

Story Central

Literacy Handbook
3



 **macmillan**
education

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Literacy Handbook Overview

1 What is literacy and why is it important for young learners?

What is “literacy”?

The term “literacy” refers to the ability to read and write, and it covers a range of skills. A literate person can understand printed words, numbers, and images, and can also create these to communicate a message. Another equally important ability is to express thoughts, feelings, and ideas. So a literate person, as well as being able to read and write, also has listening skills, can discuss what they have read, seen, and heard, and is able to interpret the information using their own experiences and knowledge.

Nowadays, technology is a factor that must be taken into account when talking about literacy. Reading information on websites, typing an email, and receiving and replying to text messages are just some examples of different literacy skills in today’s digital world. Developing children’s literacy is a crucial part of their education to ensure that they can understand and interpret the texts that they are exposed to.

Why is literacy important for young learners?

Children learn to speak their mother tongue quickly, but acquiring reading and writing skills is a slower process, taking years of practice and effort. Being able to interpret texts and communicate ideas effectively is even more demanding. How long it takes varies greatly among children, depending largely on their age and previous experiences.

Literacy is arguably the most important part of education because without it, children could not acquire or communicate knowledge. Reading, writing, listening, and speaking are essential skills regardless of the topic, so literacy development is crucial for all subjects, not just English. Young learners also need to evaluate the information they receive and develop their critical thinking if they are to become independent and creative individuals.

Literacy in *Story Central*

Story Central contains texts and tasks that have been specifically designed to develop children’s literacy in the broadest context. The varied reading texts and the writing activities in the Student Book and the Activity Book progress from level to level according to children’s needs and abilities at each age. In Levels 3 and 4, children build up their confidence in reading with longer stories and topics they can easily relate to, e.g. going on vacation, doing a school project, playing video games. The writing tasks range from writing full sentences following a model text to giving their opinion or describing their own experiences.

Reader

At the heart of *Story Central* is the Reader. In each level, it offers children nine engaging, beautifully illustrated, and thought-provoking stories. The Teacher Edition contains a Reader lesson for each chapter, with detailed and extensive notes on how to best exploit the Reader in class (whether the story is read at home or in school). After reading the Reader story, children return to the Student Book for Lesson 4, where they analyze the plot and the characters, and draw conclusions of their own. The *I Can Read and Write!* feature further promotes literacy by making them aware of specific elements in the text, such as how *because* is used to give reasons, using adjectives to enhance descriptions, and how specific words and pictures make the reader feel.

The length of the stories has been carefully graded to make sure children remain engaged throughout. The Level 3 stories are 300–400 words in length. The illustrations clearly show what is happening, so the stories can be understood even with limited language. The topics are age-appropriate and engaging for young learners, ranging from versions



of folk tales to stories about real-life situations. Comprehension questions exploit the pictures in order to assist understanding and encourage critical thinking. Follow-up questions encourage children to analyze and interpret texts, going beyond basic comprehension.

2 Critical Literacy in *Story Central*

What is “critical literacy”?

“Critical literacy” is the reader’s ability to analyze what they have read and evaluate the message and values in the text. It is also about understanding the relationships between characters and the issues that a story may contain. At a higher level, critical literacy involves analyzing and questioning the author’s intentions.

In order to do this, the reader needs to take an active and analytical approach to reading. They should also think about the author’s point of view and ask further questions such as, “Is the author right or is there a different way of looking at this story?” Critically literate learners understand that texts can be open to various interpretations.

How is critical literacy developed in *Story Central*?

Developing strong critical thinking skills is at the core of *Story Central*. Children are always asked to predict the content of the story before reading it and reflect on their predictions after they have read it. The teaching notes in the Reader lesson offer a variety of “while reading” and “after reading” tasks to help them analyze the plot, the characters, and the outcome of the story.

In each Student Book Lesson 4 Activity 2 (Reading Report), the children check comprehension in sentence-based activities which summarize the story. In Activity 3, they might be asked to think of the story’s underlying message, or to personalize or extend the story. In Activity 4, they are encouraged to analyze the story and relate it to their personal experiences.

The “After reading: Reflect” notes in the Reader lesson of the Teacher Edition offer a range of questions to prompt further discussion about the issues raised in the story. Optional activities in the Teacher Edition give ideas on how to exploit the story further, e.g. by extending the plot or giving it a different ending, which offers you flexibility in the amount of time you spend on the Reader story.

In addition, in each Activity Book Lesson 4, children think about how the story connects to them and their world through the *Connect to Me* activity, e.g. they might be asked to compare themselves with the characters or to give their ideas about a specific part of the story. This is the next step in encouraging children to respond to the stories that they have just read, eliciting a more personal and detailed engagement with the text, which will help them become increasingly confident in expressing their own opinion.



3 Visual Literacy in *Story Central*

What is “visual literacy”?

Photographs, pictures, paintings, and other images tell a story and communicate a message. “Visual literacy” is the skill involved in reading images and figuring out what they mean. Extracting information from images is essential in establishing a context for understanding a text. A visually literate person knows that an image can be used to influence and persuade.

How is visual literacy developed in *Story Central*?

Story Central helps children develop their visual literacy skills in the pre-reading lesson. In each Student Book Lesson 3 Activity 2, children look at the pictures in the story extract and answer a question before reading the extract. Clues, such as the style of illustration in each story, help them develop prediction skills which are a key part of literacy development. To spark their imagination, provide variety, and develop their critical thinking, the extract is not always the start of the story, but sometimes the middle or end. The children are asked to think less traditionally, to figure out what comes before or after the extract, using the pictures as clues. Activities 2 and 3 help with comprehension. Activity 4 engages children’s prediction skills, eliciting ideas about the whole story based on the story extract.

The Teacher Edition notes for the Reader lesson contain extra questions to help you check that children are using information in the pictures to support their comprehension. This involves noticing and interpreting details, e.g. the “After reading: Reflect” notes for *Coppelia* (TE3 p. 77) ask how Doctor Copper feels, which the children answer using not only their critical thinking skills but also by looking at the last picture in the Reader.

4 Writing in *Story Central*

How is writing developed in *Story Central*?

Writing and drawing are crucial literacy skills in helping children organize and communicate their thoughts. Writing paragraphs or longer essays in exams, sending friendly and formal emails, postcards, and text messages, or even keeping a blog are all forms of writing that young learners will need to tackle in the future. It is essential they understand from early on that writing clearly and coherently is an important skill they need to practice and develop for their future social and professional life.

Writing stages

In *Story Central*, writing and drawing go hand-in-hand with reading. In Levels 3 and 4, there is a stronger focus on writing than on drawing because children of this age can now organize their thoughts and use previously acquired language in written form. However, there are still opportunities for the children to draw and do creative craft work in the Student Book and the extra activities in the Teacher Edition.

The writing tasks progress steadily but gently, both within and across the levels, to give children full support in practicing new language without feeling overwhelmed, as follows:

- Levels 1 and 2: individual words and short phrases
- Levels 3 and 4: sentences
- Levels 5 and 6: short paragraphs



Writing practice is mainly done in the Activity Book. Lessons 3 and 4 contain tasks such as summarizing the story, completing story maps, rules, or short dialogues, and adding missing punctuation. In Lesson 4 Activity 3, the children do a writing activity in response to the story (e.g. a story about another toy that comes to life in Activity Book 3 p. 25), with the Story Builder feature supplying structures for support. Lesson 7 (the CLIL lesson) offers more opportunities for writing, as a follow up to research (e.g. making a poster in Activity Book 3 p. 76).

Writing practice is done through meaningful tasks which often require children to personalize the language or categorize it, e.g. in Activity Book 3 Lesson 1 Activity 3 they choose from three pairs of categories and organize the target vocabulary depending on meaning ("land features" / "water features") or their own experience ("easy words" / "difficult words"). This helps them personalize the vocabulary further and make it more memorable.

5 Storytelling in *Story Central*

What is "Storytelling"?

"Storytelling" is an integral part of the *Story Central* methodology. Throughout the course, *Story Central* aims to develop children's literacy and empower teachers through storytelling. Children can read and listen to the story in their Reader with the accompanying Class CDs. The stories have been recorded with a variety of voices and sound effects that help bring the colorful illustrations to life and aid understanding. The audio accompanying the Reader stories supports the development of critical literacy by conveying feelings through intonation and stress.

Young learners who read and listen to stories benefit from being exposed to new language. In *Story Central*, even if some of the language is unknown to them, the plot and the pictures ensure that children understand the story. You are therefore encouraged not to pre-teach or actively teach isolated words from the story unless they are essential to comprehension. Where necessary, the important words are flagged in the teaching notes. If children are encouraged not to worry about unfamiliar vocabulary, they will focus on overall comprehension and enjoy the story more, enabling holistic language learning.

Story Time

The *Story Time* feature in each Reader lesson in the Teacher Edition gives useful tips on how to make sure your children enjoy the stories. It includes helpful tips on how to prepare the classroom for the storytelling sessions, how to use sounds to ensure comprehension, how to elicit the underlying message, etc., to support you in becoming an effective storyteller.

Oral Storytelling Videos

The Oral Storytelling Videos for the stories in Chapters 1, 3, 5, 7, and 9 offer further storytelling support and bring the stories to life in the classroom. In Levels 3 and 4, professional storytellers tell versions of the Reader stories with different endings, which will spark further interest and discussion. The videos are embedded in the Presentation Kit, which can be downloaded from the Teacher's Resource Center and used offline. The accompanying worksheets and teaching notes can also be downloaded from the Teacher's Resource Center.

Children are also actively encouraged to re-tell the story themselves. They are given guidance through the reading comprehension questions that are included in the teaching notes in Lesson 3, the Reader lesson, and Lesson 4. In each Activity Book Lesson 4, they work on activities summarizing the story.



Reading Strategies for Level 3

Reading strategies in *Story Central*

All teachers face the challenge of improving learners' literacy skills. As the children progress through school, they rely increasingly on their literacy skills to understand complex texts, respond to writing tasks effectively, and acquire new knowledge in different areas. There are a variety of reading strategies covered in the Story Central Literacy Handbooks that cater for different classroom situations and ensure the children develop their reading, thinking, and writing skills while enjoying the story. The teaching notes in this Literacy Handbook suggest a different reading strategy for each story and provide support to develop the full range of literacy skills. The strategies have been carefully selected according to level, age group, story, and context.

Some examples of reading strategies are:

- predicting the plot by looking at the title of the story and the pictures—by doing this, the children use their visual and critical literacy skills to engage with the story and figure out what is happening.
- choosing a favorite character and giving reasons—this also makes the children practice their critical thinking skills.
- comparing a character's behavior with their own so that the children personalize the story and develop their social skills.
- acting out the story in groups or re-telling the story—this develops language and literacy while teaching them to become storytellers themselves.

Every Reader lesson in the Teacher Edition contains a Reading Strategy section (e.g. TE3 p. 33) for you to use in class to develop the children's reading skills. Supporting teacher's notes follow here, supplemented in some cases by worksheets that learners need to use during the task. (The worksheets appear at the end of this Literacy Handbook for downloading and printing.) The teaching notes offer reading strategies specific to each story, but the strategies can also be applied in other reading tasks.

You Have to Listen!

Reading Strategy: Which Question?

The Which Question? strategy helps the children understand and tackle different types of questions: the “Look” questions that are found by spotting words in the text, the “Think” questions that require critical skills, and the “Up to you” questions that help the reader personalize the story.

There are different types of questions that the children might be asked to answer while or after reading the text. The “Look” questions (e.g. *Where are they? What does he say?*) require the children to spot the information either in the visual clues or in the text. The “Think” questions prompt the children to use their critical reading skills in order to answer more complex questions about the plot. Finally, the “Up to you” questions have no correct answer. They require the children to think for themselves and draw their own conclusions. The children might need L1 to ask and answer some of the questions. This should not be seen as a problem because it will help them enjoy the story more. Identifying the type of question helps the children:

- understand the text better and notice details in the story.
- activate their critical thinking skills.
- personalize the story.

Activity

Materials: Reader; Class CD))) 1.9

- Play the story audio for the children to follow in their Reader.
- Ask three questions (you could also write them on the board):
 - 1 *Where are the children? Who’s talking to them?* (“Look”)
 - 2 *Who can write on the permission slip—the children or their parents?* (“Think”)
 - 3 *When do you need a permission slip?* (“Up to you”)
- Elicit answers. Encourage the children to think about how they answered each question, prompting as necessary, e.g. *Did you look at the pictures?* (first question) *Did you read the text in Pictures 2 and 3?* (second question) *Did you think about your own experience?* (third question) Explain the different types of questions—“Look,” “Think,” and “Up to you.” (You may need L1.)
- Continue asking different types of questions in random order, eliciting the answer and category for each one.

Suggested questions:

- “Look”: *Who isn’t listening to the teacher?* (pointing to Picture 7) *Where’s Nicholas now? Who’s he talking to?* (pointing to Picture 20)
- “Think”: *What does Nicholas do when the teacher is talking?* (Pictures 4 and 5) *Why did Nicholas forget his lunch?* (Picture 14)
- “Up to you”: *Do you think Nicholas will start listening to the teacher?*

Note: You could read out questions and have the children answer them in pairs first and then as a class.

The Magic Money Tree

Reading Strategy: Summarizing

Summarizing is a very useful strategy for readers of all ages in every context. It helps them focus on the most important points of a story and look for the underlying message. It activates their critical reading skills and improves their memory.

The children will need to summarize both fiction and non-fiction texts through various activities throughout their education. These summarizing activities can involve comprehension questions, a writing task (e.g. book review), or a verbal summary. Summarizing is an important skill to practice from a young age because it is useful for many subjects across the curriculum. Summarizing helps the children:

- focus on the important points of the text and consolidate key details and facts.
- understand the sequence of events as well as the underlying message.
- expand their vocabulary by selecting key words and phrases from the text.

Activity

Materials: Reader; Class CD; Chapter 2 Worksheet (page 15 of this handbook)

))) 1.18

- Print out the worksheet (one for each child).
- Play the story audio or read the story aloud and have the children follow in their Reader, e.g. *How is the tree magic? Who is smarter with the money—Ravi's mother or Hamid's grandmother? Is everyone happy in the end? Why?* (You may need L1.)
- Tell the class they are going to summarize the story. Explain that summarizing is a quick and clear way of talking about a story, because you only refer to the most important points. It is a good way to tell someone about what you have read.
- Distribute the worksheets and go through the prompts, eliciting the type of information required for each.
- Give the children a few minutes to complete the summary, referring to the story in their Reader. Monitor and make sure they are not writing too much. They should write a few key words to help them remember the story.
- When they finish, the children compare what they wrote in pairs. Elicit answers and write them on the board.
- Ask the children to summarize the story in pairs or small groups using the notes on the board. Remind them to use sentences but not to include unnecessary details. Have pairs or groups summarize for the class.

Reading Strategy: Story Map

Using a story map helps the children identify the characters in a story and the parts of the plot, as well as the setting, problem, and solution. A basic story map focuses on the main parts of the story (beginning, middle, and end).

There are various types of story maps that can be used when reading a story, with different structures and complexity suited to the learners' age and language abilities. At this level, the maps can be more elaborate, focusing on the plot rather than the basic facts of the story (e.g. setting and characters). It is a useful tool that the children can use to organize the events of the story and refer to when re-telling the story. A simple story map can be used before, while, or after reading the story as follows:

- before reading to help the children engage with the story and predict what might happen.
- while or after reading to provide support in understanding and analyzing the story.

Activity

Materials: Reader; Class CD; Chapter 3 Worksheet (page 16 of this handbook)

))) 1.27

- Print out the worksheet (one for each child).
 - Have the children look at the story pictures in their Reader and say what they know/can figure out about the plot.
 - Read the story aloud or play the story audio for the children to follow in their Reader. Ask some gist questions, e.g. *What did Doctor Copper do? Who was Coppelia? Who did she look like?*
 - Distribute the worksheets and point out the structure: *Beginning, Middle, End*. Elicit which Reader pictures each stage refers to. (*Beginning*: Pictures 1 and 2 *Middle*: Pictures 3–7 *End*: Picture 8)
 - Read aloud the first box and elicit ideas for completing it. Encourage the children to look at the story in their Reader. Have the class confirm the answers, then write them on the board: *doll, Coppelia*.
 - Give the children time to complete the rest of the worksheet, working in pairs if they would like.
- Note:** You can provide the missing words in scrambled order for lower-level classes.
- Elicit answers. (*Beginning*: doll, Coppelia; saw, balcony *Middle*: workshop, real/a girl, box/machine, a chair *End*: Hilda and Frank, Doctor Copper)

Cinderella Goes to the Party

Reading Strategy: Sentence Combining

The Sentence Combining strategy helps the children improve their writing skills by combining short sentences into a longer, more effective sentence. They need to develop this skill step by step and with structured guidance so that they can apply it in the future when writing longer texts.

Sentence Combining helps the children develop their writing at a phrase or sentence level. They learn how to make short sentences into more interesting longer sentences by using words to combine them such as *and*, *because*, *but*. They need time and support to develop this skill which will help them:

- develop their vocabulary and see how words work together.
- write longer, coherent sentences.
- express themselves in an eloquent way when they are writing.
- tackle demanding writing tasks in the future, e.g. letter/email, movie/book review, a story, etc.

Activity

Materials: Reader; Class CD; Chapter 4 Worksheet (page 17 of this handbook)

))) 1.36

- Print out the worksheet (one for each child).
- Read the story with the class or play the story audio. Ask comprehension questions. Alternatively, ask the children to summarize the story as a class or complete a simple story map on the board by writing key words under headings (e.g. *First*, *Next*, *Then*, *Last*).
- Distribute the worksheets.
- Read aloud the first two sentences: *Cinderella makes the beds. Cinderella sweeps the floor.* Have the children decide which word can combine these two sentences into one—*and* or *because*. Elicit the sentence: *Cinderella makes the beds and sweeps the floor.* Point out that you need to avoid repeating words—here, the second *Cinderella* is omitted.
- The children complete the worksheet. Elicit answers.
 - 1 Cinderella makes the beds and sweeps the floor.
 - 2 Cinderella lives with her stepmother and her two stepsisters.
 - 3 Cinderella isn't happy because she always does the work.
 - 4 She calls Fairy Godmother because she needs her help.
 - 5 The stepsisters are excited because they want to go to the party.
 - 6 I can do your hair and help you with your boots.
 - 7 Cinderella dances at the party and meets a nice man.

Reading Strategy: Audio-assisted Reading

Audio-assisted reading is a strategy where the children read the story aloud as they listen to the teacher read or to an audio of the story. They can do this individually or as a group. It helps them improve their reading skills, pronunciation, and intonation.

This reading strategy is ideal in *Story Central* because the children can read along with the audio of the story or with you. Audio-assisted Reading helps the children:

- improve their pronunciation and intonation.
- develop their fluency and speed of reading.
- build their vocabulary and confidence in speaking.
- understand the story better as they notice new information.

Reading along should be a pleasurable activity. Allow the children to stop and join in again if they get tired—they should not be forced to participate. Listen out for words or phrases that cause pronunciation difficulties and drill these individually, in groups or as a class. This strategy should be used after the children read the story for the first time (when they should simply concentrate on enjoying it).

Activity

Materials: Reader; Class CD

))) 1.45

- Ask the children to look at Chapter 5 Lesson 3 again, then say what they know about the story. (e.g. *Martin and Tilly are doing a project. The Ancient Egyptians used hieroglyphics. They lived next to Nile River. They used papyrus to make paper and shoes.*)
- Read the story aloud or play the story audio. Have the children listen and read along. (**Note:** This should not be the first time the children have read the story.) Ask a few comprehension questions before you do the audio-assisted reading, e.g. *What do Martin and Tilly learn about the Egyptians? Is Amun real? Was their trip dangerous? What happened to the papyrus in Picture 11?*
- Tell the children that they are going to listen to the story again. This time, they should read aloud quietly along with the audio. Play the story audio. Watch the children and make note of any words they are having trouble with. Drill these words as a class.
- Ask the children to choose and read a sentence on their own. Praise their efforts.
- Elicit feedback from the children on their own performance. *Which sentence did they read really well? Did they use funny voices? Which words do they still need to work on?* (You will need L1.)

Reading Strategy: Think–Pair–Share

Think–Pair–Share is a strategy that can be used before, while, and after reading. The children work individually, then in pairs or in groups of three, and then as a class. Ask the class questions related to the story which the children think about on their own, then discuss in pairs before sharing their ideas with the class.

The Think–Pair–Share strategy gives a structure for the children to develop their response to the story, starting with their own ideas and expanding their understanding by sharing their ideas in pairs and then with the class. At this level, some children will still need to use L1 with this strategy. This should not be seen as a problem because it will help them enjoy the story more. The strategy helps the children:

- practice their communication skills.
- engage with the story and actively take part in the storytelling.
- have time to reflect and form their own opinion, and bring their own reading, experience, and values to the discussion.
- build up their confidence, especially if they are initially reluctant to speak to the whole class.

Activity**Materials:** Reader; Class CD

))) 2.6

- Before reading or listening to the whole story, ask *What animal is Goanna? What is she looking for? Why?* Elicit answers.
- Put the children in pairs or small groups.
- Read the story (or play the story audio) up to the end of the Picture 6 dialogue. Ask questions (these can be “Look” and “Think” questions), e.g. “Look”: *Where are Bindi and her grandpa? Where is Goanna here?* (pointing to Pictures 5 and 6). “Think”: *Why is the volcano/ocean/desert not a good place for Goanna’s nest? Why does Goanna need the ants?*
- Give the children a minute to look through the story again and think of their answers. Then ask them to discuss in pairs.
- Elicit answers from the class.
- Continue the story, pausing and following the Think–Pair–Share strategy each time (think alone–discuss in pairs–share ideas as a class).
- At the end, ask “Up to you” questions: *What do you think when you look at the moon and the stars? What important stories do your grandparents tell you?*

Reading Strategy: Scanning

Scanning is an essential reading skill used by readers to search a text quickly for specific information. By developing this strategy, the children will learn to identify the important details in a story and answer specific questions without worrying about unknown words.

Scanning a text for a specific piece of information is an essential skill in everyday life (e.g. looking for a name in a long list, looking through a train schedule) and particularly on language exams when candidates are asked to read a passage and answer questions within a limited time. Teaching children this skill at a young age will help them:

- focus on important information while reading.
- develop their vocabulary.
- do well on exams and tests.

Activity

Materials: Reader; Class CD

))) 2.15

- Read the story aloud or play the story audio and have the children follow in their Reader.
- Explain what scanning is by demonstrating it. Ask *How often did Milo train when he was a boy?* Hold up your Reader and run your finger over the text as you look for the answer. Do this at a relatively fast pace and pick out key verbs as you read. Stop suddenly at *train* in the caption to Picture 4 where the answer is, and read the answer aloud (*seven days a week*). Explain that you were looking for the verb *train* (because it was in the question) and an amount of time (because the question needed this type of answer).
- Divide the children into teams of four. Allocate two pages of the Reader to each group (pp. 33–4, 35–6, and 37–8). Explain that you are going to ask questions. Each team has to scan their pages quickly to see if the answer is there.
- Ask the questions in random order. Elicit the answer each time from the appropriate team. A correct answer wins a point, but if a team takes too long, another team gets the chance to answer. This will encourage them to focus only on key words.
- **Suggested questions:**
 - p. 33: Where is Milo from? (Kroton)
 - p. 34: What did Milo win at the Olympic Games? (a laurel crown)
 - p. 35: What did Milo throw in the Olympics? (a javelin)
 - p. 36: How did Milo help Pythagoras escape? (He lifted the roof up.)
 - p. 37: What does the boy think about Milo? (That he's too proud.)
 - p. 38: Why couldn't Milo lift the tree? (He wasn't strong enough.)

Reading Strategy: Paired Reading

Paired reading involves the children reading aloud to each other in pairs. Less fluent readers learn from more fluent readers, and gain confidence reading to just one person. It is also an effective strategy when readers of the same skills level work together.

The children work in pairs and read the story or text to each other. Even if there are differences in their reading skills, they can work together to help each other. Both the fluent reader and the less fluent reader will benefit from this. The strategy is also effective when children with the same reading skills work together. Depending on the text, the children can take turns reading a sentence, paragraph, or page, or they can read it simultaneously. This helps the children:

- develop their reading skills and fluency.
- collaborate and practice their social skills in pairs.
- focus on their pronunciation and intonation.

Activity

Materials: Reader; Class CD

))) 2.24

- Play the story audio once through and ask a few comprehension questions, e.g. *Is Jimmy's mom happy with him? Why not? How does Jimmy get into the Sneaky Snake game? Would you like to be inside a video game? Which one?*
- Divide the class into pairs (you can deliberately mix the abilities or do this more randomly).
- Choose one of the Paired Reading patterns (e.g. a sentence each, a paragraph each, or a page each) and explain it to the class. (**Note:** Sneaky Snake is a rhyming story so the "sentence each" pattern would work well.)
- Have the children read the story to each other in their pairs. Monitor and make a note of any key words the children have problems pronouncing, but do not correct them: the aim of the activity is fluency. Drill these with the whole class at the end of the task.

Holly's Vacation

Reading Strategy: List–Group–Label

When using the List–Group–Label strategy, the children brainstorm words related to the story before they read it. They also organize the words into meaningful chunks of language which help them build up their vocabulary. In addition, they practice their critical thinking and communication skills and engage with the story before reading it.

The List–Group–Label strategy gets the children to work in small groups and focus on recalling and then categorizing vocabulary. There is no right or wrong answer—but the children need to justify their choices. This strategy helps them:

- develop their English vocabulary.
- activate their critical thinking skills by figuring out categories and assessing how words fit into them.
- use their communication skills in groups.
- engage with the story before reading it.

Activity

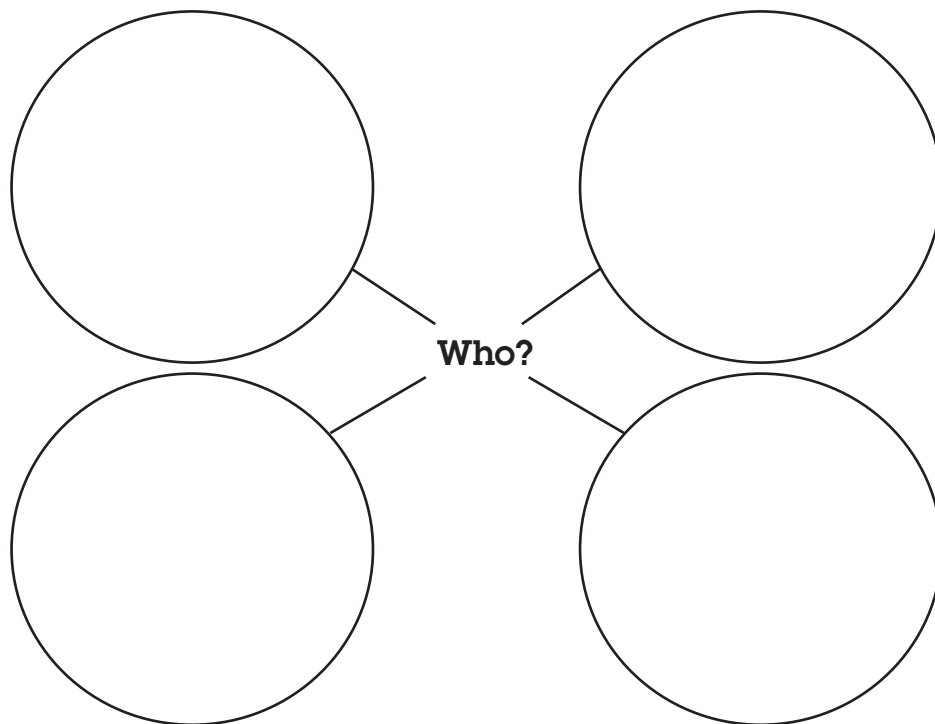
Materials: Reader; Class CD; Chapter 9 Worksheet (page 18 of this handbook)

))) 2.33

- Print out the worksheet (one for each child).
- Read the story aloud or play the story audio for the class to follow in their Reader. Ask comprehension questions during and/or after the story.
- Write *Vacation* on the board. Elicit a few related words and phrases, e.g. *camera, summer, see friends, take pictures*, etc.
- Distribute the worksheets. Put the children in pairs or small groups to brainstorm more words related to *Vacation*, with each child writing them on their own worksheet under the “Our words” heading. Set a time limit (e.g. two to three minutes) and monitor.
- Then work with the class to add a few words to the board. Demonstrate how to link words together. For example, *museum* and *camp* are places where we go when we are on vacation; *see friends* and *take pictures* are things we do when we are on vacation. Write these two lists on the board (*Places on vacation, Things we do on vacation*) and elicit other possible categories, e.g. *What we take on vacation, How we feel on vacation, Things we buy on vacation*.
- The children work in their groups again to look at how words link together and decide which categories are suitable. Ask them to categorize their words. Monitor and assist as necessary.
- Invite pairs or groups to present their categories to the class. If appropriate, point out words that fit into more than one category.

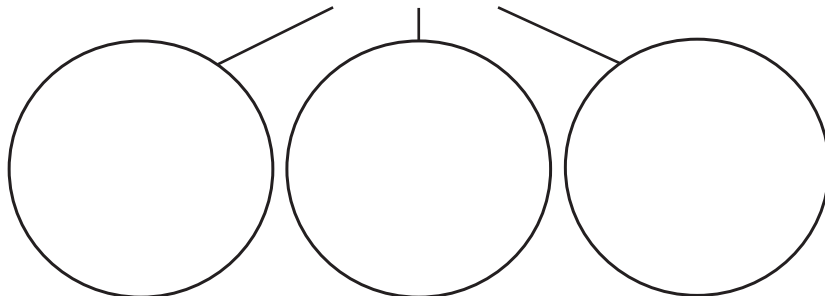
The Magic Money Tree

Write notes on the main points of the story.



Where?

What?



What do they do with the money?

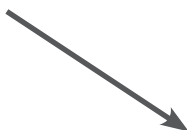
Ravi's
mother

Hamid's
grandmother

Complete the story map.

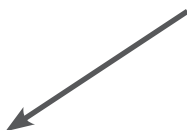
Beginning

One day, Doctor Copper made a called
.....

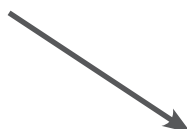


Then, Hilda and Frank Coppelia on the
.....

Middle

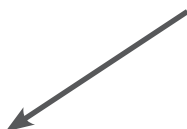


After that, Hilda and Frank went inside the
They realized that Coppelia wasn't



When Doctor Copper came in, Frank hid inside a
..... and Hilda sat on

End



In the end, escaped,
but wasn't very happy.

Cinderella Goes to the Party

Combine the sentences. Use *and* or *because*.

- 1 Cinderella makes the beds. Cinderella sweeps the floor.

Cinderella makes the beds and sweeps the floor.

- 2 Cinderella lives with her stepmother. She lives with her two stepsisters.

- 3 Cinderella isn't happy. She always does the work.

- 4 She calls Fairy Godmother. She needs her help.

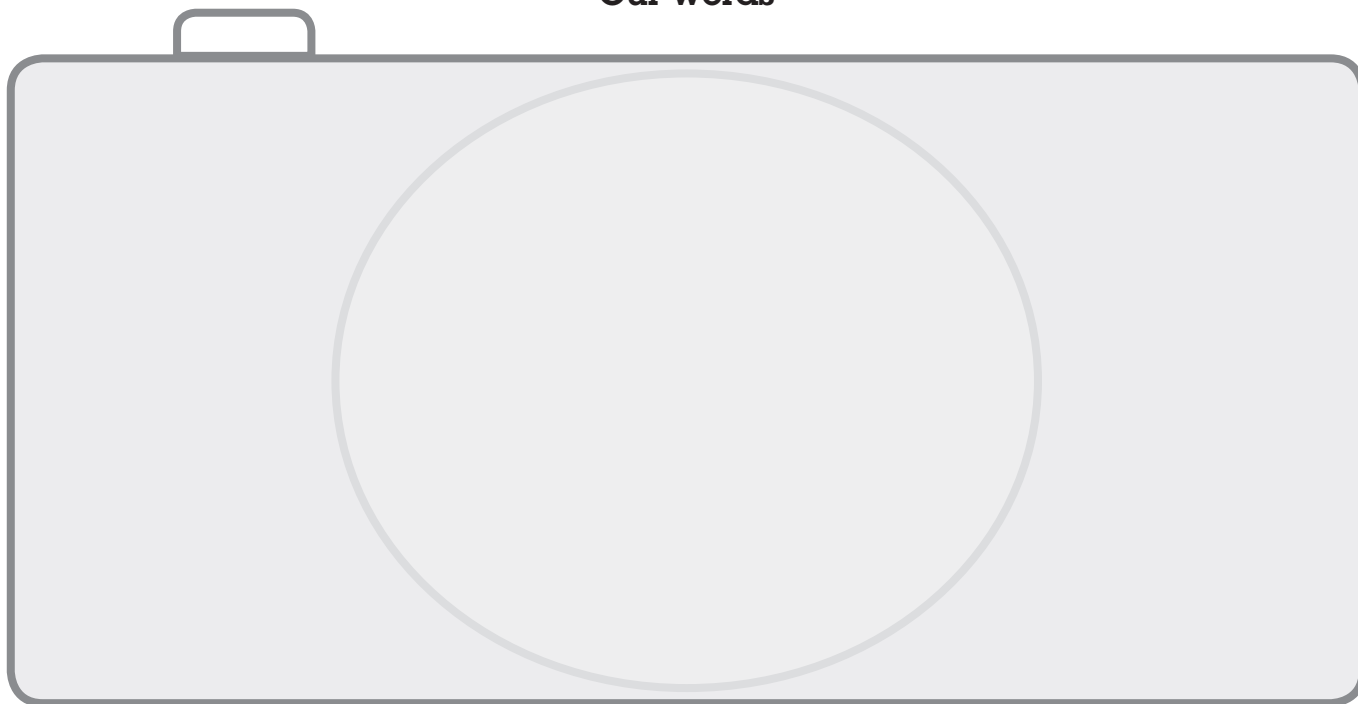
- 5 The stepsisters are excited. They want to go to the party.

- 6 I can do your hair. I can help you with your boots.

- 7 Cinderella dances at the party. She meets a nice man.

Write vacation words, then put them in categories.

Our words



Our words in categories



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