask the students to read the story with a shoulder partner.

Group Work

Organize the class into groups of four.

Say: **We can have a class party before the last review in this book.**

Make a list of all of the things the class could do at an end of the year party.

Say: **What can we do at our party? Let's make a list.**

Things to do at our party

Play games

Have cake, cookies and ice cream

Sing the Goodbye Song from Lesson 23

Groups must each make up four statements from any of the lessons in this book to add to the total statements in a game of **Yes or No?**

Yes or No Rules

Each of the groups of four makes up four statements on different pieces of paper about any of the lessons in this book.

The questions must have **Yes** or **No** answers.

The answer of **Yes** or **No** must be on the back of the statement and as well as the lesson where the statement comes.

For example:

Li Ming bought a baseball as a gift for his family.

Answer: No. Lesson 19

Statements are folded twice so that the students cannot see the questions or the answers.

The teacher collects all of the statements and puts them into a bucket.

There should be one statement for every student in the class.

Groups take turns having a member choose one statement to hand to the teacher to read.

The group member answers the question. If he/she is correct, the group gets a point. If he/she is wrong, the statement goes back into the bucket and the teacher mixes the paper up again.

The teacher keeps a record of the points each group makes by putting an x in the column under the group who makes a point on a chart on the board.

The group with the most x's wins the game!

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
x	xx	xxx	x	xxxx	xx	x

As well as being a good party game, this is a great review for the students for the whole book!

2. Let's play!

Who can answer first?

Form the students into groups of four and ask them to play the game in Part 2. One person will read the four questions and the other three students must try to answer the questions first.

3. Let's do it!

Match and say.

Draw a line to match a person to a cookie with a letter that starts his/her name. Check as a class.

Optional

Ask some students to share their recipes for Chinese Fried Rice in Author's Corner.

Post all of the Recipes for Chinese Fried Rice on the Sharing Board.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your Activity Book with that page open.

CLASS CLOSING

Say to the students: **Great job today! Goodbye Classity Class!**

Students respond with: **Goodbye teacher! (or Coachity Coach)**

Then say: **First Row 1 can go! Then Row 2 can go! Now Row 3 can go!** and so on....

After-Class Activities

Ask the students to tell their parents that they are having an end of year English party in two weeks. Students can ask their parents if they can bring some cookies, cake or ice cream to the party. It is not necessary for parents to provide snacks for the whole class. Whatever the parents are prepared to send, the students can share! Tell the students you will prepare a note for the parents to send home next class.

Ask the students to bring their favourite kite to school to share with the class.

Lesson 23 Goodbye!

Lesson 23 Goodbye!

1 At the airport

Li Ming is leaving for China. He has a surprise for Jenny and a surprise for Danny, too.

Listen! "The plane for Beijing will leave soon."

"Did you hear that? It's time for me to go."

Li Ming says to Jenny and Danny. "But first, I have something for you."



"You do?" says Danny. "I love surprises. What is it?"

"Open it!" says Li Ming. He gives Danny a gift.

"Oh, it's a kite," says Danny a little sadly.

"Yes! It's a good Chinese kite, Danny. You can fly it!

I know you can!" says Li Ming.

"Thanks, Li Ming!" says Danny. "You're a good friend!"

"This is for you, Jenny," says Li Ming.

Jenny opens her gift. "Oh! It's a little, red dragon!" she says.

"Yes, I want you to remember China," says Li Ming.

"Thanks, Li Ming! I won't forget!"

Have a good trip!

Don't forget to write!

Goodbye!

58

2 Let's sing!

It's time to say goodbye.

Goodbye, Goodbye, Goodbye.

Don't forget to phone me, my friends.



It's time to say goodbye.

Goodbye, Goodbye, Goodbye.

Don't forget to write to me, my friends.



3 Let's do it!

Read and answer the questions.

1. Does Li Ming have a surprise for Danny?

2. What's the surprise?

3. Why does Li Ming give Danny the surprise?

4. Does Li Ming have a surprise for Jenny?

5. What's the surprise?

6. Why does Li Ming give Jenny the surprise?

59

TEACHING GOALS

Students will be able to recognize, understand and use the following expressions:

Li Ming is leaving for China.

This is for you, Jenny.

Have a good trip!

Don't forget to write!

TEACHING PREPARATION

- Tape recorder and audio for Lesson 23
- Flash cards and picture cards for lesson 23
- Student kites
- Kite letters to parents

CLASS OPENING

Greeting and Review

Say: **Good morning Classity Class!**

Students reply with: **Good morning Coachity Coach.**

Say: **Who brought a kite to school today and would like to show it to the class?**

Lesson Hook

Teacher: **This lesson is about the presents Li Ming has brought to give to Jenny and Danny when he leaves Canada. Keep your books closed! I want you to think of the special things you could give to a person from Canada from China. Let's Brainstorm together.**

Brainstorming Instructions

In the red circles, let's put the gifts from China.

In the blue circles, let's think of four general items we could buy. For example:

Clothing, Kites, Art, Food.

Now in each of the black circles pointing away from the blue circles, brainstorm specific items in that category.

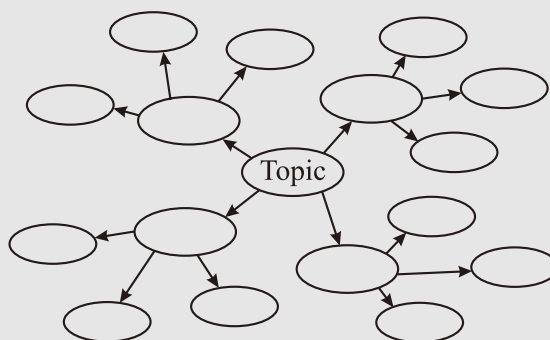
For example:

Kites – birds, butterflies, dragons

Clothing – T-shirt, hat, socks

Art – chop sticks, paintbrush, paper

Food – cookies, tea, rice



Say: **Now turn to page 58 and let's find out what Li Ming has brought from China.**

NEW CONCEPTS

1. At the airport

The new expressions in today's story are:

Li Ming is leaving for China.

This is for you, Jenny.

Have a good trip!

Don't forget to write!

Point the expressions out to the students in their Student Books.

Play the audiotape and ask the students to read along.

Listen and assist where necessary.

•DEMONSTRATE•

Ask the students to find a partner and do a retelling of the story to each other without

looking at the text.

●PRACTICE●

Partner Work

- Ask the students to turn to a shoulder partner to read the story together, taking turns.
- Ask the students to talk with their partner about which gift they like better, the kite or the dragon. Tell the students they should be prepared to share their discussions with the class.
- Ask several pairs to share what they talked about with the whole class.

Individual Work

Ask the students to cut out a kite or a dragon paper to write a letter to their parents.

On the letter paper, the students should explain that the class is having an end of term party before the final review during the next class which will be Lesson 24 of their second Grade 6 book.

Put an example of an English letter on the board that the students can model from.

Students can ask their parents if they can take some treats to school to share with the rest of the class.

Dear Mom and Dad,
Our English class is having a party during our next English class. This is our last English class before the final review.

Can I bring a treat to share with the class?

The treat can be something like:

6 cookies *or*
a small container of ice cream *or*
a small bag of candy *or*
a small cake *or*
some fruits

Because everyone in the class is bringing something, I only need to bring enough treats to share with six people. You can call my teacher at (telephone number).

Thank you!

Love,

Jenny

2. Let's sing!

Song: It's time to say goodbye

Play the song on the audiotape. Ask the students to clap along to the beat.

Ask the students: **How many verses in this song? (2)**

Say: **Let's put the words for the song on the board:**

It's time to say goodbye.

Goodbye. Goodbye. Goodbye.

Don't forget to phone me, my friends.

It's time to say goodbye.

Goodbye. Goodbye. Goodbye.

Don't forget to write to me, my friends.

Ask: **Which words repeat in verses 1 and 2. Let's underline those lines.**

Then ask: **Which are the only words that are different from Verse 1 and Verse 2?**

Let's highlight those words in red!

Play the song again. Tell the students to sing along as you point to each word on the board.

Tell the students to stand up. This time they can sing along and do the actions for the red words:

- phone me (put a telephone receiver to the ear)
- write to me – pretend to write

3. Let's do it!

Read and answer the questions.

Read the questions in Part 2 and answer them in the space provided.

Check as a class.

Optional

Students can draw on the letter they have written home to their parents.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your Activity Book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Students can leave the classroom as they sing the song one more time.

After-Class Activities

Students can sing the song to their parents.

Students give their party letters to their parents.

Lesson 24 Danny's Surprise Cake

Lesson 24 Danny's Surprise Cake

Story time

Danny gets up early in the morning. Today is the last day of school. His class is going to have a party. He is going to make a cake.

What do I need?
I think I remember.



After the cake is cool, he makes a special picture on it. Danny takes his cake to school. He walks slowly because the cake is heavy.



In the afternoon, the class party begins. Mr. Wood brings some ice cream. Jenny brings some cookies. Every cookie looks like a student in the class!

What's the surprise?

You will see!

Danny's cake is special, too. "It looks great, Danny!" says Jenny. "Thanks! It's a surprise cake," says Danny.

Everyone has a cookie, a piece of cake and some ice cream. Then a girl says, "Danny, I think you forgot something." Oh no! The cake isn't good! Danny forgot the sugar!

Is that the surprise?

No.

60

Look! I found a dollar in my cake!



Soon everyone has a dollar. Every piece of cake has a dollar in it! "That's the surprise!" says Danny. "Thanks, Danny! This cake is the best!" everyone says.

Let's send Li Ming a piece of cake!



Mr. Wood gets a box and puts a piece of surprise cake in it. Then he writes Li Ming's address on the box.

A week later, Li Ming gets a box from Canada. Inside, he finds a piece of cake. It is very old and very dry! There is a letter, too. Li Ming looks inside the cake.

Dear Li Ming,
This is a piece of surprise cake. It has two surprises. It isn't good to eat. That's the first surprise. Danny made it and he forgot the sugar. The second surprise is inside the cake! We miss you!
Mr. Wood and your friends in Canada

Thanks, Danny!



sugar 糖 a piece of 一块

Think and Act

- What's the surprise in Danny's cake?
- Act out the story.



61

TEACHING GOALS

1. Students will be able to recognize the beginning, middle and end of a story.
2. Students will be able to complete a sequencing map or timeline alone.

TEACHING PREPARATION

- Tape recorder and audio for Lesson 24
- Individual Sequencing Maps – sample
- Yes or No Game made in Lesson 22
- Treats for the party provided by the parents

CLASS OPENING

Greeting and Review

Greet the students. Say: **Hello everybody! This is our last lesson before the review! Well done! I'm very proud of you! To celebrate, when we have finished reading today's story, we will have a small party!**

Lesson Hook

Tell the students to open their books to Lesson 24.

Say: **In this lesson, we are going to read a story about Danny. Who can read the title of this story?**

NEW CONCEPTS

1. Story time

Read-aloud

Do a Read-aloud of the story or play the audiotape for the students.

Stop only if the students have questions about the story.

●DEMONSTRATE●

Retell the story as a class by asking each student to add a sentence to the retelling.

Ask several students to reread the story to the class.

●PRACTICE●

Pair Work

Students can take turns rereading the story with a partner.

Individual Work

Ask the students to make their own Sequencing Map to show the order of six major events that occurred in this story. Tell the students to briefly illustrate each of the events on their maps when they are done and be prepared to share with the rest of the class.

Sequencing Map

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Think and Act

Ask the students to discuss the following question with a shoulder partner and prepared to share their answers with the class.

What's the surprise in Danny's cake?

Ask several different partners to share their answers with the class.

Optional

Today is the Celebration Day to celebrate coming to the end of the Grade 6 *Learning English* books. Next class is the review and then the students are finished!

Schedule for the Class Celebration Party

Organize all of the students into their groups from Lesson 22 when they made the Yes/No Game together:

1. Play Yes/No in groups

Yes or No Rules

Each of the groups of four makes up four statements on different pieces of paper about any of the lessons in this book.

The questions must have **Yes** or **No** answers.

The answer of **Yes** or **No** must be on the back of the statement and as well as the lesson where the statement comes.

For example:

Li Ming bought a baseball as a gift for his family.

Answer: No. Lesson 19

Statements are folded twice so that the students cannot see the questions or the answers.

The teacher collects all of the statements and puts them into a bucket.

There should be one statement for every student in the class.

Groups take turns having a member choose one statement to hand to the teacher to read.

The group member answers the question. If he/she is correct, the group gets a point.

If he/she is wrong, the statement goes back into the bucket and the teacher mixes the paper up again.

The teacher keeps a record of the points each group makes by putting an x in the column under the group who makes a point on a chart on the board.

The group with the most xs wins the game!

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
x	xx	xxx	x	xxxx	xx	x

2. **Tableaux:** Ask groups to do a tableau of their favourite part of today's story. The other groups must guess which frozen scene they are doing. For example:

Steven finds a dollar in his cake!

Li Ming gets a box from Canada.

Danny bakes a cake.

3. Sing the Goodbye song from Lesson 23.
4. Pass out the treat to the students.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your Activity Book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Remind the students that the next class is their review of this unit and the end of the second Grade 6 book!

Say: **Goodbye students! You have done a fabulous job! Remember that next day is our final Unit Review for this book!**

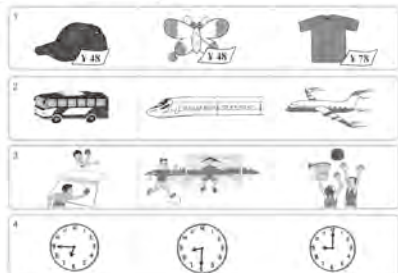
After-Class Activities

Remind the students that next class they will do the Unit 4 Review.

Unit 4 Review

Unit 4 Review

1 Listen and circle



2 Listen and write

1. — Will you come to my _____ tomorrow?
— Sure!
2. — What time does it _____?
— At 9:00.
3. — Do you remember this _____?
— Sorry, I don't.
4. — Don't be _____
— Okay. I'll get there _____.
5. They _____ come here at 8:30.

62

3 Read and match

John: Hello?
Lucy: Hi John. _____ Would you come to a party for Mary?
John: _____
Lucy: Tomorrow afternoon. It's a surprise for her. _____
John: Okay. _____
Lucy: At 3:00. Don't be late. We want to give Mary a surprise.
John: Okay. _____
Lucy: Great! See you tomorrow.
John: See you!

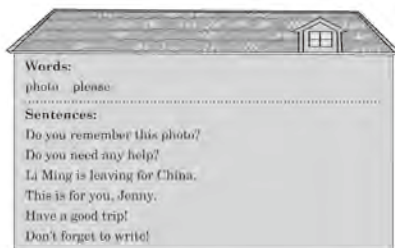
a. Please don't tell her. b. I will come before 3:00.
c. It's Lucy calling. d. What time does it begin?
e. Sure! When is the party?

4 Look and say



63

5 Key words and sentences



6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school	☆☆	☆☆	☆☆	☆☆	
At home	☆☆	☆☆	☆☆	☆☆	
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

64

CLASS OPENING

Greeting

Greet the students. Tell the class that today is the review day so they should try their very best! Sing the song from Lesson 23 together.

REVIEW

1. Listen and circle

Students should listen to the audiotape and circle the correct picture of each of the four sets of three. Check as a class.

The audiotape says:

1. I want to buy a T-shirt for my friend.
2. The plane will leave Beijing soon.
3. Look at this photo. They are playing

ping-pong in the gym.

4. At 6:45, everyone arrives for the party.

2. Listen and write

Tell the students to listen to the audiotape, and then complete each of the sentences in Part

2. Check as a class.

The audiotape says:

1. — Will you come to my party tomorrow?

— Sure!

2. — What time does it begin?

— At 9:00.

3. — Do you remember this photo?

— Sorry, I don't.

4. — Don't be late again.

— Okay. I'll get there early.

5. They will come here at 8:30.

3. Read and match

Read each of the sentences and fill in the empty space with one of the five answers in the yellow box below from a-e. Check as a class.

4. Look and say

Tell the students to turn to a shoulder partner, then take turns looking at the pictures and finishing the phrases below by saying what they are. Do the exercise together as a class afterwards.

5. Key words and sentences

Go through the key words and sentences in Part 5 with the students.

Choose individual students to tell you what each of the sentences says. Make sure to scaffold the students in reading correctly.

6. How am I doing?

Ask the students to fill in the self-evaluation chart in Part 6. As they do so, walk around the class discussing how the students understand their knowledge in each category.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your Activity Book with that page open. Point to the page and walk around the class so that everyone can see.

There are three pages in the Activity Book for every review lesson. Depending on how much time you have, you can have the class do some of these activities. In Chinese, explain the activities to your students. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Congratulate the students for their hard work and for having completed the *Learning English Book 12* and all of the Grade 6 Learning English Program!

Exit ticket: Ask each person in the class to tell you one thing they learned from this book as they exit the class today! Encourage the students to say something different from the students who responded before them.